

T.C
DİCLE ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ
YABANCI DİLLER EĞİTİMİ ANABİLİM DALI
İNGİLİZ DİLİ EĞİTİMİ BİLİM DALI

4. SINIF SUNSHINE İNGİLİZCE DERS KİTABININ
ÖĞRETMENLERİN BAKIŞ AÇISIYLA DEĞERLENDİRİLMESİ:
DİYARBAKIR İL ÖRNEĞİ

Zana HANAR

Tez Danışmanı: Doç. Dr. Nilüfer BEKLEYEN

YÜKSEK LİSANS TEZİ

DİYARBAKIR /2019

**TURKISH REPUBLIC
DICLE UNIVERSITY
GRADUATE SCHOOL OF EDUCATIONAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGE EDUCATION
ENGLISH LANGUAGE TEACHING PROGRAMME**

**AN EVALUATION OF SUNSHINE, 4th GRADE ENGLISH
TEXTBOOK FROM THE TEACHERS' PERSPECTIVE: THE
SAMPLE OF DIYARBAKIR CITY**

Zana HANAR

Supervisor: Associate Prof. Dr. Nilüfer BEKLEYEN

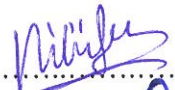
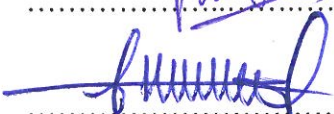
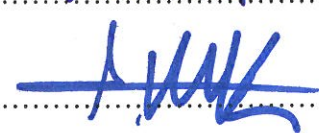
MASTER'S THESIS

DİYARBAKIR /2019

T.C
DİCLE ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜ
DIYARBAKIR

Zana Hanar tarafından yapılan “4. Sınıf Sunshine İngilizce Ders Kitabının Öğretmenlerin Bakış Açısıyla Değerlendirilmesi: Diyarbakır İl Örneği” konulu bu çalışma jürimiz tarafından İngiliz Dili Eğitimi Ana Bilim Dalında YÜKSEK LİSANS TEZİ olarak kabul edilmiştir.

Jüri Üyesinin

	<u>Ünvanı</u>	<u>Adı Soyadı</u>	
Başkan:	Doç. Dr. Nilüfer BEKLEYEN		
ÜYE:	Doç. Dr. Cemal AKÜZÜM		
ÜYE:	Dr. Öğr. Üyesi Murat KALELİOĞLU		

Tez Savunma Sınavı Tarihi: 18/04/2019

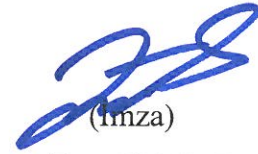
Yukarıdaki bilgilerin doğruluğunu onaylarım.

...../...../ 2019

Prof. Dr. İlhami BULUT
ENSTİTÜ MÜDÜRÜ

BİLDİRİM

Tezimin içerdiği yenilik ve sonuçları başka bir yerden almadığımı ve bu tezi DÜ Eğitim Bilimleri Enstitüsünden başka bir bilim kuruluşuna akademik gaye ve unvan almak amacıyla vermediğimi; tez içindeki bütün bilgilerin etik davranış ve akademik kurallar çerçevesinde elde edilerek sunulduğunu, ayrıca tez yazım kurallarına uygun olarak hazırlanan bu çalışmada kullanılan her türlü kaynağa eksiksiz atıf yapıldığını, aksinin ortaya çıkması durumunda her türlü yasal sonucu kabul ettiğimi beyan ediyorum.



(İmza)

Zana HANAR
18/04/ 2019

ÖZ

4. SINIF SUNSHINE İNGİLİZCE DERS KİTABININ ÖĞRETMENLERİN BAKIŞ AÇISIYLA DEĞERLENDİRİLMESİ: DİYARBAKIR İL ÖRNEĞİ

Zana HANAR

Yüksek Lisans Tezi, İngiliz Dili Eğitimi Anabilim Dalı

Danışman: Doç. Dr. Nilüfer BEKLEYEN

Mart 2019, 140 sayfa

Bu çalışmada, Sunshine 4. Sınıf İngilizce ders kitabının öğretmenlerin bakış açısıyla Diyarbakır örneğinde değerlendirilmesi amaçlanmıştır. Tarama türünde betimsel bir çalışma olarak desenlenen araştırmanın katılımcıları, Diyarbakır ili Kayapınar ilçesindeki devlet ilköğretim okullarında görev yapan, bu ders kitabını kullanan veya daha önce kullanmış olan 102 İngilizce öğretmeninden oluşmaktadır.

Araştırmada veri toplama araçları olarak, Sunshine 4. Sınıf İngilizce ders kitabını genel görünüm, organizasyon, destekleyici materyaller, amaçlar, konu içerikleri, dil becerileri, etkinlikler ve alıştırmalar açısından değerlendirme olanağı sağlayan, araştırmacılar tarafından geliştirilen 6 faktör ve 53 maddeden oluşan “Ders Kitabı Değerlendirme Ölçeği” ile 4 açık uçlu soru kullanılmıştır. Veri toplama aracı, araştırmacı tarafından 2016-2017 akademik yılı bahar yarıyılında uygulanmıştır. Araştırmadan elde edilen nicel verilerin analizinde SPSS paket programı kullanılmıştır. Öğretmenlerin ders kitabını değerlendirmeye yönelik görüşlerine ilişkin frekans, yüzde, standart sapma ve aritmetik ortalama gibi betimsel istatistiksel hesaplamalar yapılmıştır. Ayrıca, öğretmenlerin konuya ilişkin görüşlerini bağımsız değişkenlere göre ortaya koymak için kullanılacak istatistiksel yöntemleri belirlemek amacıyla, normal dağılıma uygunluk analizinde Kolmogrov-Smirnov Z testi, verilerin homojenlik durumunu tespit etmek için de Levene testi kullanılmıştır. Bu testlerin sonuçlarına göre, cinsiyet değişkeninde bağımsız örneklem için t-testi; öğretme deneyimi ve mezuniyet değişkenlerinde Tek Faktörlü Varyans Analizi (One-Way ANOVA); ilkokulda öğretme deneyimi değişkeninde ise Kruskal Wallis-H testi kullanılmıştır. Araştırma kapsamında uygulanan açık uçlu

sorulardan elde edilen nitel verilerin analizinde ise, içerik analizi kullanılmıştır. Katılımcı grubun görüşleri kodlanmış, benzer kodlardan da alt temalar oluşturulmuştur. Alt temalarda öne çıkan fikirleri desteklemek amacıyla katılımcı görüşleri olduğu gibi verilmiştir.

Araştırmanın bulguları, öğretmenlerin genel olarak Sunshine, 4. sınıf İngilizce ders kitabına karşı kısmen olumlu olmasına rağmen genelde kararsız bir tutum içinde olduklarını ortaya koymuştur. Ayrıntılı olarak değerlendirildiğinde, ders kitabının bazı yönlerinin eksik olduğu ve öğretmenlerin bazı materyallere ulaşmakta zorlandığı ortaya çıkmıştır. Bulgular ayrıca katılımcıların ders kitabını iyileştirmek için ne yapılması gerektiği konusunda önerilerini de ortaya koymuştur.

Anahtar Kelimeler: Ders kitabı, materyal değerlendirme, dil öğretiminde ders kitabı kullanımı, İngilizcenin yabancı dil olarak öğretimi,

ABSTRACT
AN EVALUATION OF SUNSHINE, 4TH GRADE ENGLISH TEXTBOOK FROM
THE TEACHERS' PERSPECTIVE: THE SAMPLE OF DIYARBAKIR CITY

Zana HANAR

Master's Thesis, English Language Teaching

Supervisor: Associate Prof. Dr. Nilüfer BEKLEYEN

March 2019, 140 pages

This study aimed to evaluate Sunshine, 4th Grade English Coursebook from the teachers' perspective in the sample of Diyarbakır city. It was conducted in the state primary schools located in the District of Kayapınar in Diyarbakır. The participants of this descriptive study were 102 teachers who were using the coursebook or had used it at any time of their career.

In the study, a “Coursebook Evaluation Questionnaire” consisting of 53 Likert scale questions under 6 categories and 4 open-ended questions were used to gather data about the coursebook. The questionnaire that was developed by the researchers revealed attitudes of the English teachers towards the coursebook in terms of the categories composed of general appearance, organisation, supporting materials, aims, topic contents, linguistic contents, skills, activities and exercises. The data collection was carried out by the researcher in the spring term of 2016-2017 academic year. The quantitative data, obtained from the administration of the questionnaire, were analysed by using SPSS. The descriptive analyses including frequencies, percentages, standard deviations, and mean scores of the questionnaire reflecting the attitudes of teachers towards the coursebook were calculated. In addition, in order to determine the statistical methodology to be used to find the significant differences in teachers' opinions on the coursebook with respect to the independent variables, Kolmogorov-Smirnov Z test was used for normal distribution analysis and Levene test was used to determine the homogeneity status of the data. According to the results of these tests, t-test for independent samples in gender variable; One-Way ANOVA for teaching experience and graduation variables; Kruskal Wallis-H test in the teaching in primary school variable were used. In the analysis of the qualitative

data obtained from open-ended questions, content analysis was used. In order to analyse the data, the responses from the participants were categorized depending on their similarities, and sub-categories were created from similar ones. In order to support the ideas that were prominent in sub-categories, the responses from the participants were given as they were.

The findings of the study revealed that, in general, the teachers were undecided towards Sunshine, 4th Grade English Coursebook, although they sometimes displayed slightly positive attitudes. When the results were considered in detail, it was revealed that some aspects of the coursebook were found to be incomplete, and the teachers had difficulty in having access to some materials. The findings also revealed the suggestions of the participants about what should be done to improve the coursebook.

Keywords: Coursebook, materials evaluation, using coursebooks in language teaching, Teaching English as a Foreign Language

ACKNOWLEDGEMENTS

I am very pleased to acknowledge everyone who granted their great support when I prepared my thesis.

First, I would like to present my deepest gratitude to my thesis advisor, Associate Prof. Dr. Nilüfer BEKLEYEN, for her guidance, and patience. Without her, it would have been impossible to finish this long and difficult task.

Second, I would like to express my respect to Associate Prof. Dr. Cemal AKÜZÜM, whose contributions to my thesis is of great value. Furthermore, I would like to present my respect to Assistant Prof. Dr. Murat KALELİOĞLU for his support during my preparation process.

Finally, this thesis is dedicated to my wife, Elif, my daughter and my son. Their support will always help me attain my goals.

TABLE OF CONTENTS

ÖZ	v
ABSTRACT	vii
ACKNOWLEDGEMENTS	ix
TABLE OF CONTENTS	x
LIST OF TABLES.....	xiv
LIST OF FIGURES.....	xvi
LIST OF APPENDICES.....	xvii

CHAPTER I

INTRODUCTION

1.0 Presentation	1
1.1 Background of the study	1
1.2 Statement of the problem	6
1.3 Purpose of the study and research questions	8
1.4 Significance of the study	9
1.5 The scope and limitations of the study	10
1.6 Definition of key terms and abbreviations	11
1.7 Abbreviations	11

CHAPTER II

REVIEW OF LITERATURE

2.0 Presentation	12
2.1 Coursebook	12
2.1.1 Definition of Coursebook	12
2.1.2 Role of the Coursebook in ELT	15
2.1.2.1 Advantages of Coursebooks	16
2.1.2.2 Disadvantages of Coursebooks	20

2.1.3 How to use coursebooks	22
2.2 Coursebook Evaluation	24
2.2.1 What is evaluation?	24
2.2.2 Need for Materials Evaluation.....	24
2.2.3 Types/models of Coursebook Evaluation.....	26
2.2.4 Checklists for Coursebook Evaluation	33
2.2.4.1 Daoud and Celce-Murcia’s evaluation checklist (1979).....	33
2.2.4.2 Grant’s Checklist for Coursebook Evaluation (1987)	33
2.2.4.3 Breen and Candlin’s Checklist for coursebook evaluation (1987)	36
2.2.4.4 Dougill’s evaluation checklist (1987).....	37
2.2.4.5 Hutchinson’s (1987) evaluation checklist.....	38
2.2.4.6 Leslie E. Sheldon’s Evaluation Checklist (1988)	39
2.2.4.8 Cunningsworth Checklist Criteria (1995).....	40
2.2.4.9 Harmer’s Checklist for Coursebook Evaluation.....	42
2.2.4.10 The Criteria followed by the Ministry of National Education (MONE)	42
2.3 Previous Studies on Coursebook Evaluation in Turkey.....	44

CHAPTER III

METHODOLOGY

3.0 Introduction	50
3.1 Research Design.....	50
3.2. Research Questions	50
3.3 Participants and setting of the Study	51
3.3.1 Demographic Information of the Participants	52
3.4 Data Collection Tool	54
3.4.1 The Questionnaire.....	54
3.4.1.1 Demographic Data Questions	55
3.4.1.2 Likert Type Questions.....	55
3.4.1.3 Open-Ended Questions	58
3.4.2 Pilot Administration of the Questionnaire.....	59
3.5 Data Collection Procedure	59
3.6 Data Analysis	59

CHAPTER IV

FINDINGS

4.0 Presentation	61
4.1 Findings of the Questionnaire	61
4.1.1 Descriptive statistics	61
4.1.1.1 General Appearance and Organization	62
4.1.1.2 Supporting Materials.....	65
4.1.1.3 Aims.....	67
4.1.1.4 Topic Contents	68
4.1.1.5 Linguistic Contents	69
4.1.1.6 Skills, Activities and Exercises.....	71
4.2.2. Inferential Statistics	76
4.2.2.1 Results of <i>t</i> -test for the relationship between gender and the categories of the evaluation of the coursebook	76
4.2.2.2 Results of ANOVA for the Relationship between the categories of the evaluation of the coursebook and Teaching Experience.....	77
4.2.2.3 Results of Kruskal-Wallis for the Relationship between the Opinions of English Teachers about the categories of the evaluation of the coursebook and Teaching Experience in a Primary School.....	79
4.2.2.4 Results of ANOVA for the Relationship between the Opinions of English Teachers about the categories of the evaluation of the coursebook and Educational Background.....	81
4.3. Findings of Open-Ended Questions	83
4.3.1 Results of the Open-ended questions related to the Strengths of the Coursebook.....	83
4.3.2 Results of the Open-Ended Questions related to the Weaknesses of the Coursebook and the Problems that the Teachers faced While Using the Coursebook.	86
4.3.3 Results of the Open-ended questions related to the suggestions for the improvement of the coursebook	93

CHAPTER V**DISCUSSION, CONCLUSION AND SUGGESTION**

5.0 Introduction	100
5.1 Discussion and Conclusion	100
5.2 Suggestions for Teachers	115
5.3 Suggestions for the Coursebook Committee and MONE	116
5.4 Suggestions for Further Research	118
REFERENCES	119



LIST OF TABLES

Table 1. Number and Percentage of the Participants' Gender.....	52
Table 2. Number and Percentage of the Participants' Educational Background.....	52
Table 3. Number and Percentage of the Participants' Teaching Experience.....	52
Table 4. Number and Percentage of the Participants' Teaching Experience in a Primary School	53
Table 5. Categories of the Coursebook Evaluation Questionnaire and Cronbach's Alpha Coefficients.....	56
Table 6. Distribution of Rating Options in Research Scale by Points.....	60
Table 7. General means and standard deviations of the categories of the research questions.....	61
Table 8. General Appearance and Organization	62
Table 9. Supporting Materials.....	65
Table 10. Aims	67
Table 11. Topic Contents	68
Table 12. Linguistic Contents.....	69
Table 13. Skills, Activities and Exercises.....	71

Table 14. Independent Samples t-test for Results of t-test for the relationship between gender and the categories of the evaluation of the coursebook.....	76
Table 15. Results of ANOVA for the Relationship between the categories of the evaluation of the coursebook and Teaching Experience	78
Table 16. Results of Kruskal-Wallis for the relationship between the Opinions of English Teachers about the categories of the evaluation of the coursebook and Teaching Experience in a Primary School.....	79
Table 17. Results of ANOVA for the relationship between the Opinions of English Teachers about the categories of the evaluation of the coursebook and Educational Background.....	81
Table 18. Results of the Open-ended questions related to the strengths of the coursebook.....	83
Table 19. Results of the Open-ended questions related to the weaknesses of the coursebook and the problems that were met while using the coursebook.....	86
Table 20. Results of the Open-ended questions related to the suggestions made for the improvement of the coursebook.....	93

LIST OF FIGURES

Figure 1. Options for coursebook use (Harmer, 2001 p.306).....	23
Figure 2. Stages of aim analyses by Hutchinson (Hutchinson: 1987, p.41)	28
Figure 3. An overview of the materials evaluation process by McDonough, Shaw and Masuhara (2013, p.58).....	32



LIST OF APPENDICES

Appendix 1. Questionnaire – English Version	130
Appendix 2. Questionnaire – Turkish Version.....	135
Appendix 3. Open-ended Questions – English Version.....	140
Appendix 4. Open-ended Questions – Turkish Version	140



CHAPTER I

INTRODUCTION

1.0 Presentation

This thesis reports on a study that investigates what teachers think about the 4th-grade coursebook “*Sunshine 4*” used in state primary schools in Turkey. Teachers’ perspectives on the book are investigated regarding general appearance and organisation, supporting materials, aim, topic contents, linguistic contents, listening, speaking, reading and writing skills, activities, exercises, vocabulary, and grammar. This chapter presents a brief introduction about the background to the study, a statement of the problem, the purpose of the study, research questions, significance of the study, scope, and limitations of the study and definition of the key terms.

1.1 Background of the study

English is now used as a global language with 1,500 million speakers worldwide. Currently, it is the most preferred language of communication worldwide (Crystal, 2003; the British Council and TEPAV, 2013). Because of globalisation, the spread of English is an indisputable factor affecting language planning and policy worldwide (Hu, 2007). There are several reasons for this spread. To begin with, in addition to being the official language of 53 countries, English is spoken as a first language by around 1000 million people around the world, and 16 percent of the world population uses this language in their lives to a certain degree. Another reason is that it is the universal language of many fields such as science, aviation, business, computer technology, diplomacy, tourism, education, news, media, and the internet (the British Council and TEPAV, 2013). Moreover, knowing English provides people with many advantages such as increasing the chances of getting an excellent job in multinational companies, learning new cultures and enjoying media in the original language. Finally, Academic English is used in most social and scientific research studies, articles, theses, journals, and books.

When the importance of English is considered to the extent mentioned above, it is inevitable that providing a perfect teaching environment is necessary for all educators.

Therefore, the quality of teachers, students, and coursebooks that are seen as the main elements of foreign or second language classrooms (Richards, 1998) is of great significance. The role of teachers and students in language learning has been studied for many years, but less attention has been given to the third element, coursebooks (Richards, 1998). Coursebooks contain the hidden curriculum of the language studies in a specific program or country; therefore, they play a crucial role in providing information about the possible teaching and learning practices of a particular school or an institution (Richards, 1998). Furthermore, they are designed either for general courses where they are used as a "Global English Book" or for schools where they meet the needs of an ELT program in a country as a pack including workbook, cassettes, CDs, VCDs or CD-ROMs (Richards, 1998). Moreover, students always expect to use a coursebook in the classroom and think that published material is more trustworthy than teacher-generated or "in-house" materials. Therefore, coursebooks are at the centre of education and inevitable for both students and teachers in an ELT program, and they are traditionally used as a means of controlling the classes that consist of a large number of students (Sheldon, 1988).

Several other scholars examine the extent to which coursebooks meet the needs of students and teachers, how inevitable they are in a learning situation, and how effective they are. For one thing, Cunningsworth (1984) mentions that it is inevitable for teachers to use a coursebook in their teaching life any time, and notes wherever, whomever and whatever they teach, they need a coursebook to save time and money. Similarly, Richards (2001) suggests that coursebooks are the necessary tools that meet the students and teachers' needs; that is, they are the prime, reachable, and most common tools of learning English. He also states that they procure a studying program, a standardised lecturing, a teaching material quality, and many different kinds of learning materials to the teaching environment. Another point he states is that coursebooks support teachers concerning time efficiency, resource, guidance, and material. Likewise, McDonough and Shaw (2003) state that coursebooks are seen as the core of studies and the most important representation of classroom activities and besides, almost all teachers use coursebooks in their classes. Allwright (1981) states coursebooks compensate for the deficiencies of the teachers by providing exercises and a syllabus. Cunningsworth (1995) similarly suggests that coursebooks are sources of syllabus, activities, and exercises to practise the language. They support teachers and learners concerning the organisation of the learning content. Another scholar, McGrath (2006) puts forward a broader perspective by mentioning that they are at

the centre of teaching and learning process because the attitudes of teachers and students will assure the success of a coursebook. In addition to this, “a coursebook is the stone from which a sculpture will be made (needing bits chopped off, added on and occasionally a little crushing)” (p.174). Therefore, in formal education, a coursebook is of great importance, and this has become a known fact.

Coursebooks are necessary elements of the teaching and learning process. For instance, O'Neill (1982) suggests four reasons for the necessity of coursebooks. First, a coursebook gives a basic grammatical and functional framework where teachers can do the teaching job, and it serves the usual needs of the student groups despite the differences it has. Second, a coursebook provides the absentees with a chance to see what they have missed and get ready for what they will learn before the next lesson. The third reason is that a coursebook and its contents are easily reachable and it can be carried to anywhere the students may desire. Finally, a coursebook is like a base on which teachers can make many adaptations and improvisation. However, he also states that there is no unique coursebook to meet all the needs of teachers and learners despite all these advantages mentioned.

Haycraft (1978) considers the issue regarding the extent to which coursebooks are psychologically useful for learners and concludes that they are actual measurements of progress. Daoud and Celce-Murcia (1979) handle the issue in the same way and mention that one of the essential elements having a profound impact on both behaviours of the students and teachers is a coursebook.

When judging the necessity of coursebooks, the method and approach used to evaluate and to select them gains great importance. It becomes inevitable to evaluate whether they are suitable for the needs and expectations of learners and teachers. Nowadays, it is straightforward to reach the new documents and information both on the internet and in the printed book, so it is possible to get confused when choosing which material can be best for learners. It is hard to provide a balance between students' level, chosen books, students' aims, teachers' aims, the applicability of the coursebook and curriculum. The fundamental question to be answered is which book suits best to teaching environment regarding the criteria including level of students, aims of students, the educational tools existing in the class and its appropriateness. Haycraft (1978) emphasises that a difficulty in choosing a coursebook is to consider age groups and their needs.

However, Allwright (1981) deals with the content of the materials by emphasising that materials for learning and teaching must be related to the whole language learning and teaching conception. Hence, it is essential for teachers and the responsible authorities to evaluate the coursebooks so that they can make good decisions (Cunningsworth, 1984). Because these decisions have a high impact on education life, coursebooks should be evaluated periodically (Richards, 2001). The continuous evaluation and selection of coursebooks are indispensable for both teachers and learners because English is taught through coursebooks with millions of copies, and they perform a very crucial task in teaching English (Hutchinson and Torres, 1994). However, the selection process involves some crucial factors such as teaching experience, economic conditions, and political conditions (Sheldon, 1988). Therefore, selecting a good coursebook is not an easy task because there may be many people involved and it is a complex process (Chambers, 1997). Similarly, Cunningsworth (1984) emphasises that it is not easy to choose a coursebook because there is not a book that can be the best due to the changing conditions. At this point, Hutchinson and Waters (1987) also state that the coursebook evaluation is of great importance and must be done carefully to avoid the waste of time and money. Because the needs of the students are relative and it may not be possible to change a previously chosen coursebook, it should be chosen carefully. McDonough and Shaw (2003) emphasise the importance of doing a careful evaluation by claiming that being able to evaluate teaching materials is an essential professional activity for all teachers. Moreover, they state that there is a natural pressure over the teachers to choose a convenient coursebook that is seen as the core of the study and the most important representative of the classroom activities.

In the case of Turkey, modernisation and westernisation movements led to strong relationships with Europe, especially with French after the Turkish Republic established in 1923 (Inceçay, 2013). After the 1950s, the United States had a significant effect on Turkey concerning economy and military and as a result, English started to spread in Turkey. In 1997, through act 4306, when the compulsory education period was extended to eight years (MONE, 2005), the students had an opportunity of learning English in primary schools starting in fourth grade with two hours a week. Nowadays, since Turkey is a member of the North Atlantic Treaty Organization (NATO) and an associate member of the European Union (EU), English has become more important since it is the language of communication in international affairs in Turkey (Kırkgöz, 2005).

The Turkish Ministry of National Education formally mentioned that ‘Turkey’s political and economic ambitions and the nation’s desire to keep up its relations with foreign countries using English, particularly with countries of the European Union, are the major motivating forces underlying the decision to introduce English to young learners’ (MONE, 1997, p.606). Owing to the new act, young learners have a possibility of learning English as a foreign language for longer hours (Kırkgöz, 2009). Moreover, Kocaoluk and Kocaoluk (2001) mention the aims of ELT for 4th and 5th grades are to increase learners’ awareness for a foreign language, to encourage a positive attitude towards learning English, to increase learners’ interest and motivation, to provide classroom situations supported by games, to form dialogues and meaningful contextualized learning activities, and to help learners to find appropriate strategies.

In some parts of the world, teachers have the freedom of choosing a coursebook, while in other parts of the world, they do not, and they are obliged to use the chosen coursebook (Garinger, 2001). For instance, in Turkey, the state provides the same book centrally to all students in the country, and it can be said that they are the sole common resource to teach English in a classroom. Moreover, it is not allowed to use another coursebook in the class. It means that the teachers and the students have no chance to choose another book apart from the determined book and the most important thing is that they have to learn from that book. That is, teachers and learners have to use the same book for a whole year in the lessons. Therefore, the importance of evaluating coursebooks comes to the fore, and it is inevitable that there is a need to evaluate them.

Finding out whether coursebooks are suitable for students and teachers is of great significance since, if the book contains an error, mistake or deficiency; this will be reflected on every student’s learning process on a nationwide scale. If it is not determined, a temporary error will become embedded and end up with a permanent one which will affect approximately a hundred thousand students. Therefore, to turn back and try to arrange the things will cost time and money. At this point, it is important to note that evaluation is invaluable to avoid from such situations beforehand. There is no doubt that evaluating the officially chosen coursebooks in Turkey is an immediate and crucial need to reflect light on the success of language learning in the country in the coming years. It should not be forgotten that evaluating and selecting coursebooks affect the entire generation and their future.

1.2 Statement of the problem

It is certain that the economic, political, and social progress in today's society is related to the ability of people in Turkey to use English effectively at an international level (MEB, 2018, p.4). However, English language teaching in Turkey is not in the desired levels yet, for example, according to the report prepared by the British Council and TEPAV "the reality is that very few students are able to achieve even basic communicative competency even after about 1,000 hours of English lessons" (2013: 83). Moreover, Uztosun (2018) claims that teaching English is one of the long-lasting problems in the Turkish educational system. According to his study, although in the last twenty years the educational system has undergone three significant changes, there is empirical evidence showing that innovations have been unsuccessful in terms of changing classroom practice. He adds that, even though English lessons have been taught at earlier grades than before since 1997, more hours have been devoted to teaching and the MONE has chosen the communicative approach, related studies showed that classroom teaching was still structural. In order to change this reality, the MONE has taken measures. For example, in 2004, a constructivist learning approach was adopted to promote students' active engagement in the learning process, and the ELT programme was changed accordingly (Topkaya and Küçük, 2010). However, the gap between the curriculum and classroom practice did not change since English Language Teaching remained structural and teacher-centred, with just little emphasis on improving students' communication skills (Uztosun, 2018). Subsequently, in 2012, MONE introduced the 4+4+4 educational system and started teaching English in the second year of primary education rather than in the fourth year (Uztosun, 2018; the British Council and TEPAV, 2013). Because of the transition from the 8+4 educational model to the new 4+4+4 system, the new curriculum has led to the need for the redesign of current curricula (MEB, 2018, p. 3). Although constructivist approaches, communicative language teaching, learner-centeredness, and process-oriented assessment were stressed in the curriculum, studies found that these approaches and innovations did not change classroom practice (Uztosun, 2018). For example, Gürsoy, Korkmaz and Damar (2013) found that teachers did not give the prime importance to speaking and listening skills.

When it comes to discussing the reasons why the classroom practices were not changed, there is not one clear reason but various complicated ones. To find out the

reasons, MONE, some other institutions and scholars have done some research studies. For example, MONE prepared a report by reviewing the books with regard to the views obtained from the teachers, parents and academicians. As a consequence of their investigation, they learned that speaking, listening, writing and reading activities, motivation and needs of the learners and teachers were generally the subjects argued over (English Lesson Teaching Program, MONE 2018, p:3). Furthermore, in the studies performed by Kırkgöz (2006; 2007), the main problem causing failure was found to be poor coursebooks, time constraints, large class size, and inadequacy of qualified teachers. In another study, Uztosun (2011) found that though teachers and students believed that communicative skills should be the main aim of the learning process, they admitted that they only gave prime importance to teaching grammar in English classes.

To clarify the aforementioned reasons, Uztosun (2018) researched with in-service English teachers' in Turkey in order to find out teachers' views about the quality of ELT in Turkey and main instructional problems they experience while teaching English. The data were collected from 2,476 teachers working at primary, secondary, high schools in fifty cities across Turkey through an online questionnaire comprised of quantitative and qualitative items. The study revealed that ELT in Turkey is not effective because of large classes, poor coursebooks, insufficient materials, limited class hours, examination-driven teaching, and overloaded and structure-based curriculum. Moreover, the participants of the study have the same idea about improving teaching the listening and speaking skills, improving coursebooks, offering preparatory classes and increasing class hours, improving teacher development and recruitment, providing opportunities to go abroad, changing the focus of examinations, and changing the curriculum could help improve the effectiveness of ELT in Turkey.

Another outstanding study is that of the British Council and TEPAV (2013). They prepared a report under the heading of Turkey National Needs Assessment of State School English Language Teaching by performing a study with parents, teachers and learners, totally 21,000 respondents from various cities of Turkey. They revealed many essential facts some of which were related to coursebooks. According to their results, the official coursebooks and curricula failed to meet the varying levels and needs of learners, and the learners did not like the coursebooks because they believe that they were demotivating and useless; as a result, learners fail to learn how to communicate and function independently

in English. On the other hand, teachers regarded technological equipment as more useful than coursebooks. The report also emphasized that the system was teacher-centric, and the focus was on students' learning how to answer teachers' questions (where there is only one, coursebook-type 'right' answer), how to complete written exercises in a coursebook, and how to pass a grammar-based test (the British Council and TEPAV, 2013).

When considering the effectiveness and importance of coursebooks in learning and teaching process, and their permanent economic and social benefit on a nationwide scale, the main thing is to evaluate the coursebooks periodically according to not only internationally accepted criteria but also the criteria of the MONE and to find out whether they are in line with those criteria. That is why, in this study, teachers evaluate coursebook "Sunshine 4" in terms of several aspects such as general appearance, organization, design and illustration, supporting materials, aims, approaches, topic contents, linguistic contents, activities, exercises, social and cultural contexts, language skills, teaching methods, meeting the needs of the students, and meeting the needs of teachers. The study aims to clarify the deficiencies and contribute a lot to the next editions and productions of the coursebooks in the upcoming years.

1.3 Purpose of the study and research questions

The main aim of this study is to evaluate Sunshine 4th Grade English Coursebook that was chosen to be used as a coursebook for five years starting from the 2015-2016 educational year in all primary schools in Turkey according to the decision made by the Board of Education and Discipline in 2014. In response to this fundamental aim, the following research questions were aimed to answer:

Research Question 1: What are the general opinions of the teachers on evaluating Sunshine 4th Grade English Coursebook?

Research Question 2: What are the opinions of the teachers on evaluating Sunshine 4th Grade English Coursebook in terms of:

- a. General Appearance and Organization,
- b. Supporting Materials,
- c. Aim,

- d. Topic Contents,
- e. Linguistic Contents,
- f. Skills, Activities and Exercises including the following headings.

Research Question 3: Is there any difference in teachers' general opinions about evaluating Sunshine 4th Grade English Coursebook according to the variables given below?

- a. Gender
- b. Length of teaching experience
- c. Length of teaching experience in a primary school
- d. Educational background

Research Question 4: What are the suggestions of the teachers in terms of;

- a. The strengths of the coursebook,
- b. The weaknesses of the coursebook,
- c. The problems that teachers have met while using the coursebook,
- d. The suggestions teachers make for the improvement of the coursebook.

1.4 Significance of the study

The success can be provided with a good program and coursebooks are the reflections or the tools including those reflections. There have been many technological developments in the last century which affect the educational tools used in and out of the class. However, coursebooks have always been of great importance because of heterogeneity of social, cultural and economic backgrounds of the regions in the country.

In Turkey, coursebooks are of prime importance in conveying the information to the students. The coursebooks are chosen by the National Education Ministry of Turkey and the same book is implemented for four years. Moreover, these books are distributed to all schools in the country for free and teachers are required to use them in the course of the teaching process. This means that students and teachers do not have a chance to change their coursebooks on which they are heavily dependent to learn and use the target language. That is, learners in Turkey are not exposed to the target language and do not practise teaching and learning activities when they are not in the class and do not have a coursebook (Ersöz, 1990). Under these circumstances, coursebook evaluation is crucial. In

order to provide a high-quality English language education for primary and lower secondary students in Turkey, a periodic revision of the courses is necessary to sustain an up-to-date and useful curriculum (MONE, 2018, p. 3). Similarly, Cunningsworth (1984) mentions that there is no perfect coursebook and that; the most suitable choice should be found in order to meet the students' and teachers' needs. Because of being a fundamental and supporting tool for both students and teachers, the coursebook evaluation and selection proves to be of great significance (Cunningsworth, 1984).

Sunshine, 4th Grade English Coursebook has been chosen for the present study since it is a fundamental book for young learners who are generally neglected in coursebook studies. To the knowledge of the researcher, no evaluation studies have been performed on this book. The evaluation of this book will reflect light on the coursebook itself and the next ones to be published in the coming years. Moreover, the present study will acquire a scientific view of the opinions of teachers and guide the MONE authorities to choose the best books needed. As a result, the authorities may take necessary precautions for the next publication and selection of the coursebooks concerning the reasons above.

1.5 The scope and limitations of the study

The study aims to conduct a questionnaire with 120 teachers using or having used the 4th grade *Sunshine* coursebook. The questionnaire was applied at the end of the second term of 2016 and 2017 education year. Most teachers had started to use this book the previous year, so they were familiar with the book. Most of them could give certain impressions they had from the book. The survey questions were clear, evaluative and previously discussed and were adapted from the former studies, which was an advantage for both the process of the study and the results to be reached.

As to the limitations of the study, the first one is that few teachers newly starting to teach at the fourth grade may have some inefficient knowledge and experience about the book. The second one is that the study was performed in Diyarbakır, a south-eastern province of Turkey. In the city, the gap between the learners' social and economic profiles varies significantly from one district to another, and this gives rise to differences in the appliance of the book in the class. For example, while teachers use technological devices in some schools, there are no available technological tools in others. Finally, the social

structure of the district may cause the differences in the motivation and beliefs of teachers, which will directly affect the opinions of teachers about the lessons and naturally the coursebook.

1.6 Definition of key terms and abbreviations

Coursebook

In the previous studies, the terms “coursebook” and “textbook” were both used. “A coursebook (also called textbook) is the book that contains the materials used in a language course, often part of a series, each part aimed at one level” (Thornbury and Watkins, 2007). In order to prevent confusion, the researcher will use the term “coursebook” as an umbrella term in this study.

Materials Evaluation

In this study, materials evaluation is used to evaluate the value of learning materials (Carter and Nunan, 2001), which is done as a systematic appraisal of the value of materials regarding the aim of materials and the aim of the students using them (Tomlinson, 2011b).

Syllabus and Curriculum

In this study, the term “syllabus” is used to refer to an item-by-item description of the teaching content of a course (Thornbury and Watkins, 2007). On the other hand, “curriculum” is used to refer to a program or a collective work done by teachers and students together (Nunan, 2004).

1.7 Abbreviations

MONE: Ministry of National Education

ELT: English Language Teaching

ELTP: English Lesson Teaching Programme

CEFR: The Common European Framework of Reference for Languages

CHAPTER II

REVIEW OF LITERATURE

2.0 Presentation

This chapter reviews the definition and role of coursebooks, coursebook evaluation, need for evaluation, evaluation types, evaluation models, evaluation checklists, and previous studies on coursebook evaluation in Turkey and other countries.

2.1 Coursebook

2.1.1 Definition of Coursebook

A coursebook is “a book used by students when they do a particular course of study”, or it is “a book that contains detailed information about a subject for people who are studying that subject or as a book that provides reading and exercises for a school or college course” (Cambridge Online Dictionary, 2018). Coursebooks are generally used in the learning and teaching process as an essential part of formal education given by almost all state and private schools. Therefore, it is a widely known fact that coursebooks form an inevitable part of education, and sometimes their importance is so emphasized that some metaphors are used to refer to their roles. Some of these are springboard, holy book, straightjacket, supermarket, compass, survival kit, crutch and recipe (McGarth, 2006). These metaphors show that some teachers see coursebooks as the main sources of teaching process regarding content, skills and language practice (Richards, 2014). Similarly, regarding the importance of coursebooks, Hutchinson and Torres (1994) consider a coursebook as “an important means of satisfying the range of needs that emerge from the classroom and its wider context” (p.327) and as an almost common component of language teaching. Another scholar, McGarth (2006), suggests that coursebooks are at the centre of the teaching and learning activities and they resemble a stone from which a sculpture can be made. Likewise, Sheldon (1988) suggests that coursebooks are both at the centre of the physical ELT programs and an excellent chance for both learners and instructors during teaching activity.

Coursebooks provide a unique, common and standard syllabus to all teaching-learning situations. Hutchinson and Torres (1994) suggest, "A coursebook is an almost universal element of [English language] teaching. Millions of copies are sold every year, and numerous aid projects have been set up to produce them in [some] countries... No teaching-learning situation, it seems, is complete until it has its relevant coursebook." (p.315). The primary basis of the curriculum of many language courses is determined by the coursebooks (Richards, 1993), teachers and students have coursebooks in order to follow a language course systematically (Ur, 1996). Moreover, coursebooks have a significant effect on school subjects, and they function as the syllabus (Appel, 2011). Hutchinson and Torres (1994) provided proofs supporting these by stating that as a result of their survey applied to both students and teachers, the subjects in the study regarded the coursebooks as a material organizing their learning and teaching progress both in and out of the class by being supported with activities, exercises, homework and tests. Schmidt, McKnight, and Raizen (1997) regard a coursebook as a device owing to which the theoretical and planned phase of learning becomes concrete in the class accompanied by activities and exercises.

Among other teaching materials, coursebooks keep their essential roles in the learning and teaching process. Although there are many definitions of materials, a coursebook has a unique meaning and an important role in language teaching in the world (Littlejohn, 2011; Richards, 2001; Tomlinson, 2003). Similarly, Garinger (2002) puts forward that although there are more materials which are generated with the help of new technology and which let teachers generate their materials in better qualities, the popularity of coursebooks continues to expand.

A coursebook is not only a student's book alone, but also it is a package including a workbook, teacher's book and additional texts (Masuhara and Tomlinson, 2008). Likewise, Cunningsworth (1995) states most of the coursebooks contain not only a student's book but also a teacher's book. He adds that the student's book is thought to be the first thing that comes to mind when a coursebook is concerned; however, teacher's book is of great importance. These components provide great benefits both to learners and to teachers. For example, Richards (2014) claims that coursebooks give both students and teachers what to teach and learn and how to do it regarding content and structure. Moreover, coursebooks are ready materials that can help teachers not to lose time on

preparing materials and to use their time more appropriately and sufficiently (O'Neill, 1982; Sheldon, 1988). Richards (2014) says that coursebooks are the materials that clarify the content and aims of the teaching process and show teachers how to teach.

As a component of the coursebook, a teacher's manual alone provides great benefits to teachers and the teaching process. For example, it helps teachers about instructions and is a good guide for the teachers who are inexperienced (Richards, 2014). Likewise, Harmer (2001) adds that teacher's guides show how to teach in the class, advise alternatives, more activities and resources. Similarly, Cunningsworth (1995) expresses a teacher's book provides the teacher guidance about using the book in the best way, and a student's book makes the students join the lesson and direct them how to do the learning activities in the class. Furthermore, a workbook lets them do more activities and exercises in order to intensify their knowledge about the language items previously learned.

Every component of a coursebook package has a different advantage for learners. To illustrate, Richards (2014) notes that learners can benefit from a coursebook and its supplements a lot because they can use them as self-study materials which students can apply any time during the learning process, which makes learners feel free. This makes students feel satisfied when completing a coursebook, and they have an advantage of revising it (Harmer, 2001). Furthermore, audio materials are included in the package so that the students can listen to real life English and pronounce it (Cunningsworth, 1995). In addition to these benefits, a coursebook has a powerfully engaging effect thanks to visual and topic diversity (Harmer, 2001). Besides, Tomlinson (2011: Glossary p: xi) defines a coursebook as “a book containing the essential materials and components such as grammar, vocabulary, pronunciation, functions and the skills of reading, writing, listening and speaking which students need and use a during a language course”.

A coursebook package has some characteristics in addition to the advantages mentioned above. To start with, to what extent all the components at issue are in harmony and support each other is of vital importance (Cunningsworth, 1995). Harmer (2001) says that good coursebooks have an appropriate syllabus, well-adjusted language control, motivating texts and supplementary materials such as tapes, videotapes, online studies and so on. Therefore, coursebooks provide them with a reliable material they can always use at any time and in any place. As a result, learners always expect to use a coursebook in the class as a means of the learning process and they regard a coursebook as a more organised

concrete and trustable material used in the class than teachers' materials (Sheldon, 1988). Another characteristic of coursebooks is that as a published book, besides aiming to help foreign learners to improve their knowledge of language and communicative ability, it has an aim of commercial gain.

2.1.2 Role of the Coursebook in ELT

There is not a unique view on the role of the coursebook in ELT. Three components that are the teacher, learners and materials determine the role of the coursebooks (Allwright, 1981). Knowing these roles is very important because the roles of coursebooks affect all students and teachers using them. For example, Hutchinson and Torres (1994) and Tomlinson (1998) state coursebooks function as universal elements of teaching and learning process. Tomlinson (1998) says that coursebooks are used widely in the language teaching process and regarded as a critical component of the process mentioned. Therefore, they become a vital component of teaching and learning process done by teachers on a daily basis. Similarly, Christenbury and Kelly (1994) maintain that today virtually all over the world, the teachers and students use coursebooks they think best suit their needs and interests. As a result, because coursebooks are seen as primary elements of teaching language and used widely, it is essential to deal with many different and controversial ideas about it appropriately. To do this, especially two main things will be dealt with; advantages and disadvantages of coursebooks. Ansary and Babaii (2002) maintain that the role of coursebooks varies according to the style a teacher uses, the materials they can reach and the method of the language teaching institution. They explain that the teachers generally make three choices, a- some teachers think a coursebook is necessary, b- some teachers think that it is unnecessary c-some teachers think it can be used and also be adapted with additional materials. Similarly, Harmer (2007, p.146) says that some teachers have a very high opinion of coursebooks, while others have a very poor opinion of them. Teachers who are not in favour of coursebooks say that they are boring, stifling and not practical, and they prefer to rely on their ideas magazines, students' ideas and several other resources. Teachers who are in favour of coursebooks say that they are good materials for teaching which are attractive. Moreover, they think that coursebooks are something well inspected and organised and they have relevant grammar syllabus, appropriate vocabulary, pronunciation work, writing tasks, many reading and listening materials, workbook and a teacher's guide. Furthermore, teachers do not lose time for preparing before each lesson for

new material because they know that they usually do not have enough time to do that. In addition, a teacher's guide is a good source for them to have extra ideas and get help.

Concerning the role of coursebooks, Richards and Rodgers (2001) think that the materials prepared for teaching language vary according to the primary aim of the material and the methodologies aimed to be used. For instance, they maintain that presentation of the content, practising of the content, facilitating communication content and the form of materials are shaped according to whether coursebooks will have major or minor roles. Moreover, they direct the teachers' and students' roles in the class. They add that the role of materials in a functional/communicative methodology may be shaped by focusing on communicative abilities rather than grammatical structures and including various texts and activities. They specify that within an individualised teaching system, materials are shaped by allowing learners to have a free study and use, giving the opportunity of self-evaluating and allowing various styles of learning. They give another example of the methodological difference, which mentions the content of Counselling-Learning. In this kind of learning, materials are designed to teach more mechanical aspects of language so that the instructor can function as a counsellor. They conclude that the main functions of materials, the shape of materials, the connection between materials and other input and the roles of teachers and learners compose the role of teaching materials. However, Tomlinson (1998) states that the most important role of materials is to make students decide about their learning. He states that owing to the limitations regarding the content, which is not attractive for learners, some people do not support the idea of coursebooks. However, some people are in favour of using coursebooks because they produce a balance and an organisation of the structures during the learning process.

2.1.2.1 Advantages of Coursebooks

There are various views on to what extent both teachers and students take great advantages of coursebooks. For example, McGarth (2002) maintains that coursebooks assist not only teachers but also learners about what is coming next clearly. Owing to coursebooks, learners and teachers know on which sphere of learning they are, the goals they have reached and the plan to achieve what is coming next. He adds that consolidation and practising are some other benefits provided to learners by coursebooks. Moreover,

Awasthi (2006) refers coursebooks as tools that both learners and teachers heavily depend on while teaching and learning.

Teachers take advantage of using a coursebook. Byrd (2001) maintains that teachers widely use coursebooks for daily activities in the class and very few of the teachers may not use coursebooks during their professional careers. Additionally, Edge and Wharton (1998) explain that owing to coursebooks, teachers do not waste their time and energy that they need in the class by preparing materials needed for an ELT program. Similarly, Bell and Gower (1998 and 2011) put forward that coursebooks give more time to teachers in order to think about what can be done to produce more exciting and impressive activities so that they can teach effectively. Similarly, Tomlinson (2011) states coursebooks provide time and energy savings by helping teachers not to lose their time by preparing materials and thinking about how to teach. Teachers can make good progress and can focus on their teaching well by using coursebooks as reference points, so coursebooks contribute a lot to teachers regarding gaining skills (Tomlinson, 2003 and 2008).

O'Neill (1982) has pointed out that coursebooks generally try to take the needs of learners into consideration and even though they are not suitable for learners, they have an advantage of being accessible to all learners as a material to be reached with money at a short time.

Ur (1996) explicitly mentions the advantages of using a coursebook including organization power of coursebooks, the authority coursebooks provide to learning situation, function of coursebooks as a syllabus, coursebooks' presenting needed materials readily, reaching coursebooks easily without paying more money and irreplaceable guidance of coursebooks for both learners and teachers especially not experienced ones. He also states that coursebooks help teachers as rough guides that clearly explain the guidelines of the teaching program and what should be taught next. He expresses that learners can direct and practise their teaching without having help from teachers.

As to the advantages of coursebooks, Cunningsworth (1995) makes a detailed analysis. He regards coursebooks as tools through which the needs of learners are met, and language is taught in a short time. One point he mentions is that coursebooks have a significant impact on self-learning and teaching programs, and they are the materials that give great support to the new teachers concerning gaining confidence, include activities and ideas supporting teachers and learners and prepare learners for authentic

communicative skills. He also adds that it shapes the teachers' teaching content and their method of teaching by organising teaching process thoroughly. Furthermore, he maintains that coursebooks are the most chosen materials used during the teaching period. Finally, he claims that coursebooks can be the most beneficial items if both the teacher and the coursebook share clear aims in order to meet the learners' necessities to the best degree.

Cunningsworth's (1995) opinions as to the roles of a coursebook can be summarised as follows:

- a resource for the presentation of materials (spoken and written),
- a source of activities for learners practice and communicative interaction,
- a reference source for learners on grammar, vocabulary, pronunciation, and so on,
- a source of stimulation and ideas for classroom activities,
- a syllabus (where they reflect learning objectives that have already been determined),
- a resource for self-directed learning or self-access work,
- support for less experienced teachers who have yet to gain confidence.

Another scholar who makes a detailed analysis as to advantages of using a coursebook is Richards (2001). He claims that coursebooks are of vital significance for most of the syllabus as an indispensable element. They procure learners the input they need and the activities and exercises they do in the class. He adds that coursebooks are the essential elements from which the language content is given and with which language skills are practised. Furthermore, he expresses that if there were not coursebooks, a teaching program would have no plan to follow, so coursebooks present a significant advantage regarding structure and syllabus. He states that coursebooks provide a standard program shared by all learners, and they accompany by the supporting materials providing extra audio-visual exercises and activities, which take learners' attention because they are enjoyable. He claims that coursebooks are good guides in helping new teachers who do not have enough experience as trainers. He emphasises that they make teacher only concentrate on what they teach without tiring them on preparing materials for the lesson, which is also time-consuming. He summarises the advantages as follows:

Coursebooks;

1. provide structure and syllabus with a plan and organises the program.

2. provide a standard instruction; in other words, all the students learn the same content in different classes. This standardisation gives rise to the fact that the students can have the same test without causing big differences in measuring students' levels.

3. provide quality because of being evaluated many times before and after they are used in the class. The studies made on coursebooks result in more concrete and sound information about what to be done and what not to be done.

4. give the opportunity of reaching supplying materials that accompany the book. These materials make learning funnier and easier for both teachers and students.

5. contain almost everything that students and teacher may need in the class, causing teachers to spend more time teaching than preparing materials.

6. contain ready-made and correct language input and models that may not be produced by a teacher whose mother language is not English.

7. carry out an essential duty as training teachers not having much experience.

8. physically look attractive because they are commercially valuable.

Hutchinson and Torres (1994) also mention the advantages of a coursebook as regards bringing novelties, long-term effects, meeting the needs of learners and teachers. First, they put forward that coursebooks are of great significance about bringing novelties such as new methodologies and untried ones that necessitate a gradual adaptation and hard process. Secondly, on condition that a coursebook is used appropriately, it will have long-term effects on the learning of the students as a perfect material. Third, the needs of the students in the classroom are widely met thanks to the coursebook. Fourth, coursebooks become good guides for teachers and a tool that helps students to consolidate and repeat their knowledge. Moreover, teachers can evaluate what they taught previously and keep their records. Coursebooks are also potent stimuli for methodological development. As a result, they conclude that the role of the coursebooks cannot be overlooked as they present great facilities to learning affairs, making the process more productive, sounder and more accessible for both students and teachers. Thus, coursebooks will always survive.

Coursebooks are so advantageous that some scholars think they are necessary components in ELT. Nunan (1991) claims that the materials are of great importance

because they represent the solid bodies of the syllabus and linguistic content whether they are commercial or teacher produced ones. Garinger (2001) claims coursebooks are vitally important for every kind of educational institutes in the world. Williams (1983), Sheldon (1988), Hutchinson and Torres (1994), and Littlejohn (2011) put forward that materials are inevitable parts of language learning process and at the centre of it. Mares (2003) states that a coursebook provides cohesion in the classroom activities that govern the learning and teaching process. Litz (2005) puts forward that a coursebook is of great importance in any ELT program. Sheldon (1987) says that coursebooks not only develop students' communicative abilities but also their linguistic knowledge. In one study, Grant (1990) claims the teachers regard a coursebook as a tool not only providing the topic content but also guiding how to teach that content systematically. Coursebooks are excellent guides for teachers as well as being a learning instrument (O'Neill, 1982). In addition, Skierso (1991) expresses that coursebooks provide motivation and stimulation that are the two necessary components of teaching.

2.1.2.2 Disadvantages of Coursebooks

Some scholars have emphasised the disadvantages of using a coursebook in different aspects. One of these scholars, Sheldon (1988) maintains that coursebooks may cause disappointment and doubt since they are seen as a means of making money. Similarly, McGarth (2013) puts forward that coursebooks become commercial tools making a great profit to the publisher because they are sold all over the world and this makes the publisher be motivated mainly by profit.

Tomlinson (2003) points out that teachers and learners may not find all their requirements and interests in coursebooks because of the differences in their teaching and learning conditions. He emphasises that coursebooks may have different effects in different countries or classes of different sizes. Tomlinson (1998) also states that owing to the limitations regarding the content that does not take the students' interests and needs into consideration; some people do not support coursebooks.

Littlejohn (1992) articulates that coursebooks lead teachers not to produce and create new materials by presenting ready-made material, so they do not need to peer into the subjects and use the ready materials. He states that coursebooks take the authority in time and over-dependence on coursebooks makes the teacher obey them and the writer's

aims. Furthermore, learners are limited to the book regarding improving their knowledge freely with a more different point of view. In another study, Littlejohn (2011) suggests that material publishing in ELT has become so competitive that publishers should give extra materials to survive. He states that there are so many extra materials such as student's book, workbooks, Teacher's guides, CDs, DVDs and website activities that it is not unusual for teachers to think that they can cover all of them in time.

Ur (1996) puts forward that some disadvantages are resulting from the different needs of the students whose characters are not the same. Some other causes are the topics that are uninteresting and irrelevant, inauthenticity of the content, different levels of the learners, and restriction authority of teachers caused by coursebooks and limits on the adaptable activities done by teachers. Likewise, Alptekin (1993) maintains that cultural way of a coursebook may not be understood by the students and teachers who are not familiar with the culture given in the coursebook. However, he emphasises that a language can best be given with its own culture made.

Another scholar, Richards (2001) expresses similar disadvantages in details as follows;

1. Coursebooks may sometimes include inauthentic language because they may be produced to be in harmony with the thing that is wanted to be taught.

2. The content of coursebooks is prepared according to what to be taught, so some controversial topics are eliminated, and acceptable ones are included. This may cause distorted content.

3. Coursebooks are often written with commercial concerns, leading to the fact that the students' needs and interests may be ignored and the need of the coursebooks' adaptation.

4. Because teachers use coursebooks actively and receive their needs readily from them, they may lose their productivity and adapting skills.

5. Coursebooks may financially be challenging to be bought.

Finally, he advises that the advantages and the disadvantages should be evaluated and so coursebooks should be improved and should be supported with materials when needed. In addition, the teacher should be guided and supported. There may be some deficiencies and errors that must be detected and corrected not only in terms of design and

content of the book but also fluency, cultural suitability and meeting the needs of learners and teachers.

2.1.3 How to use coursebooks

Considering to what extent coursebooks have importance in teaching and learning process as mentioned before, the question of how to use a coursebook gains great importance. The knowledge of teachers about how coursebooks can be used effectively in the class is of great importance for both teachers and students (Williams, 1983; Sheldon, 1988; Hutchinson and Torres, 1994; and Littlejohn, 2011). In addition to the opinions above, especially some scholars express their opinions strongly. First, Harmer (2001) says that coursebooks can be directive and de-motivating if not used appropriately; that is, if they are not adapted or changed when necessary. He adds that the topics can be culturally inappropriate and sequence of teaching may not be coherent. Second, Cunningsworth (1995) claims a coursebook should not be the master of the teacher and learners, but it should be their servant meeting their needs practically. Third, Christenbury and Kelly (1994) emphasise that using a coursebook carefully is of vital significance in order to compensate for the deficiencies of the book with supplementary materials.

Harmer (2007) makes a detailed analysis of how to use a coursebook. He says that despite many advantages of coursebooks, teachers should be careful about not being locked into coursebooks, using their contents as the only material and teaching only as the book suggests. At this point, teachers should consider the engagement of students in the class. Moreover, teachers should evaluate whether all pages are good enough to be used in the class and whether the language level, topic/content, activities and sequencing of the lessons are appropriate for students or not. When a coursebook is good in these terms, it is useful and attractive for teachers to continue the book, but if it is not, they should know how to adapt it to make it more appropriate. When teachers want to make a coursebook more appropriate, they should regard *four* alternatives to do it. *The first one* is that teachers can omit lessons from coursebooks, and they do it all the time. However, they should be careful about not omitting many pages because students may start to think that coursebooks are useless. *The second alternative* is that teachers can change the lesson with one of their own. If they can cover the same language and vocabulary, students may like the new material more. He warns that omitting or replacing should not be done a lot. *The*

third one is that teachers may want to add some exercises in order to make students engage more with the language or topic. *The final alternative* is to adapt the content of the coursebook “by rewriting parts of it, replacing some of the activities (but not all), reordering activities or reducing the number of activities in the sequence” (Harmer: 2007 p.146). He says that teachers should not use coursebooks line-by-line, should change parts if necessary, should use the most appropriate parts for their classes and should make suitable adaptations. He shows this procedure as in the chart below (Harmer: 2001 p.306):

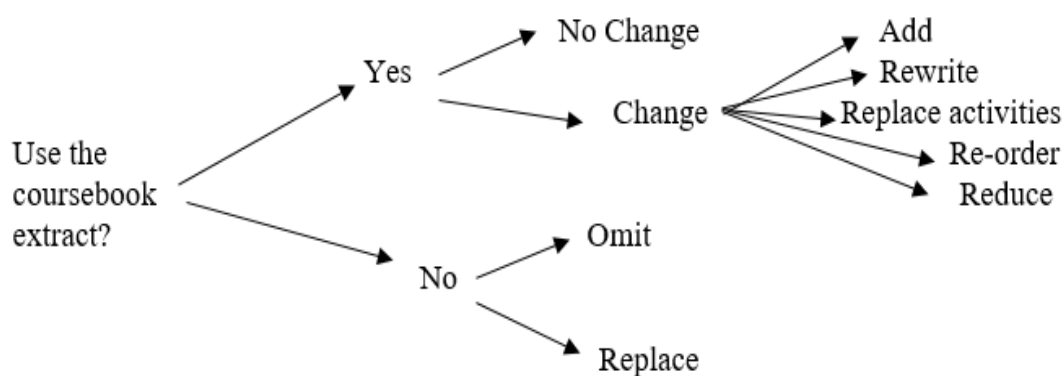


Figure 1. Options for coursebook use (Harmer, 2001 p.306)

As a result, Harmer (2007) maintains that teachers who do not want to use coursebooks can only be successful only if they have a bank of materials that have been tried. He adds that teachers who choose to use coursebooks can be successful if they see coursebooks as proposals for action rather than instructions. He says that coursebooks can have a meaning only if learners and teachers use them.

Ansary and Babaii (2002) and Cunningsworth (1995) suggest similar ideas at this issue. They note that teachers should always produce supplementary materials and adapt the new materials because no coursebook can be the best one that can meet all specific needs and teaching events. Therefore, the publishers should present informative and educative courses about their coursebooks (Williams, 1983; Sheldon, 1988; Hutchinson and Torres, 1994; Littlejohn, 2011).

2.2 Coursebook Evaluation

2.2.1 What is evaluation?

Evaluation has been defined in several ways in ELT context. Jones (2009) explains that “in language learning and language teaching, evaluation generally refers to the theoretical and empirical assessment of the curriculum itself and its components from various perspectives: assessment of teacher performance, learner achievement, materials and so on” (p.21). Hutchinson (1987) emphasises that materials’ evaluation should be seen as a matching process, in which value and presumptions of teaching/learning situation are coherent with the value and presumptions of available materials. Similarly, Littlejohn (1998) says that coursebook evaluation is to examine whether the content and methodology of a coursebook are suitable for a specific teaching program. He says that the evaluation finds out whether the materials make the learners involve in the problem-solving process, whether they improve autonomy and whether they put the learners in the centre of the learning process or not. Moreover, Cunningsworth (1995) says that coursebook evaluation consists of determining the needs of learners, the aims, methods and values of a teaching curriculum.

2.2.2 Need for Materials Evaluation

All researchers evaluate to find out whether the materials are useful for the learners by caring not only learners' enjoyment of the materials but also learners' needs and demands. Specifically, materials evaluation is considered as an important part of teacher training because of two reasons, to emphasise their important features and to make learners familiar with the materials (Cunningsworth, 1995). Therefore, if teachers are given a chance of explaining their opinions about a book to someone who is not the representation of a publisher, it will be more objective for them to express what they like and what they do not like (Tomlinson, 2003). Moreover, analysis and evaluation make teachers more aware of the materials used and gain a view about them; therefore, they contribute a lot to the development of teachers (Cunningsworth, 1995). As a result, coursebook evaluation makes the teachers see more than impressionistic evaluation and makes easy for them to recognise useful, definite, systematic and contextual thoughts about general nature of coursebook materials (Cunningsworth, 1995; Ellis, 1997). By evaluating a coursebook,

teachers learn about the content of the book, and they become aware of its strengths and weaknesses in order to make them appropriate for the course aims, learners' needs and teachers' goals. Thanks to the result of the evaluation, it can be decided whether to use the materials, to adapt them or to replace them (Tomlinson, 2003). Similarly, Re-Dickens and Germania (1994) state evaluation is of great significance as an indispensable and basic part of the teaching and learning process. They claim that thanks to evaluation, the effective, less effective and not effective parts of the materials can be found. They also emphasize that teaching materials, methods, the impact of teachers, the way the materials are presented to learners, the kinds of learning tasks, how the courses are organized are all crucial both before and after learning process and, therefore, it is vital that they be evaluated.

Hutchinson (1987) summarises that materials evaluation improves teachers' awareness in several ways:

Evaluation;

1- makes teachers analyse their own existed views about the nature of language and learning. By observing learners and themselves in the class, teachers can become aware of the better understanding of their theoretical knowledge and their practice. They can realise what conflicts with their language learning knowledge.

2- forces teachers to determine their priorities according to the syllabus and needs of learners because materials are variable concerning emphasising some learning points according to the needs. For example, some books give importance to content and language areas, and others give importance to exercises that help learners learn in a better methodology.

3- makes teachers realise that materials are integral parts of the complete learning/teaching situation. Here teachers should be aware of whether the materials are flexible, they can be adapted or changed according to the needs of learners and requirements of learning/teaching situation.

Teachers can choose the most suitable book for their students' needs, cultural context and aim with the help of evaluation and this is the best way to take advantage of a coursebook. In order to obtain this information, coursebook evaluation seems to be the unique way (Schmidt, McKnight, and Raizen, 1997).

Overall, it can be said that materials evaluation is not a process that only helps teachers to find the right materials but a process by which they can develop themselves in terms of being aware of their existed ideas about the nature of language learning. On the other hand, coursebooks are measurable and concrete materials, so they are essential for students to realise their signs of progress (Haycraft, 1998).

Finally, this research aims to evaluate a coursebook published by the Ministry of National Education (MONE). The evaluation of coursebooks is also approved by the MONE, which is of great importance because they are used nationwide and the core of ELT (Aytuğ, 2007). The results of the studies related to evaluation are considered by the MONE when preparing the periodical mentioned above "English Lesson Teaching Programs".

2.2.3 Types/models of Coursebook Evaluation

Several scholars suggest systematic approaches for materials evaluation (McGrath, 2002; McDonough, Shaw and Masuhara, 2013; Rubdy, 2003; Tomlinson, 2003). In most of the studies, three types of evaluation can be observed:

1. *Pre-use or predictive* evaluation (Ellis, 1997; McGrath, 2002; Tomlinson, 2003) which includes evaluating the potential value of the coursebook.

2. *In-use or whilst-use* evaluation (McGrath, 2002; Tomlinson, 2003) which includes evaluating when using the materials

3. *Post-use* evaluation (McGrath, 2002; Tomlinson, 2003) which evaluates the impact of the materials on the learners.

Cunningsworth (1995) classified materials evaluation similarly in three categories according to the purposes of performing an evaluation:

Pre-use evaluation: It is the most comprehensive evaluation but the hardest one because of not having previous evaluations. At this stage, “future or potential performance of the coursebook” is evaluated.

In-use evaluation: It is performed when the material is in-use by being observed.

Post-use evaluation: It is a retrospective evaluation that determines the strengths and weaknesses of the material. This evaluation helps evaluator whether to continue using the same materials or replace them.

Robinson (1991) classifies evaluation as Cunningsworth and other scholars mentioned above by classifying materials evaluation types as follows:

Preliminary evaluation: This evaluation is implemented before the course by the teacher or course organiser in order that they can choose the right material by using a checklist.

Summative or performance evaluation: This type of evaluation is done after a course with the help of a test or questionnaire done before and after a course in order to determine how beneficial and useful the materials have been.

Formative evaluation or revision: This type of evaluation is performed during the teaching activity by adding, extracting, adjusting and adapting according to the needs of program or learners.

Tomlinson (2003) explains the issue of evaluation more specifically by mentioning that evaluation of materials is mostly done *impressionistically* in order to find whether the students will like and learn from them easily. He says that some researchers (e.g. Amrani, 2011) evaluate publishing the materials with the aim of improving the quality of them, some of them (e.g Littlejohn, 1998) do more objective and *analytical* evaluations and some researchers (e.g Ellis, 1997) do *whilst-use* and *post-use* evaluations because they want to learn the effects of using materials.

Littlejohn (1998) expresses that a coursebook can be analysed in three ways:

1. The first one is the physical appearance of materials as a book and as a whole.
2. The second one is about what the learners do in the class, whether the language focus is made in terms of meaning or form, learners' participation and what the tasks include.
3. The third one is the results of the general evaluation of content, goals of the materials, selecting and sequencing the tasks, the roles of the teachers and learners, what the learners' wants, skills and abilities are and the role of all materials.

Hutchinson (1987) emphasises that materials evaluation is an interactive process, and finding out real value and the nature of the book is of great importance for doing a proper evaluation. In another study, Hutchinson and Waters (1987) say that evaluation is judging whether something fits into your aims. They present *four* criteria:

- 1) The basic criteria introducing coursebooks are defined.
- 2) The nature and underlying principles of a specific teaching/learning situation must be analysed. This is an objective analysis.
- 3) The nature and underlying principles of the available materials must be analysed and tested in the class. This is a subjective analysis done in the class.
- 4) A comparison must be done between the results of the two. By matching, we can find out how far the materials meet the needs.

These stages can be shown as in the diagram following:

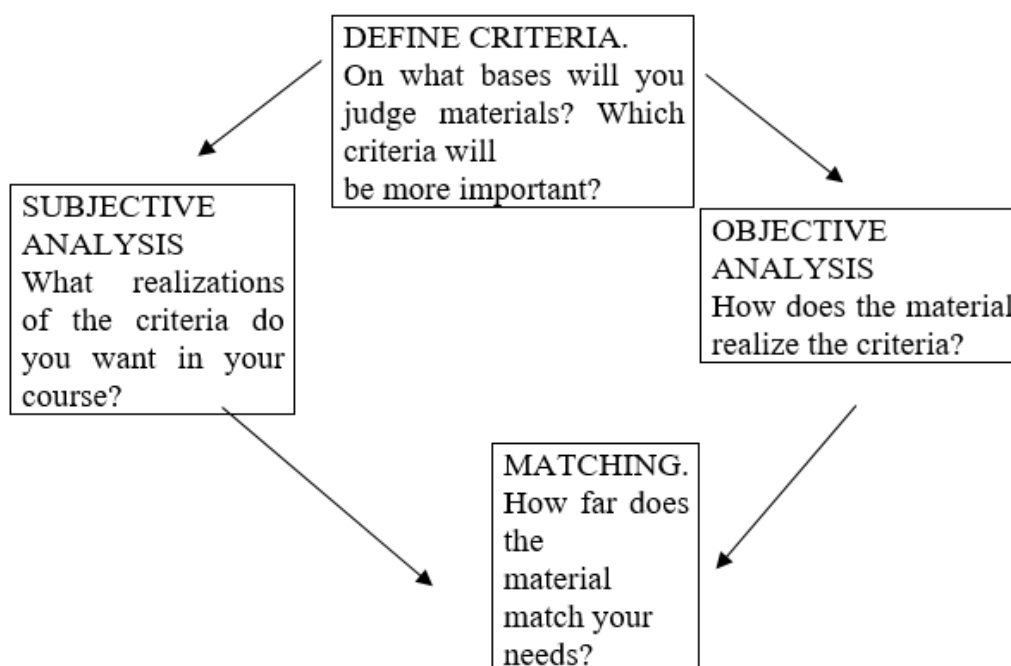


Figure 2. Stages of aim analyses by Hutchinson (Hutchinson, 1987, p.41):

Ellis (1997) is another scholar who makes a detailed explanation of evaluation categories. He emphasises that teachers use two categories of evaluation, which are *predictive evaluation* and *retrospective evaluation*.

Predictive evaluation: It is done to decide what materials should be chosen to practise the learning process. The evaluators try to find the best materials for their needs and aims. This can be done by investigating some articles, coursebooks reviews, practising some checklists and guidelines prepared by experts such as Cunningsworth, 1984; Breen and Candlin, 1987; Skierso, 1991; McDonough and Shaw, 1993. Thanks to these checklists, first, teachers can find overall usefulness of materials, and second they can analyse the materials about their actual teaching situation. These two-stage evaluations are done to help an evaluation be done systematically. He adds that this evaluation is not scientific enough due to some limitations. After this stage, the evaluators may need to learn whether the materials have been useful for them. Then, they do a retrospective evaluation (Ellis: 1997, p.36).

Retrospective evaluation: It is done to evaluate the materials that have been practised in the learning process. Retrospective evaluation can be divided into two groups *impressionistic and empirical*. The most teachers does impressionistic evaluations, namely, they can determine whether some activities work in particular by observing them in the class. *Empirical* evaluation is done as action researches by studying special teaching tasks. It shows the validity of predictive evaluation and to what extent the chosen materials have worked. He claims that there have been very few published guides for retrospective evaluations of the materials. It takes more time because teachers should research students' journals and end-of-course tests in order to learn how effective their materials and teaching have been. He puts forward that empirical evaluations can be more practical through *macro evaluations* and *micro evaluations*. *Macro evaluation* is an overall evaluation that determines whether the whole set of the materials has been useful with regard to the learners' needs determined beforehand. However, *micro evaluation* is a task evaluation that is done in more detail, and that can lead to subsequent macro evaluations studies. It can find out the extent to which a task is convenient for a particular group of learners, and it can bring the weaknesses in the design of a task. Therefore, it can lead to improving the material for the future. He offers *seven* steps to evaluate a task, which are as follows (Ellis: 1997, p.38);

Step 1: Choosing a task to evaluate,

Step 2: Describing the task,

Step 3: Planning the evaluation,

Step 4: Collecting the information for the evaluation,

Step 5: Analysing the information,

Step 6: Reaching conclusions and making recommendations,

Step 7: Writing the report.

Tucker (1975) offers three elements to evaluate coursebooks, as follows;

- a pile of criteria that are in harmony with the necessary linguistic, psychological, and pedagogical principles,
- a plan to be used as a part of a method to measure and judge the relative weaknesses and strengths of a coursebook,
- a chart/graph to obtain evaluators an opportunity to compare the ideal coursebook in their minds and the coursebook evaluated easily and quickly.

McDonough and Shaw (2003) and McGrath (2002) suggested two ways for the evaluation of coursebooks comprehensively:

1. The first one is a short *external evaluation* consisting of criteria related to the organisational foundation of a coursebook that is explained in the cover, introduction and table of contents by the author or publisher.

2. The second one is an *internal evaluation* that is done in depth to find out to what extent the concerned material meets the author's explanations and the aims of a teaching curriculum. McDonough and Shaw suggest that it is better to evaluate at least two units of a coursebook strictly to do a good internal evaluation.

3. The third is an *overall evaluation* that is done to find out how adaptable a coursebook in case of a need.

External evaluation is a comprehensive and external overview of the organisation of the material. The three main things to be considered are (a) "blurb" or description of the book made on the cover of the teacher's and student's books, (b) introduction and (c) table of contents (McDonough, Shaw and Masuhara, 2013, p.54). Table of contents can be seen as a "bridge" between external claim and inside of the materials.

McDonough, Shaw and Masuhara (2013) express that from the "blurb" and introduction, during the external evaluation there are some criteria to be considered as follows:

1. the age group, and the intended audiences,
2. the level,
3. the aim of the context,
4. the language,
5. the time left for each unit,
6. the methodology,
7. the actuality,
8. the aim of using the coursebook,
9. the teacher's book,
10. the vocabulary list and index parts, the table of contents,
11. the visual materials,
12. the instructions and presentations,
13. the cultural content
14. the cost,
15. the kinds of tests.

Upon completing the first stage of the evaluation, that is, external evaluation, we can decide whether materials are appropriate or inappropriate for learners. If materials are found to be appropriate at the end of the first evaluation or external evaluation, internal or more detailed evaluation can be done (McDonough, Shaw and Masuhara, 2013, p.58).

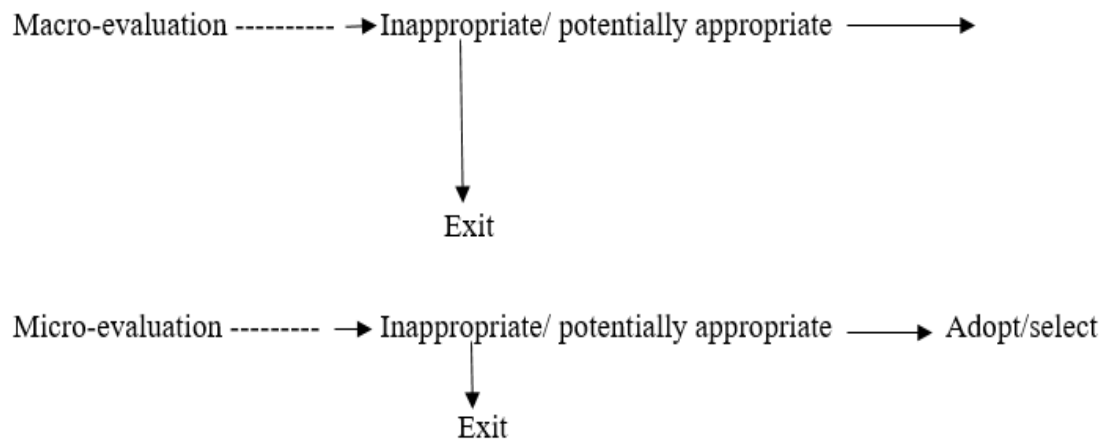


Figure 3. An overview of the materials evaluation process by McDonough, Shaw and Masuhara. (McDonough, Shaw and Masuhara, 2013, p.58)

McDonough, Shaw and Masuhara (2013) say that the second stage of the evaluation, the internal evaluation, is the in-depth evaluation of materials, which is necessary to find out to what extent the claims mentioned above of the author and the publisher in the blurb, table of contents and introduction parts are in harmony with internal consistency. To find out this consistency, at least two units of a book or set of materials should be examined in terms of *the following elements*:

1. skills,
2. the grading and sequencing of the materials,
3. reading texts,
4. the authenticity of listening materials,
5. the authenticity of the speaking materials,
6. the tests,
7. learning styles,
8. motivation and attraction.

McDonough, Shaw and Masuhara (2013) suggest some parameters which are used for the overall evaluation. These are:

1. The usability factor,
2. Generalizability factor,
3. The adaptability factor,
4. The flexibility factor,
5. The evaluation of the materials in real classes.

2.2.4 Checklists for Coursebook Evaluation

Checklists help how to evaluate coursebooks in an effective and practical way (Demir and Ertaş, 2014). They also provide very economic and systematic way for evaluation (Cunningsworth, 1995). Mukundan and Ahour (2010) say checklists may have a role that facilitates evaluation. In addition, evaluating through checklists has been suggested by many scholars (Hutchinson and Waters 1987; Breen and Candlin 1987; Sheldon 1988; Skierso 1991; Rea-Dickins and Germaine 1992; Cunningsworth; Ur 1996; Ellis 1997; Tomlinson 1998; Harmer 2001; McDonough and Shaw 2003; Tomlinson 2003). The researcher thinks that evaluation should be made with a systematic approach by considering previously prepared checklists. Therefore, the most outstanding ones are mentioned in the following parts.

2.2.4.1 Daoud and Celce-Murcia's evaluation checklist (1979)

Daoud and Celce-Murcia's (1979) evaluation checklist includes five categories: (a) subject matter, (b) vocabulary and structures, (c) exercises, (d) illustrations, and finally (e) physical make-up. Each section contains various detailed strategies to be applied to every coursebook.

2.2.4.2 Grant's Checklist for Coursebook Evaluation (1987)

Grant (1987) suggests a three-stage evaluation model: initial evaluation, detailed evaluation and in-use evaluation, that is, she tries to find out whether the material is convenient to the needs or not. If it is convenient, she should find to what extent it is convenient.

Grant (1987) offers to start the initial evaluation with "CATALYST" test because a coursebook is supposed to be a catalyst in the classroom. The letters in "CATALYST" stand for the criteria to determine whether the coursebook is convenient for use in the classroom. These criteria are as follows:

- **Communicative?**
- Is the coursebook communicative?
- **Aims?**
- Does it fit in with the aims and objectives?
- **Teachable?**
- Does the course seem teachable?
- Does it seem reasonably easy to use, well organised, and easy to find your way around?
- **Available additional materials?**
- Are there any useful additional materials such as teacher's books, tapes, workbooks, etc.?
- **Level?**
- Does the level seem out right?
- **Your Impression?**
- What's your overall impression of the course?
- **Student interest?**
- Are the students likely to find the book interesting?
- **Tried and tested?**
- Has the course been tried and tested in real classrooms?
- Where?
- By whom?
- What were the results?
- How do you know? (Grant: 1987, pp.119-120)

As mentioned before, the second stage of the evaluation model is a detailed one. At this stage, Grant (1987) offers to apply a three-part questionnaire in order to find out the extent to which a coursebook meets the needs of teachers and learners and whether it is appropriate for the syllabus.

Grant (1987) uses ten questions to find out whether the coursebook meets the learners' needs in *the first part of the questionnaire*. These questions are about how attractive the book is, how difficult it is, how long it is, how interesting the physical appearance of the book is, and to what extent the authentic materials reflect real-life situations. Some other points evaluated at this stage are whether the coursebook presents the needs and interests of the learners, whether it is appropriate for the intended learners' culture, whether language input and practise using the language is appropriate for the learners, whether it integrates skills and whether it includes communicative activities to help learners how to use the language autonomously.

In order to find out whether a coursebook meets the teachers' needs, Grant (1987) forms *the second part of the questionnaire*. The questions include items about the contents and layout of the coursebook, clarity, availability and practicality of the teacher's book, the adaptability of the material, preparation time, availability of ancillary materials such as tapes, workbooks, and visuals and provision for tests and revision.

The third part of the questionnaire evaluates whether the coursebook is suitable for the syllabus and whether the method on which the coursebook is based is suitable for the examination. In addition, it is related to the coverage of the language, organisation and sequence of the content and learning activities in order to prepare the learners for the target examination, presentation of examination techniques and provision of examination practice.

At the final stage of her evaluation model, Grant (1987) suggests using in-use evaluation that includes using and observing the coursebook in class. She emphasises continual re-evaluation of coursebooks is of great importance in order to find out whether they work in the class.

2.2.4.3 Breen and Candlin's Checklist for coursebook evaluation (1987)

Breen and Candlin (1987) suggest a checklist comprising of several questions for teachers to apply when choosing materials. They present a “guide” to make teachers choose the right material in terms of learners' needs and different teaching situations. There are *two phases* they use for their criteria:

In the first phase, aims, content, function of the material and how teachers and learners use them are questioned regarding their usefulness for teachers and learners. Their questions are as follows:

- a) what the aims and content of the materials are,
- b) what they require learners to do,
- c) what they require you, as a teacher, to do,
- d) what function they have as a classroom resource.

(Breen and Candlin: 1987 p.14)

"Initial questions" emphasise learners' goals, level, knowledge, needs, interests, values, attitudes and feelings. Moreover, they clarify which skills are emphasized, how skills and meaning are developed, how much time and space are devoted to them, how learners practise their skills, and whether learners can improve their skills. The classification of the questions included in the first phase can be categorised as follows:

Initial Questions:

- 1) Aim and content,
- 2) Learners' role while learning,
- 3) Teachers' role while teaching,
- 4) Classroom resources, teachers', and learners' contributions.

(Breen and Candlin: 1987 p.14-17)

In the second phase, after some points are determined, more detailed research is done for the selection and use of materials in the classroom. Their evaluation criteria focus on to what extent the materials are convenient to the needs and interests of learners, and to

what extent learner approaches are in harmony with language learning and teaching process in the classroom. At this pace, the main things considered are also classroom actions which determine who works with whom, the selection and the planning of content, the planning and performing chosen ways of work, the aims of classroom activities, how much time is allotted to different classroom activities and what kind of resources should be used for the work.

The following questions aim to find out the appropriateness of the materials to the students and teachers' need and interests (Breen and Candlin, 1987, pp.18-21):

I- Appropriateness to learners' needs and interests

In the first phase, the first six questions aim to find out the knowledge and capabilities needed by learners at the end of the course and to what extent the materials meet those needs. (Breen and Candlin, 1987, pp.19-21)

II- Appropriateness to learners' approaches to language learning

The questions in this part aims to find out whether the content is sequenced, classified in lessons, connected and sequenced according to learners own abilities, interests and needs (Breen and Candlin, 1987, pp: 22-23)

III- Appropriateness to the classroom learning/teaching process

In this stage, they use the term "work" to refer to classroom action. They advise teachers to find out the details of the work in the class by asking questions about classroom participation, choice of content, planning how to do the work, aims of the work, the time allotted for the work and choosing non-human resources (Breen and Candlin, 1987, p.23)

The checklist aims to find out to how flexible and sufficiently the materials let preferences of not only teachers but also learners be implemented into the coursebook when organising and performing classroom work (Breen and Candlin, 1987, p.26).

2.2.4.4 Dougill's evaluation checklist (1987)

Dougill (1987) expresses that his checklist is a general but less obvious one. He says that the evaluator should first know about the "target group" and the coursebook by clarifying ages and types of learners aimed, and besides, assumptions, purposes and aims of the coursebook.

He forms his checklist under five headings: framework, the units, subject-matter, form and course components. The heading of framework is comprised of syllabus, progression, revision, repetition, language skills and cohesion. The heading of units consists of length of unit, presentation, exercise, diversity, regularity, and clarity of aim. The heading of subject-matter deals with interest, culture and age. The heading of form deals with visual form, motivation and illustrations. The heading of course components includes cassette, the teacher's book, tests, laboratory drills and workbooks.

Dougill (1987) says that there is no right way to evaluate, but there are choices to do it. Because people learn a language for many purposes and under different conditions, we cannot say that this is the right teaching way. He also explains "the four-fold way" for coursebook evaluation that is superficial validity, creativity, coherence and emotional depth. *Superficial validity* is used for to what extent the content and aim of the coursebook are superficially logical. *Creativity* is used for how much the coursebook motivates learners to use the language outside the class. *Coherence* is used to what extent the subjects are consistent as a unit. Finally, *emotion* is used for to what extent the coursebook content has an impact on the individual interests of students. He gives great importance to the organisation of a coursebook and formality to choose evaluation standards.

2.2.4.5 Hutchinson's (1987) evaluation checklist

He emphasises that materials evaluation is of such great importance in language teaching that it has a significant impact on teachers' teaching style. He adds that materials evaluation should be a two-way process making teachers both select a coursebook and improve themselves regarding learning/teaching situation. He says that the view of language learning is the most important thing when we evaluate a coursebook, but this cannot be seen in the view of the publisher. He supports to look beyond the superficial and to evaluate the nature of the book.

He offers to divide evaluation into two parts under the headings of language and learning. *Language part questions* structural, functional and discourse features of language, grammar differences, and coherency of instructions and examples. *Learning part questions* the overall aim of the exercises, the clearance, the way the coursebook treats to learners, the property of elicitation, repetition, the roles of teachers and learners in the

exercise, the appearance of the coursebook, the sequence of the chapters, the way of presenting the material (Hutchinson: 1987 p.40-41).

2.2.4.6 Leslie E. Sheldon's Evaluation Checklist (1988)

Sheldon (1988) points out that the coursebooks are an inevitable part of ELT, so their evaluation is of great importance. However, it is not easy to evaluate coursebooks, and he thinks that evaluating is controversial, changeable and emotional. He adds that the previous evaluations were provisional and were in line with the evaluations made at that time. He emphasises no evaluation checklist can be considered as an absolute yardstick because global evaluation criteria are culturally limited and are not applicable considering various local environments and because coursebook evaluation is a subjective and rule-of-thumb activity. Therefore, he suggests preparing criteria which are convenient for teaching/learning environment and which give importance to learners' needs and interests. He adds that evaluating a coursebook both helps and improves teacher.

Before starting evaluation, Sheldon (1988) asks about the exact details including questions about author, title, publisher, target skills, target learners, target teachers, level, price, length, units, lessons, sections, hours, number of pages and size of the coursebook. Afterwards, Sheldon (1988) presents an extensive checklist including 53 questions categorised under 17 major criteria. These criteria consist of rationale, availability, user definition, layout/graphics, accessibility, linkage, selection/grading, physical characteristics, appropriacy, authenticity, sufficiency, cultural bias, educational validity, stimulus/practice/revision, flexibility, guidance, overall value for money.

2.2.4.7 Skierso's evaluation checklist (1991)

Skierso (1991) expresses the importance of evaluation by saying that although no coursebooks can satisfy any teachers, very few teachers do not use coursebooks. Before beginning evaluation process, teachers should determine a basis of comparison. Some necessary information should be collected and explicitly presented (Skierso, 1991). His checklist takes ideas from several scholars in the evaluation area. His checklist guidelines include preliminary information in which students' background information, instructors' background information, course syllabus, institutional data, survey analysis and judgement

are questioned. After preliminary evaluation, he forms an evaluation checklist under two categories, the coursebook and the teacher's manual. The coursebook category has subdivision items under the heading of bibliographical data, aims and goals, subject matter, vocabulary and structures, exercises and activities and layout and physical makeup. The teacher's manual category has subdivision items under the heading of general features, supplementary exercises, methodological and pedagogical guidance, and linguistic background information.

2.2.4.8 Cunningsworth Checklist Criteria (1995)

Cunningsworth (1995) divides evaluation for potential and for suitability. *Evaluating for potential* is to find out whether coursebooks are convenient or successful in general without considering a particular class or learner group in mind. There is no predetermined use in mind in this evaluation. *Evaluating for suitability* is done with the purpose of determining whether coursebooks are convenient for a learner group, their aims, background and so on. We can easily make a difference between these two types of evaluations by asking the following questions, "What would this coursebook be good for?" and "Would it be good for my class?" (Cunningsworth: 1995 p.15).

To find out the suitability, Cunningsworth (1995) puts forward *four guidelines* to evaluate coursebooks.

Guideline one: Learners' needs and aims of the language-learning program are two criteria that should be regarded as a vital factor in the coursebooks. Knowing the needs and aims, we can find learners' language content and communicative abilities. This will make the learning process more manageable for the learners. Therefore, the content of the material should be related to the needs and aims of the learners regarding language structure, skills and communicative strategies (Cunningsworth: 1995 p.15).

Guideline two: Learners' using language effectively for their aims should be considered when evaluating the coursebooks. It is necessary to reveal whether coursebooks meet the learners' needs for using the language in different environments such as in personal, professional, academic or no matter why they want it. The essential elements of a good coursebook are language content, language skills and language use for their purpose. Learner-centred language teaching makes learners use the language by themselves in real life; therefore, it should be checked whether coursebooks serve this autonomous using

language. Good coursebooks can encourage learners to use the language in realistic situations by presenting authentic materials and making them participate in communicative skills. In this way, the learners will become more independent in using the language.

Guideline three: Coursebooks should be flexible regarding the method, make the learning process more manageable for learners, and break the language items into more understandable parts which go from known to unknown or from easier to more difficult. It should present learning strategies in which learners can individually continue their learning, offer learners different styles which they can find convenient for themselves, motivate learners to promote effective learning, include a variety of topics and activities and finally help learners check themselves about how much progress they have made.

Guideline four: Coursebooks should be a bridge between learners and the target language. They should provide explicit support in a controlled way. Good exercises and activities providing fluency in using language, giving clarifications with contextualised examples to show learners the way language works. Besides supporting learners, coursebooks should support teachers, too, in terms of ready-made materials including well-graded tasks by providing a methodology.

According to the guidelines mentioned above, Cunningsworth's (1995: 3-4) checklist which contributed a lot to the researcher to prepare the questionnaire in this study includes 8 criteria of evaluation as follows:

- 1) Aims and approaches,
- 2) Design and organisation,
- 3) Language content,
- 4) Skills,
- 5) Topic,
- 6) Methodology,
- 7) Teacher' book,
- 8) Practical considerations.

2.2.4.9 Harmer's Checklist for Coursebook Evaluation

Harmer (2007: pp.153-154) expresses that teachers inevitably come face to choose coursebooks while they are teaching. At this point, he advises to analyse coursebooks and compare with others. Then, he says that teachers should take notes that they can alternatively organise as a checklist about their ideal coursebooks and match those ideas with the coursebooks that they evaluate in terms of layout, design, methodology, topics etc. He insists on that teachers should prepare and adapt their questions for the evaluation checklist. After comparing the materials and choose the best-suited one, teachers should pilot the book to see the strong and weak sides of the coursebook at hand. Finally, before the last decision is made, he advises teachers to work with and consult the colleagues who are familiar with the book. When doing this, they must be careful about teaching situations, racing publishers, authors and methodology obligations. He adds that it is beneficial to have the students' opinion about the book to see from the learners' eyes.

Harmer (2007) advises evaluating coursebooks according to some criteria including price and availability, add-ons and extras, layout and design, instructions, methodology, syllabus, language skills, topics, cultural appropriacy and teacher's guide.

2.2.4.10 The Criteria followed by the Ministry of National Education (MONE)

The Turkish Ministry of National Education, Department of Educational Research and Development in 1993 declared a model in order to guide about how to evaluate coursebook design, and the model consists of some criteria including guidelines leading to a systematic evaluation process. The criteria are:

- 1) Relevancy of the material to the needs and interests of the learners,
- 2) Adequacy of the material to meet and support the development of the objectives
- 3) Sequence and continuity in the materials and the link between the materials and the students' subject of study,
- 4) The contribution of the material to encouraging the learners to gain different points of views,
- 5) Appropriateness of the time specified in the material,
- 6) Clarity of instructions,
- 7) Opportunities for self-evaluation,

(Cited in Yumuk, 1998 p. 68)

When the English Lesson Teaching Program published by the Ministry of National Education [MONE] in 2018 is examined, it can be seen that there are three learning stages constructing instructional design of the curricular model. These stages are the language uses, functions and learning materials (English Lesson Teaching Program [ELTP], 2018, MONE, p.9). Moreover, in MONE books, language is given through the communicative approach which entails the use of the target language not only as a goal of the study but as a means of interacting with others. That is, the focus is not mostly on grammatical structures and language, but on using language interactively in real life context in order to generate real meaning (p.4).

According to the MONE, some criteria must be implemented during the teaching and learning process. Firstly, there must be engaging activities between peers or between students and their teacher, such as playing a game with classmates, rather than rehearsing prepared material such as taking turns reading a printed dialogue or reciting memorised lists of verb forms (ELTP, MONE, 2018, p.4). Therefore, developing a positive attitude, and fostering an enjoyable and motivating learning environment in which young learners/users felt comfortable are supported. Secondly, classroom materials and teaching tools must be authentic as much as possible in order to teach English as it is used in real life. Moreover, listening and speaking skills are emphasized at grades 2 through 4; however, reading, writing skills and grammatical structures are not stressed at this stage, because previous researches show that younger children learn languages best through songs, games, and hands-on activities (p.9). Furthermore, every language teaching methodology is used to meet the needs of learners and to include a wide range of learning styles. Thus, use of English becomes the main aim in classroom interactions of all types in order to support learners in becoming language users. Another criterion is that learning tasks should develop the learners' autonomy and problem-solving skills that are necessary for communicative competence. Similarly, in order for meaningful learning to take place, the ELT materials must be related to learners' daily lives. Hymes (1972) and Widdowson (1978) claim that language learning must be done in context; namely, it must be practised through everyday interactions in order to provide true communicative purposes. Furthermore, as groups of learners are significantly different from each other in terms of cognitive and social characteristics, the curriculum is prepared by taking these differences into account at all aspects of the syllabi, such as contexts and tasks, cognitive load, assessment and evaluation as well as type of language skills covered. Therefore, teachers

and material designers should consider learners' ages, psychological and sociological levels in choosing characters, texts, visuals that are used in teaching process. Finally, the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) were considered to a great extent in designing the new English language curriculum. The CEFR requires using language in real-life practice in order to support fluency, proficiency and language retention (CoE, 2001); as a result, the new curricular model necessitates language use in an authentic communicative environment (ELTP, MONE, 2018, pp.3-6).

2.3 Previous Studies on Coursebook Evaluation in Turkey

There have been some studies on coursebook evaluation in Turkey. These studies are of great importance to have a perspective when evaluating the coursebooks published by MONE. Moreover, the methods used in them and the results obtained from them are to reflect on the present study positively. Some of these studies are given below:

Uslu (2003) wanted to find out whether the education of teachers on coursebook evaluation affected the evaluation criteria of coursebook evaluation criteria already used by teachers. The participants said that there was not a systematic education on coursebook evaluation; therefore he wanted to find out whether teachers needed to be taught pre-service or in-service of coursebook evaluation. To find this, Uslu (2003) performed a guided-think aloud technique with four subjects. The subjects evaluated the coursebook with an external evaluation, so pre and post-training evaluation findings were done. When the comparison was made, it was seen that overall education for coursebook evaluation criteria changed the results positively. That is, it is important that instructors be educated about coursebook evaluation criteria.

Garayeva (2001) researched the criteria used by teachers in TÖMER and how variable their criteria were in terms of age, gender and length of experience in coursebook evaluation. She classified her criteria as organisation, content, supporting resources and activities. The research revealed that length of ELT experience affects both the evaluation and selection of the coursebook. Some results of the research were as follows:

1. Many teachers think that types of activities and tasks determine students' achievement.

2. They consider workbook as a vital component that makes learners consolidate and do exercises.

3. Organization of the coursebook takes more attention of female teachers than that of male teachers.

4. Content, tasks, activities and supporting materials are considered as significant components of coursebook evaluation.

5. Teachers with different length of experience in ELT evaluate the tasks and activities differently.

6. Teachers who do not have much experience depend on teacher's manual on a large scale.

(Garayeva, 2001)

Yumuk (1998) states that the evaluations were mostly done with respect to micro evaluation (in-depth evaluation) models that aim to investigate special learning/teaching situations. In her study, she uses an integrated evaluation model including both micro (quantitative) and macro (qualitative) evaluation models for after classroom use evaluation. She states that in order to establish learner autonomy and learner-centred approach in the class, the evaluation and design of the materials are of great importance to be the initial step. She puts forward some guidelines including:

- a) why it is essential to know the nature and rationale of learning,
- b) relation between syllabus and materials,
- c) how balanced the tasks and texts,
- d) to what extent different learning styles and learner autonomy are considered carefully.

(Yumuk: 1998 pp.277-279)

She emphasises that teachers should participate in regular and continuous materials evaluation when they use the material by doing action research. At the end of her research, she finds out this kind of evaluation has great importance to develop learner autonomy and learning/teaching context.

One of the first studies made in this subject was by Ersöz (1990). She analysed and evaluated ELT coursebooks called "An English Course for Turks for Elementary Level 1 and level 2". In the study, both macro and micro evaluation methods were used, that is, a checklist and a teacher-student questionnaire were the main parts of the evaluation form

that also includes criteria such as content, practical consideration, grammar, vocabulary and methodology of the coursebook. For the study, thirty-five teachers were chosen randomly from state schools and thirty-five students were chosen from ELT Department of Gazi Faculty of Education. At the end of his study, he found out that coursebooks were prescriptive in nature, and integrative approach was not used. Moreover, the coursebooks were not updated in terms of having Standard English, and they did not have modern teaching/learning theories.

Coşkuner (2002) evaluated "English for Business Studies" to assess the overall effectiveness of the book from the perspective of learners and teachers. The coursebook was evaluated in terms of the aims and needs of the learners, layout and physical appearance, language and how comprehensible it is, design and organization, language skills, content and coverage, communicative abilities, how encouraging the book is to make learners interact with each other, how vocabulary is presented and practised, and how it deals with learner autonomy. One hundred eighty-nine learners and ten teachers participated in the study as subjects who used the coursebook concerned in 2001-2002 academic year. The results showed that the coursebook was efficient enough to meet the learners' needs and was effective in all the criteria mentioned above except two of them. One of them is about developing listening skill, and the other one is about improving learner autonomy.

Taşkan (2003) tried to find out the factors contributing to the coursebook selection process and reveal the relationship between the coursebook and classroom context. He collected data from 90 teachers working at Anatolian High School, 200 preparatory students, 8 representatives of the worlds' leading publishing companies including Pearson, MacMillan, Longman, Best, Oxford Publishing and school principals. The questionnaire and the interview provided data as to the role of logistics, pedagogical and human factors in the process of coursebook selection. He revealed that logistic and human factors were overwhelmingly given more importance than the pedagogical factors. In addition, he showed that promotions provided by the publishers play an important role in the coursebook selection process.

Ezici (2006) carried out a study to evaluate the effectiveness of an intermediate coursebook called "New Bridge to Success 3", published by Ministry of National Education as course material for the ninth grade high school students. She assessed the

coursebook from the perspectives of the teachers and students by using eleven criteria. Three hundred thirty-six students were given questionnaires and 8 teachers were interviewed to collect qualitative and quantitative data. In order to get an overall picture of how the students evaluated the book, frequencies, percentages, means and standard deviations were calculated. The interviews made about the coursebook were transcribed, then the analysis of the content was made, and they were grouped according to the criteria aforementioned. The results showed that both teachers and students have negative feelings about most of the characteristics of the coursebook. The reading passages needed to be simplified regarding both vocabulary load and structures. Many of the students and teachers expressed that the level of the coursebook was not suitable for that age group, and the materials were not sufficient to consider learning style preferences of the visual, auditory, and kinaesthetic learner.

Gürel (2008) evaluated the appropriateness of the coursebook, *New Bridge to Success*, published by the Turkish Ministry of National Education for the 9th and 10th grade students of Çanakkale Science High School. Coursebook evaluation was carried out by using the Coursebook Evaluation Checklist Criteria including Language Learning Orientations Scale, Perceptual Learning Styles Preference, Second Language Tolerance of Ambiguity Scale, Social Styles, Multiple Intelligence Inventory; and both students' and teachers' responses to Needs Analysis Assessment. In order to provide both qualitative and quantitative data, she administered questionnaires to 126 students and four teachers at Çanakkale Science High School. The researcher revealed learners' types of motivations, their learning style preferences (visual, kinaesthetic, tactile, auditory), tolerance of ambiguity, study preferences (in groups or individually), and Multiple Intelligences. A checklist was formed according to the results of the questionnaire; in addition, some checklists from the coursebooks that were well-known were used to produce the checklist. At the end of the research, it was found out that the coursebooks *New Bridge to Success* for 9th and 10th-grade learners were not sufficient with respect to pre-review, physical composition, themes and topics, objectives and skills, learning and teaching activities, references, teacher's guide, and supplementary materials. In conclusion, the study advised the coursebook concerned should be reviewed and revised extensively and many parts needed to be adapted.

Aytuğ (2007) also evaluated the coursebook titled *New Bridge to Success* for 9th Grade New Beginners to find out attitudes and perception of teachers about the coursebook mentioned. During June 2006, 60 English teachers from 13 different Anatolian High Schools in Ankara were given a questionnaire composed of Likert scale items and open-ended questions, and 12 of these teachers were interviewed to learn their suggestions and beliefs about how a model ELT coursebook design for the high school students should be. The results showed that there are some agreements and disagreements among teachers about the features of the coursebook mentioned and the researcher's own opinion and the teachers' are similar to each other, but in some other areas, they have different opinions.

Özdemir (2007) aimed to learn how the fourth-grade students in public schools and the fourth grade English teachers assessed the coursebook *Time for English 4* according to the criteria including purpose, approach, visual design, presentation of vocabulary and language, practice activities and exercises, supporting sources, and supporting materials. The researcher used a teacher questionnaire, a student questionnaire, and a teacher interview. One hundred two students and 15 English teachers were given questionnaires, and six of these teachers were interviewed. After collecting qualitative and quantitative data, content analyses were done. The results revealed that both teachers and learners were pleased with the coursebook. Students expressed their dissatisfaction about instructions and the songs in the coursebook. On the other hand, teachers expressed their dissatisfaction about the teacher's book, the number of vocabulary items, the number of units, and the presentation of the language items.

Oflaz (2009) aimed to evaluate the 5th grade English language teachers' beliefs on coursebook "Time for English 5" and to learn to what extent the coursebook has rules of constructivism. 140 English language teachers were given questionnaires and the quantitative data provided was analysed. The results showed that the coursebook did not provide a constructivist environment to both students and teachers in order to practise learning and teaching activities. The points with which the teachers were dissatisfied were the number of vocabulary items, the presentation of geographical features, and the language level in the first units of the coursebook. Besides, they explained that they needed supporting materials and better guidance from the teacher's manual. Some advice was made to solve the problems mentioned.

Arıkan (2008) aimed to reveal the views of 4th-grade students and EFL teachers about English coursebook for the 4th grade. The researcher used questionnaires composed of coursebook evaluation criteria for both teachers and students and interviewed 20 teachers. After analysing the data through SPSS, a Statistical Programme for Social Sciences, he revealed that the students were satisfied with the coursebook, but the teachers had different opinions about it.

Özeş (2012) aimed to evaluate an English coursebook, "Spot On 8", used in state primary schools in Turkey according to general criteria including layout and physical makeup, activities, skills, language type, subject and content, vocabulary and structure and general opinions. One hundred students and 95 teachers were given two separate questionnaires consisted of Likert scale items in order to find out their attitudes about the coursebook. The results revealed that students have more positive attitudes than teachers do and the coursebook cannot be advised to use wholeheartedly.

Ulum (2014) evaluated "Yes You Can", the ninth grade English coursebook published by the Ministry of National Education for public schools to find out the strengths and weaknesses of the coursebook, and whether it could be used, or it needed to be supplied or modified to be a suitable learning material. He researched by asking the views of EFL teachers as to the mentioned English coursebook. After a questionnaire for teachers was applied, the data were analysed through SPSS, a Statistical Programme for Social Sciences. The results revealed that teachers had positive views about the coursebook in general.

Şener and Mulcar (2018) aimed to reveal how the teachers and students perceived the coursebook they used. The study was conducted in Mugla, in 2016-2017 educational year. 12 English teachers and 25 students were given a questionnaire including 34 statements, and a semi-structured interview was made with participants. It was outstanding to find out the teachers' and the learners' needs were not met by the 10th grade English coursebook published by the Ministry of National Education. The teachers only agreed about the clarity of the instructions in the coursebook. Although many of the students explained that the book was boring and its level was higher for them, they did not have a common view; instead, they had varied views.

CHAPTER III

METHODOLOGY

3.0 Introduction

This chapter focuses on the methodological framework of the study. Firstly, it explains how the research is designed. Secondly, the participants and the setting in the study are described. Then, the data collection tools and implementation procedures are mentioned. Finally, the method of data analysis is presented.

3.1 Research Design

Choosing the suitable components of the research design is of great importance when doing research (Parahoo, 2006). In this study, survey research was adopted. Though some scholars think that survey research is a quantitative approach, it is not a common idea (Given, 2008). In survey research, the data gathered can be a completely quantitative, mostly qualitative or can be a mixture of both. Moreover, a *survey research* is widely used as a known methodology in the social sciences and consists of gathering data systematically from various individuals, organizations or other units (Cohen and Manion 1985; Given, 2008) by using “specific methods including questionnaires, interviews, focus groups, or observation” (Given, 2008 p:846). This research aimed to evaluate *Sunshine, 4th Grade English Coursebook* from the Teachers' Perspective in The Sample of Diyarbakır City. In this sense, this research is a descriptive study based on quantitative and qualitative research methods.

3.2. Research Questions

In order to evaluate *Sunshine 4th Grade English Coursebook*, the following research questions were aimed to answer:

Research Question1: What are the general opinions of the teachers on evaluating *Sunshine 4th Grade English Coursebook*?

Research Question 2: What are the opinions of the teachers on evaluating Sunshine 4th Grade English Coursebook in terms of:

- a. General Appearance and Organization,
- b. Supporting Materials,
- c. Aim,
- d. Topic Contents,
- e. Linguistic Contents,
- f. Skills, Activities and Exercises including the following headings.

Research Question 3: Is there any difference in teachers' general opinions about evaluating Sunshine 4th Grade English Coursebook according to the variables given below?

- a. Gender
- b. Length of teaching experience
- c. Length of teaching experience in a primary school
- d. Educational background

Research Question 4: What are the suggestions of the teachers in terms of;

- a. The strengths of the coursebook,
- b. The weaknesses of the coursebook,
- c. The problems that teachers have met while using the coursebook,
- d. The suggestions teachers make for the improvement of the coursebook.

3.3 Participants and setting of the Study

This study was conducted at the state schools in the District of Kayapınar in Diyarbakır at the end of the 2016 and 2017 educational year. The participants of the study were 102 teachers who were using the coursebook or had used it at any time of their career. District of Kayapınar was chosen since there are many schools in the region and that the questionnaire could be administered to more teachers.

3.3.1 Demographic Information of the Participants

Table 1. Number and Percentage of the Participants' Gender

Sex	f	%
Male	48	47,1
Female	54	52,9
Total	102	100

In Table 1 above, data regarding the gender of the participants are provided. As can be inferred from the table, the number of female participants is more than the number of male participants. To express more specifically, 52.9 % (n=54) of the participants were female while 47.1 % (n=48) of them were male.

Table 2. Number and Percentage of the Participants' Educational Background

Graduation	f	%
English Language Teaching Department	66	64,7
English Language and Literature Department	18	17,6
Other	18	17,6
Total	102	100,0

Information related to the participants' educational background is shown in Table 2 above. The majority of the participants, (64.7 %, n=66), graduated from the department of English Language Teaching while 17.6 % (n=18) of the teachers graduated from the department of English Language and Literature and the 17.6 % (n=18) of them had a degree from other fields of study.

Table 3. Number and Percentage of the Participants' Teaching Experience

Overall experience in ELT	f	%
5 years and less	24	23,5
6-10 years	21	20,6
11-15 years	42	41,2
16 years and more	15	14,7
Total	102	100,0

As regards the participants' teaching experience, Table 3 above gives information about participants' teaching experience. In this respect, 23.5 % (n=24) of the participants had a teaching background of 5 years and less. 20.6 % (n=21) of them had teaching background between 6 and 10 years and 41.2 % (n=42) of the teachers possessed a teaching background between 11 and 15 years. The rest 14.7 % (n=15) of them had teaching experience of 16 years and over (Table 3).

As seen in the table above, the participants mostly consist of experienced teachers who have been teaching between 11 and 15 years because according to the assignment system of the Ministry of National Education in Turkey, the teachers with more experience have higher scores which provide them with the opportunity to work in city centres.

Table 4. Number and Percentage of the Participants' Teaching Experience in a Primary School

ELT experience in a Primary school	f	%
1 year and less	13	12,7
1-5 years	55	53,9
6-10 years	22	21,6
11 years and more	12	11,8
Total	102	100,0

As regards the participants' teaching experience in a primary school, 12.7 % (n=13) of the participants reported a teaching background in a primary school for 1 year and less. 53.9 % (n=55) of them had a teaching background between 1 and 5 years, 21.6 % (n=22) of the teachers possessed teaching background between 6 and 10 years and 11.8 % (n=12) of the participants had 11 and more years of teaching experience in a primary school (Table 4).

3.4 Data Collection Tool

The questionnaire in this study was adapted from the checklists reviewed in the literature review. When the questions were prepared, the following issues were taken into consideration (Isaac and Michael, 1977; Selinger and Shohamy, 1989; Fraenkel and Wallen, 1990, cited in Ekmekçi, 1997):

- a) *The format of the questionnaire* should be attractive and short.
- b) *The questionnaire* should not ask for the names.
- c) *The content of the questionnaire* should be comprised of relevant questions, avoid ambiguity and vagueness, be familiar to the respondents in terms of the terminology, avoid complex and awkward word arrangements, avoid "offensive and emotive" questions, avoid prestige bias, should focus only on one issue, maintain the validity of the answers and avoid leading questions which would impose a particular answer.
- d) *Questionnaire Scales* should be chosen carefully while developing a questionnaire because carelessly chosen scales would confuse the respondents, make them mark answers which do not show their real intention and even make them reluctant to answer the related question.

3.4.1 The Questionnaire

The questionnaire in this study consisted of three parts. The first part consisted of the questions regarding demographic information of the participants. The second part of the data collection tool consisted of 53 five-point Likert scale questions. The third part of the questionnaire consisted of four open-ended questions regarding the weaknesses, strengths of the coursebook and the participants' suggestions to improve it.

Before implementing the questionnaire, it was piloted and some changes were made according to the answers from the respondents. Moreover, in order to find out the internal consistency of the data collection tool, Cronbach's-alpha value of the questionnaire was calculated. In order to collect data, the questionnaire was administered to the English teachers using or having used the coursebook in public schools. The questionnaire was directly delivered and collected by the researcher.

3.4.1.1 Demographic Data Questions

The first part of the questionnaire consisted of four questions concerning demographic information of the participants. The questions were about their gender, length of ELT experience, length of teaching experience in a primary school and their last-graduated degree, which asked about whether they graduated from English Language Teaching Department, English Language and Literature Department or other departments.

3.4.1.2 Likert Type Questions

The second part of the teacher questionnaire consisted of 53 five-point Likert type questions. These questions were adapted from several coursebook evaluation checklists designed by scholars such as Hutchinson and Waters (1987), Breen and Candlin (1987), Sheldon (1988), Skierso (1991), Rea-Dickins and Germaine (1992), Cunningsworth (1995), Ur (1996), Ellis (1997), Tomlinson (1998), Harmer (2001), McDonough and Shaw (2003), Tomlinson (2003).

The categories and items were selected according to the criteria mentioned previously. The frequency of the questions, their appropriacy to the coursebook context and environment of learning were given prominence. When the questionnaire was first adapted, there were 80 questions but later the number was decreased to 53 under the observation of the experts by extracting similar or unrelated questions since one of the purposes was to prepare a questionnaire that would not take a long time (Mukundan and Ahour, 2010). Then, the items were translated into Turkish so that every teacher could find it easy and quick to complete the questionnaire, which would, otherwise, seemed to be found time-consuming by some teachers. The researcher wanted all teachers to complete the questionnaire without having difficulty in understanding.

As mentioned before, the second part of the teacher questionnaire was comprised of 53 items. The survey questions were organised under six categories because these categories are the most mentioned and comprehensive ones used in the checklists reviewed in literature review. These categories are general appearance and organisation, supporting materials, aim, topic contents, linguistic contents, skills, activities and exercises. Based on the categories and the items they contain, the data collection tool in question was named as "Coursebook Evaluation Questionnaire". The survey was given in Turkish because some

teachers might find the items challenging to understand and answer quickly. In this study, in order to test the reliability of the final version of the questionnaire, that is, in order to calculate the internal consistency of the questionnaire (Büyüköztürk, 2012), reliability analysis was performed as suggested by Büyüköztürk (2012). The Cronbach-Alpha coefficient of the questionnaire was calculated as .96. The Cronbach-Alpha coefficient was also calculated by categories and the results are given in Table 5.

Table 5. Categories of the Coursebook Evaluation Questionnaire and Cronbach's Alpha Coefficients

Categories	The items related to the categories	Cronbach's Alpha Coefficients
General Appearance and Organization	12 items (1-12)	.88
Supporting Materials	10 items (13-22)	.87
Aim	3 items (23-25)	.90
Topic Contents	5 items (26-30)	.73
Linguistic Contents	3 items (31-33)	.73
Skills, Activities and Exercises	20 items (34-53)	.92
Total	53 items	.96

The first category of the survey that is under the title of “General Appearance and Organization” investigates the participant’s opinions about the book cover, font size, type, print, and the book size and weight. Moreover, it looks for the appropriateness of the titles and sub-heading titles, the format of the units, the illustrations, the mistakes, and the table of contents. In the last part of this category, the organisation of the units, the sequencing and grading of the materials, and methodology used in the coursebook are questioned.

The second category is about "supporting materials", and it consists of items discussing the audio-visual materials, the flexibility of the materials, the presentation of four language skills, and flash cards. Teacher’s book is questioned in terms of comprehensibility, saving time and energy, containing clear and detailed instructions, and giving advice about methodologies and techniques. Moreover, the workbook is questioned, about the repetition, activities and exercises.

The third category discusses “aims” in terms of the relation between the teachers and learners’ aims and that of the coursebook, and its appropriacy to the modern developments around the world.

The fourth category is investigating "topic contents" with respect to literary forms, cultural bias and characters.

The fifth category contains three items under the heading of “linguistic contents”. The items consider the authenticity, level and sequencing of the linguistic content.

The last category includes items under the heading of “skills, activities and exercises" and these items are classified as subdivisions which are listening, speaking, reading, writing, vocabulary and grammar. In the listening part, the items investigate the reachability, authenticity and appropriateness of the listening materials. In the speaking part, the items ask for attractiveness, authenticity and appropriacy of the speaking materials. In the reading part, grading and sequencing, the actuality, attractiveness, adequacy, and appropriacy of the reading texts and exercises are questioned. In the writing skill, the participants answered about appropriacy of exercises and writing materials. In the vocabulary part of the questionnaire, teachers responded about grading and appropriacy. Moreover, it is questioned whether the coursebook has a list of vocabulary and the new words are repeated. In the grammar part, functionality, comprehensibility, adequacy and appropriacy are questioned.

All the categories mentioned above were scaled with five-point Likert scale measurement to determine the *quantitative* data for the study. Subjects answered the items by using the scale below:

1= Strongly Agree

2= Agree

3= Undecided

4= Disagree

5= Strongly Disagree

When the questionnaire for this study was prepared, the researcher benefited from Cunningsworth's (1995) guidelines and evaluation approach mostly. Moreover, the researcher chose to use a systematic approach suggested by McGrath (2002), McDonough,

Shaw and Masuhara (2013), Rubdy (2003), and Tomlinson (2003). However, because teachers do not choose the coursebooks in the state schools in Turkey, the researcher did not use pre-use or predictive evaluation. Instead, in-use or whilst-use and post-use evaluations were adopted by the researcher (McGrath, 2002; Tomlinson, 2003) because *whilst-use* and *post-use* evaluations are performed to find out the effects of the materials (Ellis, 1997). Furthermore, “*summative or performance evaluation*” done after a course with the help of a test or questionnaire is done before and after a course in order to determine how beneficial and effective the materials have been (Robinson, 1991). In addition to this, “*post-use evaluation*” which is a retrospective evaluation finding out the strengths and weaknesses of the material and this evaluation helps evaluator whether to continue using the same materials or change them (Cunningsworth, 1995).

3.4.1.3 Open-Ended Questions

The third part of the questionnaire consisted of four open-ended questions regarding the weaknesses, strengths of the coursebook and the participants’ suggestions to improve it. Open-ended questions collect data about perceptions, opinions, personal experiences, and deeply held beliefs to produce a text to be analysed qualitatively (Given, 2008). Moreover, respondents find out an issue or concept, get original wording (to choose to say whatever they think), make the questionnaire more versatile, obtain specific numerical data, and find subjects with opportunities for self-expression or elaboration (Given, 2008). After completing the *five-point Likert scale questionnaire*, the teachers were asked to complete four open-ended questions. Some of the teachers completed the open-ended questions but other teachers did not have enough time to complete this part. Therefore, the open-ended questions part was completed by 34 teachers.

Open-ended questions were revised and evaluated under expert supervision by taking into consideration the demands revealed during the piloting of the study. Then, the final design of the questionnaire was given. The open-ended questions include the following topics: (a) the strengths of the coursebook, (b) the weaknesses of the coursebook, (c) the problems that teachers meet while using the coursebook, and (d) the suggestions teachers make for the improvement of the coursebook.

3.4.2 Pilot Administration of the Questionnaire

A pilot study was performed in order to determine and refrain from the possible challenges during the process of implementation of the study (Oppenheim, 1992). Before the pilot study was carried out, each item of the questionnaire was revised and changed, and the validity of the questionnaire was achieved by developing it with the support of expert consideration. After the questionnaire was given its final design, it was piloted with 25 teachers from different state primary schools. The questionnaire could be completed in 25 or 30 minutes by teachers during the pilot study. The first reliability and internal consistency of the questionnaire were calculated by Cronbach's-alpha reliability analysis. The reliability coefficient of the questionnaire was found to be .89, which was satisfactory. Some questions that were advised by teachers to be adapted or changed were considered and then necessary changes were made according to the feedback given at the end of the surveys done under the observation of the thesis supervisor.

3.5 Data Collection Procedure

In order to collect data, the schools in Kayapinar, a province of Diyarbakir, were visited. Primary schools were chosen since Sunshine 4 is a fourth-grade book, which was introduced in 2015-2016 education year by the Ministry of National Education. The subjects were chosen among the teachers who were still using the book or who had used the book and had knowledge of the book until that time. 116 ELT teachers were asked to complete the questionnaire but because of some problems such as not having enough information about the book or not handing back the questionnaire in time, 102 teachers completed the questionnaire. The researcher handed most of the questionnaires to subjects personally by making necessary explanations about the survey and its significance. Then, the completed questionnaires were collected by the researcher himself.

3.6 Data Analysis

The data for this study is composed of quantitative and qualitative data. In order to analyse quantitative data, the results of the questionnaire were analysed by using SPSS. The frequencies, percentages, standard deviations and mean scores of the questionnaire were calculated to find teachers' opinions on Sunshine 4th Grade English Coursebook.

In addition, in order to determine the statistical methodology to be used to find the significant differences in teachers' opinions on the coursebook with respect to the independent variables, Kolmogorov-Smirnov Z test was used for normal distribution analysis and Levene test was used to determine the homogeneity status of the data. According to the results of these tests, t test for independent samples in gender variable; one-way ANOVA for teaching experience and graduation variables; Kruskal Wallis-H test in the teaching in primary school variable were used. In order to determine the meaningful difference between these groups, multiple comparisons were made with Least Significant Difference (LSD) and Mann-Whitney U tests.

In order to analyse and comment on the findings of quantitative data the table of the levels given below will be used as a measurement criterion (Table 6).

Table 6. Distribution of Rating Options in Research Scale by Points

Categories	Points	Values	Scale Evaluation
<i>Strongly disagree</i>	1	1.00-1.80	Very low level
<i>Disagree</i>	2	1.81-2.60	Low level
<i>Undecided</i>	3	2.61-3.40	Mid-level
<i>Agree</i>	4	3.41-4.20	High level
<i>Strongly Agree</i>	5	4.21-5.00	Very high level

The qualitative data were handled by content analysis. The open-ended questions were given at the end of the questionnaire. After collecting these written data, they were translated into English by the researcher and by some other colleagues proficient in English to check the reliability of the translation. In order to analyse the data, the responses from the participants were categorized depending on their similarities. A category for each grouping was made and similar patterns and arguments were listed in the same category. In this way, the qualitative data could be presented in a logical order.

CHAPTER IV

FINDINGS

4.0 Presentation

This study aimed to find out English teachers' perspective about the coursebook, Sunshine 4, assigned by the Ministry of National Education to be used in 4th grade classes for five years starting from 2015-2016 educational year. In this section of the study, the findings obtained from the administration of the questionnaire conducted with 102 teachers in Kayapınar district of Diyarbakır province are presented.

4.1 Findings of the Questionnaire

In this section of the research, both descriptive statistics and inferential statistics that regard the English teachers' opinions about the coursebook will be presented.

4.1.1 Descriptive statistics

In addition to the general evaluation of all categories, there are six categories under the headings of General Appearance and Organization (1), Supporting Materials (2), Aims (3), Topic Contents (4), Linguistic Contents (5), Skills, Activities and Exercises (6). The items of each category will be provided with their means, standard deviations, percentages and frequencies in the subcategories.

Table 7. General means and standard deviations of the categories of the research questions

Categories	N	M	SD
General Appearance and Organization	102	3.33	.76
Supporting Materials	102	3.05	.79
Aims	102	2.98	1.00
Topic Contents	102	3.14	.78
Linguistic Contents	102	3.16	.92
Skills, Activities and Exercises	102	2.94	.71
Total	102	3.06	.93

When considering the descriptive statistics in terms of general participation based on the categories, the mean score of the categories is 3.06, which showed that the participants were undecided towards the coursebook (Table 7). The opinions of teachers about categories of the research questions showed that the mean scores change between 2.94 and 3.33. As can be seen in Table 7, respondents had the highest positive responses for the category of general appearance and organisation (M= 3.33) while the category that had the lowest mean was skills, activities and exercises (M= 2.94). The other scores elicited from the analysis were as follows; linguistic contents (M= 3.16), topic contents (M= 3.14), supporting materials (M= 3.05), aims (M= 2.98).

4.1.1.1 General Appearance and Organization

Table 8. General Appearance and Organization

ITEMS	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		M	SD
	f	%	f	%	f	%	f	%	f	%		
Item 1	16	15.7	26	25.5	22	21.6	29	28.4	9	8.8	2.89	1.234
Item 2	5	4.9	9	8.8	14	13.7	52	51.0	22	21.6	3.75	1.048
Item 3	4	3.9	20	19.6	18	17.6	39	38.2	21	20.6	3.52	1.141
Item 4	5	4.9	14	13.7	7	6.9	52	51.0	24	23.5	3.75	1.114
Item 5	6	5.9	13	12.7	18	17.6	50	49.0	15	14.7	3.75	1.078
Item 6	7	6.9	13	12.7	18	17.6	43	42.2	21	20.6	3.57	1.156
Item 7	8	7.8	18	17.6	23	22.5	33	32.4	20	19.6	3.38	1.211
Item 8	11	10.8	22	21.6	22	21.6	40	39.2	7	6.9	3.10	1.148
Item 9	7	6.9	20	19.6	13	12.7	51	50.0	11	10.8	3.38	1.126
Item 10	8	7.8	24	23.5	23	22.5	35	34.3	12	11.8	3.19	1.158
Item 11	9	8.8	29	28.4	20	19.6	33	32.4	11	10.8	3.08	1.183
Item 12	16	15.7	28	27.5	25	24.5	26	25.5	7	6.9	2.80	1.186
Total											3.33	.76

Note: 1 (Strongly Disagree), 2 (Disagree), 3 (Undecided), 4 (Agree), 5 (Strongly Agree)

Item 1. The cover is attractive to learners. **Item 2.** The font size and type used in the book are appropriate for learners. **Item 3.** The print is clear and fine. **Item 4.** The size and weight of the book are appropriate. **Item 5.** The titles and sub-

heading titles are written clearly and appropriately. **Item 6.** Each unit is in the same format. **Item 7.** The textbook is rich with informative and functional illustrations that facilitate students' learning. **Item 8.** The textbook has a complete and detailed table of contents. **Item 9.** The textbook is free of mistakes. **Item 10.** The organization of the units are comprehensible and easily followed. **Item 11.** The sequencing and grading of the materials are prepared reasonably and supporting each other. **Item 12.** The textbook is methodologically in line with the current worldwide theories and practices of language learning.

Table 8 shows that Items 2, 4 and 6 ($M= 3.75$) had the same highest mean. These items state that the font size and type (Item 2), the size and weight of the book (Item 4), and the titles and sub-heading titles (Item 5) are appropriate for learners. That means that for Item 2, 72.6% of the teachers (21.6% strongly agreed, 51% agreed) stated that the font size and type used in the book are appropriate for learners, and for Item 4, 74.5% of the teachers (23.5% strongly agreed, 51% agreed) stated that the size and weight of the book are appropriate. Moreover; for Item 5, 63.7% of the teachers (14.7% strongly agreed, 49% agreed) stated that the titles and sub-heading titles are written clearly and appropriately. Item 6 ($M= 3.57$) indicating that each unit is in the same format had the second highest score. Therefore, it could be stated that a great number of teachers agreed that there is no difference between the units in terms of format (strongly agree: 20.6%, Agree: 42.2%). Moreover, Item 3 ($M= 3.52$) pointing out that the print is clear and fine had the third highest score. That is, more than half of the teachers (Strongly agree: 20.6%; Agree: 38.2%) stated that the clearance and quality of printing was good. Additionally, the percentage of the English teachers who agreed that the coursebook is rich with informative and functional illustrations that facilitate students' learning (Item 7, $M=3.38$) is 52% (Strongly agree: 19.6%; Agree: 32.4%), which means that slightly more than half of the English teachers in this study found the coursebook rich and easy to understand. However, 22.5% of them were not sure whether the coursebook is rich with informative and functional illustrations that facilitate students' learning.

As can be seen in Table 8, the percentage of the respondents who believed that the coursebook is free of mistakes (Item 9, $M= 3.38$) is 60.8% (Strongly agree: 10.8%; Agree: 50%), which means that more than half of the teachers accepted that the coursebook is faultless. As to the opinion that the organization of the units are comprehensible and easily followed (Item 10, $M= 3.19$), there seems to be a consensus among almost half of the respondents; namely, 46.1% of the English teachers (Strongly Agree: 11.8%; Agree: 34.3%) upheld this opinion. The percentage of those who agreed that the coursebook has a complete and detailed table of contents (Item 8, $M= 3.10$) is 46.1% (Strongly Agree: 6.9%; Agree: 39.2%) whereas 32.4 % of the respondents did not agree with this opinion.

In the course of language teaching, one of the significant challenges that English teachers often have to face is unreasonable grading and sequencing of the materials. Item 11 (M= 3.08) indicating that the sequencing and grading of the materials are prepared reasonably and supporting each other had a lower score among others. Although 43.2% of the English teachers in this study (Strongly Agree: 10.8%; Agree: 32.4%) agreed that the materials are prepared reasonably and supporting each other, 37.2% of them had opposite thoughts.

When we consider Item 1 (M= 2.89), it can be seen that 41.2% of the English teachers disagreed with the idea that the cover is attractive to learners (Disagree: 25.5%, Strongly disagree: 15.7%). That is to say, by their evaluations, less than half of the teachers thought that the cover of the book is attractive enough for learners. Moreover, Item 12 (M= 2.80) stands out with the lowest score, so it can be said that a great majority of teachers disagreed that the coursebook is methodologically in line with the current worldwide theories and practices of language learning. That is, 43.2% of the English teachers (Disagree: 27.5%, Strongly disagree: 15.7%) believed that the coursebook is not methodologically in line with the current worldwide theories and practices of language learning. However, only 32.4% of the respondents had the opposite idea.

Briefly, the results revealed that the overall mean of the questionnaire turned out to be 3.33, which states that the respondents were undecided but had a slightly positive attitude towards general appearance and organisation of the coursebook.

4.1.1.2 Supporting Materials

Table 9. Supporting Materials

ITEMS	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		M	SD
	f	%	f	%	f	%	f	%	f	%		
Item 13	15	14.7	27	26.5	24	23.5	29	28.4	7	6.9	2.86	1.186
Item 14	15	14.7	28	27.5	28	27.5	28	27.5	3	2.9	2.76	1.101
Item 15	21	20.6	33	32.4	24	23.5	19	18.6	5	4.9	2.55	1.157
Item 16	40	39.2	30	29.4	10	9.8	12	11.8	20	9.8	2.24	1.344
Item 17	7	6.9	19	18.6	23	22.5	36	35.3	17	16.7	3.36	1.167
Item 18	7	6.9	15	14.7	22	21.6	35	34.3	23	22.5	3.51	1.192
Item 19	4	3.9	17	16.7	22	21.6	36	35.3	23	22.5	3.56	1.131
Item 20	5	4.9	16	15.7	22	21.6	43	42.2	16	15.7	3.48	1.088
Item 21	7	6.9	23	22.5	30	29.4	28	27.5	14	13.7	3.19	1.141
Item 22	11	10.8	30	29.4	26	25.5	24	23.5	11	10.8	2.94	1.184
Total											3.05	.79

Item 13. The textbook book is supported by audio-visual materials such as entertaining songs and stories. **Item 14.** The materials can be easily adapted to suit various approaches and learning styles. **Item 15.** The supporting materials and the textbook provide an appropriate balance of the four language skills. **Item 16.** There are flash cards to be used with the book. **Item 17.** The teacher's book guides the teacher how to use the textbook to the utmost advantage. **Item 18.** The teacher's book helps the teacher to save time and energy when preparing lessons. **Item 19.** The teacher's book contains clear and detailed instructions **Item 20.** The teacher's book gives advice about methodologies and techniques. **Item 21.** The workbook includes activities which are appropriate and consolidating the textbook. **Item 22.** The workbook contains easier exercises and activities that learners can do by themselves.

As can be seen in Table 9, Item 19 (M= 3.56), stating that the teacher's book contains clear and detailed instructions, had the highest mean. That means that 57.8% of the teachers (Strongly agree: 22.5%, Agree 35.3%), which is more than half of the teachers, stated that the teacher's book is beneficial and understandable. However, only 20.6% of the respondents disagreed that it is useful. Item 18 (M= 3.51), indicating that the teacher's book helps teachers to save time and energy when preparing lessons, had the second highest score. Therefore, it can be noted that a high number of teachers (Strongly agree: 22.5%, Agree: 34.3%) agreed that the benefit of teacher's book in terms of saving energy and time is of significance. Moreover, Item 20 (M= 3.48) pointing out that the

teacher's book advises on methodologies and techniques had the third highest score. That is, more than half of the teachers (Strongly agree: 15.7%; Agree: 42.2%) stated that teacher's book is an excellent guide which supports the teachers regarding methodologies and techniques. Additionally, the percentage of the English teachers who agreed that the teacher's book guides the teachers how to use the textbook to the utmost advantage (Item 17, $M=3.36$) is 52% (Strongly agree: 16.7%; Agree: 35.3%). It means that little more than half of the English teachers in this study considered the teacher's book as an inevitable part of the teaching process. However, 22.5% of them were not sure whether the teacher's book guides the teacher how to use the textbook to the utmost advantage. The percentage of the English teachers who thought that the workbook includes activities which are appropriate and consolidating the coursebook (Item 21, $M= 3.19$) is 41.2% (Strongly agree: 13.7%; Agree: 27.5%), which means that nearly half of the teachers accepted that the workbook provided revision and suitable exercises.

Table 9 suggests that the workbook contains easier exercises and activities that learners can do by themselves, 40.2% of the respondents (Strongly disagree: 10.8%; Disagree: 29.4%) held the opinion that the exercises and activities in the workbook are not easy enough for learners to do by themselves. However, 34.3% of the English teachers agreed that they are solvable. Similarly, the percentage of the English teachers who believed that the coursebook is supported by audio-visual materials such as entertaining songs and stories is 35.3% (Strongly Agree: 6.9%; Agree: 28.4%), which means that less than half of the teachers had positive ideas about the item concerned.

Table 9 shows that, when Item 14 ($M= 2.76$) is considered, it can be revealed that 41.2% of the English teachers disagreed with the idea that the materials can be easily adapted to suit various approaches and learning styles (Disagree: 27.5%, Strongly disagree: 14.7%). That is to say, most of the teachers did not think that the material is flexible and adaptable. As to the opinion that the supporting materials and the coursebook provide an appropriate balance of the four language skills (Item 15, $M= 2.55$), there seems to be a disagreement among more than half of the respondents; namely, 53% of the English teachers (Strongly disagree: 20.6%; Disagree: 32.4%) upheld this opinion. Furthermore, Item 16 ($M= 2.24$) indicated the lowest score; thus it can be revealed that a great majority of learners disagreed that there are flash cards to be used with the book. That is, 70.4% of

the English teachers (Disagree: 29.4%, Strongly Disagree: 39.2%) stated that there are no flashcards.

In summary, the table indicated that most of the items had higher means and some had lower means; therefore the overall mean of the questionnaire turned out to be 3,05. When considering this mean value, it can be stated that the respondents were undecided about supporting materials.

4.1.1.3 Aims

Table 10. Aims

ITEMS	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		M	SD
	f	%	f	%	f	%	f	%	f	%		
Item 23	9	8.8	24	23.5	23	22.5	40	39.2	6	5.9	3.10	1.104
Item 24	8	7.8	26	25.5	25	24.5	38	37.3	5	4.9	3.06	1.070
Item 25	14	13.7	27	26.5	33	32.4	22	21.6	6	5.9	2.79	1.111
<u>Total</u>											<u>2.98</u>	<u>1.00</u>

Item 23. The aims of the textbook are similar to my aims regarding the lesson. **Item 24.** The aims of the textbook are related to the learners' needs and interests. **Item 25.** The aims of the textbook correspond with the modern developments around the world.

As reflected in Table 10, the findings about the aims of the coursebook revealed that 45.1% of the English teachers (Strongly Agree: 5.9%; Agree: 39.2 %) were of the opinion that the aims of the coursebook are similar to their aims regarding the lesson (Item 23, M= 3.10). That is, four of every ten English teachers in this study supported this opinion. In addition to this, Item 24 (M= 3.06), stating that the aims of the coursebook are related to the learners' needs and interests, had the second highest mean. That is, 42.2% of the English teachers agreed that learners' needs and interests are related to their aims. Nevertheless, 33.3% of them disagreed with this opinion. Moreover, Item 25 (M= 2.79) stands out with the lowest score, so it can be revealed that a number of teachers disagreed that the aims of the coursebook correspond with the modern developments around the

world. That is, 40.2% of the English teachers (Disagree: 26.5%, Strongly disagree: 13.7%) believed that the aim of the coursebook is not in line with the current worldwide development of language learning. However, only 27.5% of the respondents had positive opinions on this issue.

In general, as seen in Table 10, three items were considered, and the overall mean of the questionnaire proved to be 2.98. According to this mean value, it can be stated that the English teachers did not have a very high opinion towards the aims of the coursebook.

4.1.1.4 Topic Contents

Table 11. Topic Contents

ITEMS	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		M	SD
	f	%	f	%	f	%	f	%	f	%		
Item 26	6	5.9	28	27.5	28	27.5	30	29.4	10	9.8	3.10	1.095
Item 27	24	23.5	39	38.2	17	16.7	18	17.6	4	3.9	2.40	1.145
Item 28	12	11.8	31	30.4	23	22.5	29	28.4	7	6.9	2.88	1.154
Item 29	4	3.9	10	9.8	14	13.7	47	46.1	27	26.5	3.81	1.060
Item 30	7	6.9	15	14.7	18	17.6	43	42.2	19	18.6	3.51	1.158
Total										3.14	.78	

Item 26. The content is organised according to the students' language needs and interests. **Item 27.** The book contains a variety of literary forms. e.g. poems, a novel, a play, ... **Item 28.** The book contains the texts including information about different cultures, traditions and customs. **Item 29.** The topics and texts are free from any discrimination (gender, race etc.). **Item 30.** The textbook includes interesting characters thought to attract the learners.

As can be seen in Table 11, the results about topic contents showed that Item 29 (M= 3.81), stating that the topics and texts are free from any discrimination (gender, race etc.), had the highest mean. That means that 72.6% of the teachers (Strongly agree: 26.5%, Agree 46.1%), which is the great majority of the teachers, stated that the topics and texts do not contain any kinds of discrimination such as gender, race etc. Item 30 (M= 3.51) indicating that the coursebook includes interesting characters thought to attract the learners had the second highest score. Therefore, it can be noted that a great number of the respondents, 60.8% of the English teachers (Strongly agree: 18.6%, Agree: 42.2%), agreed that the book contains interesting characters that can attract learners' attention. Moreover,

Item 26 (M= 3.10) pointing out that the content is organised according to the students' language needs and interests had the third highest score. That is, less than half of the teachers, 39.2% of the English teachers (Strongly agree: 9.8%; Agree: 29.4%) stated that the content of the coursebook meets the learners' needs and interests.

As can be revealed from Table 11, Item 28 (M= 2.88) shows that 42.2% of the English teachers disagreed with the idea that the book contains the texts including information about different cultures, traditions and customs (Disagree: 30.4%, Strongly disagree: 11.8%). Namely, almost half of the teachers did not think that the book has a multicultural view. Moreover, as to the opinion that the book contains a variety of literary forms (Item 27, M= 2.40), there seems to be a disagreement among more than half of the respondents; namely, 61.7% of the English teachers (Strongly disagree: 23.5%; Disagree: 38.2%) upheld this opinion. Moreover, this is the lowest mean among other items related to the topic contents.

Briefly, Table 11 indicated that most of the items had higher means and only two of them had lower means. Therefore the overall mean of the questionnaire turned out to be 3.14. When considering this mean value, it can be stated that the respondents were undecided and had a slightly positive attitude towards topic contents.

4.1.1.5 Linguistic Contents

Table 12. Linguistic Contents

ITEMS	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		M	SD
	f	%	f	%	f	%	f	%	f	%		
Item 31	5	4.9	19	18.6	22	21.6	46	45.1	10	9.8	3.36	1.051
Item 32	14	13.7	22	21.6	21	20.6	40	39.2	5	4.9	3.00	1.169
Item 33	10	9.8	24	23.5	24	23.5	33	32.4	11	10.8	3.11	1.177
Total											3.16	.92

Item 31. The language used in the book is in line with real-life English. **Item 32.** The language used is at the right level for my students' current English level. **Item 33.** Linguistic content in the book is given from simple to complex and from easy to difficult.

As shown in Table 12, the results about the linguistic contents revealed that Item 31 ($M= 3.36$), stating the language used in the book is in line with real-life English, had the highest mean. That means that 54.9% of the teachers (Strongly agree: 9.8%, Agree: 45.1%) stated that real life English and English used in the book are close to each other. However, 21.6% of the respondents were undecided. Item 33 ($M= 3.11$) indicating that linguistic content in the book is given from simple to complex and from easy to difficult had the second highest mean. That is, 43.2% of the English teachers are of the opinion that linguistic content follows a rule from simple to difficult. Although the mean is high, less than half of the teachers upheld this opinion. Moreover, Item 32 ($M= 3.00$) pointing out that the language used is at the right level for the students' current English level had the lowest score. Nevertheless, nearly half of the teachers, 44.1% of the English teachers (Strongly agree: 4.9%; Agree: 39.2%), stated that the level of the coursebook is appropriate for their learners' level.

In brief, Table 12 reveals that the overall mean of the questionnaire is 3.16, which means that the respondents were undecided but had a slightly positive attitude towards the linguistic content of the coursebook.

4.1.1.6 Skills, Activities and Exercises

Table 13. Skills, Activities and Exercises

ITEMS	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		M	SD
	f	%	f	%	f	%	f	%	f	%		
Item 34	29	28.4	18	17.6	13	12.7	30	29.4	12	11.8	2.78	1.432
Item 35	12	11.8	25	24.5	17	16.7	39	38.2	9	8.8	3.08	1.208
Item 36	12	11.8	29	28.4	22	21.6	33	32.4	6	5.9	2.92	1.149
Item 37	12	11.8	29	28.4	21	20.6	36	35.3	4	3.9	2.91	1.127
Item 38	7	6.9	28	27.5	25	24.5	41	40.2	1	1.0	3.01	1.000
Item 39	6	5.9	29	28.4	28	27.5	37	36.3	2	2.0	3.00	.985
Item 40	10	9.8	25	24.5	21	20.6	41	40.2	5	4.9	3.06	1.115
Item 41	22	21.6	22	21.6	30	29.4	24	23.5	4	3.9	2.67	1.172
Item 42	17	16.7	34	33.3	26	25.5	21	20.6	4	3.9	2.62	1.108
Item 43	21	20.6	38	37.3	22	21.6	20	19.6	1	1.0	2.43	1.058
Item 44	20	19.6	37	36.3	24	23.5	20	19.6	1	1.0	2.46	1.050
Item 45	6	5.9	25	24.5	28	27.5	33	32.4	10	9.8	3.16	1.088
Item 46	7	6.9	25	24.5	26	25.5	37	36.3	7	6.9	3.12	1.074
Item 47	15	14.7	23	22.5	25	24.5	32	31.4	7	6.9	2.93	1.188
Item 48	9	8.8	23	22.5	23	22.5	38	37.3	9	8.8	3.15	1.138
Item 49	7	6.9	25	24.5	27	26.5	35	34.3	8	7.8	3.12	1.084
Item 50	9	8.8	24	23.5	20	19.6	42	41.2	7	6.9	3.14	1.126
Item 51	7	6.9	26	25.5	18	17.6	42	41.2	9	8.8	3.20	1.126
Item 52	13	12.7	28	27.5	23	22.5	31	30.4	7	6.9	2.91	1.170
Item 53	8	7.8	20	19.6	24	23.5	41	40.2	9	8.8	3.23	1.107
Total											2.94	.71

Item 34. Listening materials in the textbook are easily accessible. **Item 35.** Recordings show similarities with real-life speeches. **Item 36.** The listening materials and exercises in the textbook are appropriate for improving students' listening skills.

Item 37. Speech exercises and activities invite students to talk about their concerns and interests. **Item 38.** The speaking materials present real-authentic dialogues. **Item 39.** The speaking materials and exercises in the textbook are appropriate for improving students' speaking skills.

Item 40. Reading passages are presented with appropriate grading and sequencing. **Item 41.** Reading passages are up-to-date, interesting and meaningful. **Item 42.** Reading texts and exercises are adequate and appropriate for learners in terms of improving reading skill and comprehension skills.

Item 43. Writing exercises are easy, interesting and lead the learners to write. **Item 44.** The writing materials and exercises in the textbook are appropriate for improving students' writing skills.

Item 45. There is a proper distribution (simple to complex) of vocabulary load across the whole book. **Item 46.** To teach new vocabulary, the textbook uses a specific method appropriate for learners' ages and levels. **Item 47.** The list of vocabulary items tagged at the end of the textbook is sufficient. **Item 48.** The new words are repeated in activities and exercises of the following units.

Item 49. Grammar exercises make learning subjects easier. **Item 50.** The grammar points are presented with brief and easy explanations without giving the details. **Item 51.** The grammar points are repeated in the following units. **Item 52.** Grammar examples are adequate and appropriate for learners. **Item 53.** Grammar rules are taught inductively.

Table 13 reflects the items with regard to skills, activities and exercises of the coursebook. Listening skill (items between 34 and 36), speaking skill (items between 37 and 39), reading skill (items between 40 and 42), writing skill (items 43 and 44), vocabulary material (items between 45 and 48) and grammar material (items between 49 and 53) were evaluated separately by considering the items they belong to.

Regarding the listening skill, the items from 34 to 36 show how the teachers evaluate this skill. The results indicated that Item 35 ($M= 3.08$), stating that recordings show similarities with real-life speeches, had the highest mean. That meant that 47% of the teachers (Strongly agree: 8.8%, Agree 38.2%) stated that listening materials in the book are in line with the real-life speeches. However, 36.3% of the respondents (Strongly disagree: 11.8%, Disagree: 24.5) disagreed this opinion, which means that one of every three teachers think that listening material is not authentic. Item 36 ($M= 2.92$), indicating that the listening materials and exercises in the coursebook are appropriate for improving students' listening skills, had the second highest score, but the percentage who support this idea is less than half of the English teachers. That is, 40.2% of the respondents disagreed that the listening materials and exercises are suitable for learners to improve their related skill. Moreover, Item 34 ($M= 2.78$) revealed that listening materials in the textbook are not easily accessible. Namely, 46% of the English teachers (Disagree: 17.6%, Strongly disagree: 28.4%) stated that the listening materials are not easily reachable any time they want. In summary, the table indicated that most of the items related to listening skill did not have high means, which is not high when compared with general means of the other skill items. When considering these values, it can be stated that the respondents were undecided and had slightly negative attitudes towards listening materials.

As can be seen in Table 13, the items from 37 to 39 show how the teachers evaluated speaking skill. Speaking skill is usually the weakest one among the four. According to the results obtained, Item 38 (M= 3.01), stating that the speaking materials present real-authentic dialogues, had the highest mean. That means that 41.2% of the teachers (Strongly agree: 1%, Agree 40.2%) stated that speaking materials in the book are in line with the real-life dialogues. However, 34.4% of the respondents (Strongly disagree: 6.9%, Disagree: 27.5) disagreed this opinion, which means there is not a big difference between the number of the teachers who support (42 teachers) and who do not support (35 teachers) this idea. Item 39 (M= 3.00), indicating that the speaking materials and exercises in the coursebook are appropriate for improving students' speaking skills, had the second highest score, but the percentage who supported this idea is less than half of the English teachers. That is, 38.3% of the respondents supported this idea; on the other hand, 34.3% of the teachers had the opposite idea. When Item 37 (M= 2.91) is considered, it can be revealed that 40.2% of the English teachers disagreed with the idea that speech exercises and activities invite students to talk about their concerns and interests (Disagree: 28.4%, Strongly disagree: 11.8%). That is to say, almost half of the teachers did not think that the coursebook could make students speak about themselves. All in all, Table 13 indicated that most of the items related to speaking skill did not have high means, which is not high when compared with the other categories. According to these values, it can be stated that the respondents had a negative attitude towards speaking materials.

In Table 13, it can be seen that the items from 40 to 42 are about reading skill. As reflected in Item 40 (M= 3.06), 45.1% of the English teachers (Strongly agree: 4.9 %; Agree: 40.2 %) agreed with the opinion that reading passages are presented with an appropriate grading and sequencing. This means that nearly half of the English teachers confirmed that there is a logical order in the presentation of the reading passages. Although Item 41 (M= 2.67), indicating that reading passages are up-to-date, interesting and meaningful, had the second highest score, the percentage who supported this idea is one-fourth of the English teachers. That is, only 27.4% of the respondents supported this idea, on the other hand, 42.6% of the teachers had the opposite idea. When Item 42 (M= 2.91) is considered, it can be seen that 50% of the English teachers disagreed with the idea that reading texts and exercises are adequate and appropriate for learners in terms of improving reading skill and comprehension skills (Disagree: 33.3%, Strongly disagree: 16.7%). That is to say, exactly half of the teachers did not think that the coursebook could improve

students' reading skills suitably. In brief, the table indicated that most of the items did not have high means, therefore, this part of the questionnaire proved low when compared with the general values of the other categories. According to this value, it can be inferred that the respondents had a slightly negative attitude towards reading materials.

Table 13 suggests that the items from 43 and 44 show how the teachers evaluate writing skill. Writing skill is not emphasised in the book, so there are two items about this skill. According to item 44 (M= 2.46), 55.9% of the English teachers (Disagree: 36.3%, Strongly disagree: 19.6%) disagreed that the writing materials and exercises in the coursebook are appropriate for improving students' writing skills. That means more than half of the respondents had negative idea about the appropriacy of the writing materials. In addition, Item 43 (M= 2.43) shows that the negative attitude at the issue of writing did not change. That is, 57.9% of the English teachers (Disagree: 37.3%, Strongly disagree: 20.6%), which is more than half of the teachers, disagreed with the idea that writing exercises are easy, interesting and lead the learners to write. All in all, the table indicated that both items did not have high means; therefore this part of the questionnaire turned out to be very low when compared with the general values of the other items. According to this value, it can be revealed that the respondents had a negative attitude toward writing materials.

The items from 45 to 48 show how the teachers evaluated the vocabulary material. As shown in Table 13, the results about the vocabulary material revealed that Item 45 (M= 3.36), stating there is a proper distribution (simple to complex) of vocabulary load across the whole book, had the highest mean. That meant that 42.2% of the teachers (Strongly agree: 9.8%, Agree: 32.4%) stated that vocabulary load is given from easy to difficult. However, 27.5% of the respondents were undecided. Item 48 (M= 3.15), pointing out that the new words are repeated in activities and exercises of the following units, had the second highest score. That is, 46.1% of the English teachers (Strongly agree: 8.8%, Agree: 37.3%) agree with this idea, but 31.3% of the English teachers had the opposite idea. Moreover, Item 46 (M= 3.12) indicating that in order to teach new vocabulary, the coursebook uses a specific method appropriate for learners' ages and levels had the third highest mean. That is, 43.2% of the English teachers thought that vocabulary is suitable for learners' ages and levels. Although the mean is high, less than half of the teachers upheld this opinion. When Item 47 (M= 2.93) is considered, it can be revealed that 37.2% of the

English teachers disagreed with the idea that the list of vocabulary items tagged at the end of the textbook is sufficient (Disagree: 22.5%, Strongly disagree: 14.7%). Namely, when the amount of the undecided (25.5%) was excluded, 38.3% of the respondents upheld the opposite idea. In brief, the table revealed that the respondents had a slightly positive attitude towards vocabulary material.

The items from 49 to 53 show how the teachers evaluated the grammar materials. As seen in Table 13, the results about grammar materials revealed that Item 53 (M= 3.23), stating that grammar rules are taught inductively (rule-discovery) had the highest mean. That meant that 49% of the teachers (Strongly agree: 8.8%, Agree 40.2%), which is the great majority of the teachers, stated that learners start with some examples from which they infer the rules. Item 51 (M= 3.20), indicating that the grammar points are repeated in the following units, had the second highest score. Therefore, it can be noted that half of the respondents, 50% of the English teachers (Strongly agree: 8.8%, Agree: 41.2%), agreed that there are revisions for grammar points in the subsequent units. Moreover, Item 50 (M= 3.14), pointing out that the grammar points are presented with brief and easy explanations without giving the details, had the third highest score. That is, almost half of the teachers, 48.1% of the English teachers (Strongly agree: 6.9%; Agree: 41.2%), stated that there are no detailed explanations and exercises for grammar points in the coursebook. As for the statement that grammar exercises make learning subjects easier (Item 49, M= 3.12), nearly half of the English teachers supported the idea, that is, 42.1% of the respondents agreed that grammar exercises demystify the subjects (Strongly agree: 7.8%; Agree: 34.3%). When Item 52 (M= 2.91) is considered, it can be stated that 40.2% of the English teachers disagreed with the idea that grammar examples are adequate and appropriate for learners (Disagree: 27.5%, Strongly disagree: 12.7%). Namely, nearly half of the teachers did not think that the book has enough and proper grammar exercises. Concisely, the table indicated that most of the items had higher means and only Item 52 had lower mean when the comparison was made. Therefore, it can be stated that the respondents had a slightly positive attitude towards grammar materials in the coursebook.

In brief, the table shows that the overall mean of this category is 2.94, which means that the respondents were undecided and had a slightly negative attitude towards skills, activities and exercises of the coursebook.

4.2.2. Inferential Statistics

4.2.2.1 Results of *t*-test for the relationship between gender and the categories of the evaluation of the coursebook

The *t*-test was used for unrelated samples in order to determine whether teachers' evaluations of Sunshine 4th Grade English Coursebook differed according to the variable of gender.

Table 14. Independent Samples *t*-test for Results of *t*-test for the relationship between gender and the categories of the evaluation of the coursebook

<i>Categories</i>	Sex	N	M	SD	<i>t</i>	df	Sig.
General Appearance and Organization	A) Female	54	3.34	.78	-0.12	100	0.90
	B) Male	48	3.32	.75			
	Total	102					
Supporting Materials	A) Female	54	3.09	.87	-0.66	100	0.51
	B) Male	48	2.99	.71			
	Total	102					
Aims	A) Female	54	2.99	1.04	-0.04	100	0.97
	B) Male	48	2.98	.96			
	Total	102					
Topic Contents	A) Female	54	3.16	.87	-0.25	100	0.80
	B) Male	48	3.12	.66			
	Total	102					
Linguistic Contents	A) Female	54	3.06	.88	1.10	100	0.27
	B) Male	48	3.26	.97			
	Total	102					
Skills, Activities and Exercises	A) Female	54	2.97	.79	-0.41	100	0.69
	B) Male	48	2.91	.63			
	Total	102					

$p < .05$

There are six categories and the results of the test were measured for each category separately as shown in the table above. According to the results of the t-test conducted with regard to gender variance, no significant difference exists in terms of gender in each category. The values revealed for each category is as follows; General Appearance and Organization [$t_{(100)} = -0.12, p > .05$], Supporting Materials [$t_{(100)} = -0.66, p > .05$], Aims [$t_{(100)} = -0.04, p > .05$], Topic Contents [$t_{(100)} = -0.25, p > .05$], Linguistic Contents [$t_{(100)} = 1.10, p > .05$], and Skills, Activities and Exercises [$t_{(100)} = -0.41, p > .05$]. These results indicate that there was no significant difference between male and female respondents in terms of the categories of the evaluation of the coursebook. However, it was revealed that the females presented a higher value in five categories except for the category about linguistic contents (Table 14).

4.2.2.2 Results of ANOVA for the Relationship between the categories of the evaluation of the coursebook and Teaching Experience

One-way ANOVA was performed in order to determine whether teachers' evaluations of Sunshine 4th Grade English Coursebook showed a significant difference according to the teaching experience variable.

The results of the test given in Table 15 revealed that no significant difference exists in terms of teaching experience in each category. The results elicited for each category are general appearance and organization [$F_{(3-98)} = 2.09, p > 0.05$], supporting materials [$F_{(3-98)} = 1.40, p > 0.05$], aims [$F_{(3-98)} = 0.81, p > 0.05$], topic contents [$F_{(3-98)} = 1.48, p > 0.05$], linguistic contents [$F_{(3-98)} = 0.61, p > 0.05$], and skills, activities and exercises [$F_{(3-98)} = 0.14, p > 0.05$]. These results indicate that there was no significant difference between the teaching experiences of the participants in terms of the categories of the evaluation of the coursebook. However, although there was no significant difference between the views of the groups, it was seen that the teachers who have 16 years and more experience had higher positive idea in the categories of supporting materials ($M = 3.18$), aims ($M = 3.13$), linguistic contents ($M = 3.33$) and skills, activities and exercises ($M = 2.98$). On the other hand, the teachers who have 5 years or less experience had a higher positive idea about the remaining two categories, general appearance and organisation ($M = 3.56$), and topic contents ($M = 3.30$) compared to the other teaching experience groups. (Table 15)

Table 15. Results of ANOVA for the Relationship between the categories of the evaluation of the coursebook and Teaching Experience

<i>Categories</i>	<i>Groups</i>	<i>N</i>	<i>M</i>	<i>Source of Variance</i>	<i>Sum of squares</i>	<i>DF</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
General Appearance and Organization	A) 5 years and less	24	3.56	Between groups	3.530	3	1.177	2.09	0.11
	B) 6-10 years	21	3.01						
	C) 11-15 years	42	3.32	Within groups	55.225	98	.564		
	D) 16 years and more	15	3.43						
	Total	102	3.33						
Supporting Materials	A) 5 years and less	24	3.10	Between groups	2.628	3	.876	1.40	.25
	B) 6-10 years	21	2.73						
	C) 11-15 years	42	3.12	Within groups	61.125	98	.624		
	D) 16 years and more	15	3.18						
	Total	102	3.05						
Aims	A) 5 years and less	24	3.11	Between groups	2.446	3	.815	0.81	0.49
	B) 6-10 years	21	2.70						
	C) 11-15 years	42	3.00	Within groups	98.305	98	1.003		
	D) 16 years and more	15	3.13						
	Total	102	2.98						
Topic Contents	A) 5 years and less	24	3.30	Between groups	2.628	3	.876	1.48	0.23
	B) 6-10 years	21	2.87						
	C) 11-15 years	42	3.22	Within groups	58.059	98	.592		
	D) 16 years and more	15	3.04						
	Total	102	3.14						

Linguistic Contents	A) 5 years and less	24	3.15	Between groups	1.590	3	.530	0.61	0.61
	B) 6-10 years	21	2.94						
	C) 11-15 years	42	3.21	Within groups	84.567	98	.863		
	D) 16 years and more	15	3.33						
	Total	102	3.16						
Skills, Activities and Exercises	A) 5 years and less	24	2.96	Between groups	.227	3	.076	0.14	0.93
	B) 6-10 years	21	2.85						
	C) 11-15 years	42	2.97	Within groups	51.349	98	.524		
	D) 16 years and more	15	2.98						
	Total	102	2.94						

p<.05

4.2.2.3 Results of Kruskal-Wallis for the Relationship between the Opinions of English Teachers about the categories of the evaluation of the coursebook and Teaching Experience in a Primary School.

The results of the Kruskal-Wallis test for Sunshine 4th Grade English Coursebook evaluations performed by teachers' grouped according to the teaching experience in the primary school variable are given in Table 16.

Table 16. Results of Kruskal-Wallis for the relationship between the Opinions of English Teachers about the categories of the evaluation of the coursebook and Teaching Experience in a Primary School

<i>Categories</i>	Groups	N	Mean Rank	df	χ^2	Sig.
General Appearance and Organization	A) 1 year and less	13	54.77	3	1.916	0.59
	B) 1-5 years	55	50.35			
	C) 6-10 years	22	47.30			
	D) 11 years and more	12	60.96			
	Total	102				

	A) 1 year and less	13	50.85			
	B) 1-5 years	55	47.74			
Supporting Materials	C) 6-10 years	22	54.61	3	3.206	0.36
	D) 11 years and more	12	63.75			
	Total	102				
	A) 1 year and less	13	49.00			
	B) 1-5 years	55	48.35			
Aims	C) 6-10 years	22	57.39	3	2.162	0.54
	D) 11 years and more	12	57.83			
	Total	102				
	A) 1 year and less	13	58.88			
	B) 1-5 years	55	48.73			
Topic Contents	C) 6-10 years	22	51.73	3	1.560	0.67
	D) 11 years and more	12	55.79			
	Total	102				
	A) 1 year and less	13	51.96			
	B) 1-5 years	55	49.73			
Linguistic Contents	C) 6-10 years	22	52.20	3	.776	0.86
	D) 11 years and more	12	57.83			
	Total	102				
	A) 1 year and less	13	56.96			
	B) 1-5 years	55	48.77			
Skills, Activities and Exercises	C) 6-10 years	22	49.48	3	2.467	0.48
	D) 11 years and more	12	61.79			
	Total	102				

p < 0.05

According to the results of the test, there was no significant difference regarding teaching experience in a primary school in each category. The results elicited for each category were general appearance and organization [$\chi^2_{(3)} = 1.916$, $p < 0.05$], supporting

materials [$\chi^2_{(3)}=3.206$, $p< 0.05$], aims [$\chi^2_{(3)}=2.162$, $p< 0.05$], topic contents [$\chi^2_{(3)}=1.560$, $p< 0.05$], linguistic contents [$\chi^2_{(3)}=.776$, $p< 0.05$], and skills, activities and exercises [$\chi^2_{(3)}=2.467$, $p< 0.05$]. These results indicated that there was no significant difference between the participants' teaching experiences in a primary school in terms of the categories of the evaluation of the coursebook. However, although there was no significant difference between the views of the groups, it was seen that the teachers who had 11 years and more experience in a primary school had higher positive ideas in five categories. These categories include general appearance and organization, supporting materials, aims, linguistic contents and skills, activities and exercises, on the other hand, the teachers who had 1 year and less experience had a higher positive idea about the remaining category, topic contents compared to the other teaching experience groups (Table 16).

4.2.2.4 Results of ANOVA for the Relationship between the Opinions of English Teachers about the categories of the evaluation of the coursebook and Educational Background

One-Way ANOVA was used in order to determine whether the teachers' evaluations of Sunshine 4th Grade English Coursebook showed a significant difference according to the teaching experience variable.

Table 17. Results of ANOVA for the relationship between the Opinions of English Teachers about the categories of the evaluation of the coursebook and Educational Background

<i>Categories</i>	<i>Groups</i>	<i>N</i>	<i>M</i>	<i>Source of Variance</i>		<i>Sum of squares</i>	<i>DF</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
General Appearance and Organization	A) English Language Teaching Department	66	3.26	Between groups	1.013	2	.506	0.87	0.42	
	B) English Language and Literature Department	18	3.52							
	C) Other	18	3.39	Within groups	57.742	99	.583			
Total		102	3.33	Total	58.755	101				
Supporting	A) English Language Teaching Department	66	3.01	Between	.245	2	.122	0.19	.83	

Materials	B) English Language and Literature Department	18	3.13	groups					
		18	3.08	Within groups	63.508	99	.641		
	C) Other								
Total		102	3.05	Total	63.753	101			
Aims	A) English Language Teaching Department	66	3.11	Between groups	1.561	2	.781	0.78	0.46
	B) English Language and Literature Department	18	2.70						
		18	3.00	Within groups	99.189	99	1.002		
	C) Other								
	Total	102	2.98	Total	100.751	101			
Topic Contents	A) English Language Teaching Department	66	3.11	Between groups	2.408	2	1.204	2.05	0.13
	B) English Language and Literature Department	18	3.44						
		18	2.94	Within groups	58.279	99	.589		
	C) Other								
	Total	102	3.14	Total	60.687	101			
Linguistic Contents	A) English Language Teaching Department	66	3.21	Between groups	3.833	2	1.916	2.30	0.11
	B) English Language and Literature Department	18	3.37						
		18	2.76	Within groups	82.324	99	.832		
	C) Other								
	Total	102	3.16	Total	86.157	101			
Skills, Activities and Exercises	A) English Language Teaching Department	66	2.95	Between groups	1.363	2	.681	1.34	0.27
	B) English Language and Literature Department	18	3.13						
		18	2.74	Within groups	50.214	99	.507		
	C) Other								
	Total	102	2.94	Total	51.576	101			

p<.05

The results of ANOVA test showed that there was no significant difference in terms of educational background in each category. The results elicited for each category were general appearance and organization [$F_{(2-99)} = 0.87, p > 0.05$], supporting materials [$F_{(2-99)} = 0.19, p > 0.05$], aims [$F_{(2-99)} = 0.78, p > 0.05$], topic contents [$F_{(2-99)} = 2.05, p > 0.05$], linguistic contents [$F_{(2-99)} = 2.30, p > 0.05$], and skills, activities and exercises [$F_{(2-99)} = 1.34, p > 0.05$]). These results indicated that there was no significant difference between the educational backgrounds of the participants in terms of the evaluation categories.

However, although there was no significant difference between the views of the groups, it was noted that the teachers who graduated from English Language and Literature Department had higher positive idea in the categories of general appearance and organization (M= 3.52), supporting materials (M= 3.13), topic contents (M=3.44), linguistic contents (M= 3.37) and skills, activities and exercises (M= 3.13). On the other hand, the teachers who graduated from the English Language Teaching Department had higher levels of positive idea about the category regarding aims (M= 3.11) (Table 17).

4.3. Findings of Open-Ended Questions

In accordance with the research design of the study, four open-ended questions were asked to find out (a) the strengths of the coursebook, (b) the weaknesses of the coursebook, (c) the problems that were meet while using the coursebook and (d) the suggestions participants made for the improvement of the coursebook. Before the response analyses, percentages relating to the similarity of the responses were obtained for each question.

4.3.1 Results of the Open-ended questions related to the Strengths of the Coursebook

Totally 34 participants answered the open-ended questions. However, some respondents answered all four questions and mentioned more than one opinion; others answered two or more questions and commented on just one idea. For that reason, the researcher grouped the responses according to the similar opinions elicited and presented the number of comments and extract most mentioned ones.

Table 18. Results of the Open-ended questions related to the strengths of the coursebook

<u>Categories</u>	<u>f</u>	<u>%</u>
Physical structure and illustrations	24	69
Contents	6	17
Listening Materials	5	14
Total	35	100

In the first question, the respondents were asked to state their opinions relating what the strengths of the coursebook are. According to the responses elicited, physical structure

and illustrations (69%), contents (17%) and listening materials (14%) of the coursebook were considered as the strength of coursebook respectively.

Physical structure and illustrations:

The respondents usually evaluated the strength of coursebook according to the physical structure and illustrations. The majority of the respondents (69 %) stated the factors such as colours, illustrations, size, weight, font size and printing quality. They (n=24) stated that the illustrations and physical appearance of the coursebook were colourful, interesting and attractive; size and weight of the coursebook were appropriate; font size was big enough for learners, and printing quality of the coursebook was better than the previous years.

Among the 69% of the comments made for the physical structures and illustrations (n=24), 17 comments of the respondents were as to the illustrations and physical appearance of the coursebook. They stated that the coursebook is colourful with a lot of illustrations, attractive, up-to-date and in good quality. Some of the elicited responses are as follows:

“The illustrations are more colourful and more attractive than the previous coursebooks. Moreover, the coursebook is up-to-date and attracts students’ attention.” (Respondent 1)

“The illustrations are in good quality, attractive and colourful and there are not any problems I have when using the coursebook.” (Respondent 54)

“The coursebook is colourful and takes learners’ attention.” (Respondents 27, 28)

“The illustrations attract students’ attention.” (Respondents 75, 79)

“The coursebook is rich in terms of illustrations.” (Respondent 78)

“The coursebook is colourful, which is interesting for students. Moreover, it is not very thick.” (Respondent 95)

“It is good that the topics are up-to-date and the coursebook is colourful and with illustrations.” (Respondent 97)

Some comments (n=3) were about the size and weight of the coursebook when the strength of the coursebook is considered. The respondents stated that the font size is big enough for learners. Moreover, they mentioned that they appreciated that the coursebook is not composed of one part but three parts and it can easily be carried. Some of the elicited responses are as follows:

“The font size used in the book is big enough for learners.” (Respondent 27)

“It is a good idea to divide the book into three parts.” (Respondent 45)

“The coursebook is generally practical and can easily be carried.” (Respondent 72)

As to the printing quality of the coursebook, some respondents (n=4) mentioned that the coursebook is better than the previous years and is in good quality in terms of colours and illustrations. A few of the responses elicited are as follows;

“The coursebook is better than the books we used in previous years.” (Respondent 42)

“The illustrations are more colourful and more attractive than the previous coursebooks.” (Respondent 23)

“The pictures are attractive, and topics are up-to-date.” (Respondent 2)

Contents:

17% of the respondents (n=6) emphasized that the coursebook is simple, clear, easily understood, sufficient, interesting and up-to-date. Some of the opinions about contents are as follows:

“The coursebook is simple, clear and easily understood by the students.” (Respondent 16)

“The activities are simple, easily understood, and supported with illustrations.” (Respondent 80)

“There are sufficient activities which make learners understand the topics.” (Respondent 14)

“The topics are interesting and take learners’ attention.” (Respondent 27)

“The topics are up-to-date.” (Respondent 2)

Listening Materials:

Another idea emerged from the open-ended questions is that some respondents (n=5) stated listening material were sufficient but only two comments were made about that the listening materials were accessible. Some of the elicited responses are as follows:

“There are a lot of listening and speaking activities.” (Respondent 1)

“There are sufficient texts for listening.” (Respondent 37)

“Listening materials are easily accessible and understandable.” (Respondent 62)

4.3.2 Results of the Open-Ended Questions related to the Weaknesses of the Coursebook and the Problems that the Teachers faced While Using the Coursebook.

In the second and third questions, the respondents were asked to state their opinions related to what the weaknesses of the coursebook were and what problems they met were while they were using the coursebook. The analysis of data revealed that the respondents gave similar answers to the second and third questions. For example, some participants commented on the insufficiency of listening material in the second question. On the other hand, other participants commented on the same idea in the third question. Therefore, the opinions under these two questions were evaluated together as one item, and the categories were determined according to this criterion.

Table 19. Results of the Open-ended questions related to the weaknesses of the coursebook and the problems that were met while using the coursebook

<u>Categories</u>	<u>f</u>	<u>%</u>
Materials for developing skills	22	29
Topics	13	17
Activities and Exercises	12	16
Interactive, Visual and Supporting Materials	9	11
Level of the coursebook	8	10
Vocabulary	8	10
Authenticity	3	4
Teaching methods and approaches	2	3
Total	77	100

According to the responses elicited, materials for developing skills (29%), topics (17%), activities and exercises (16%), interactive, visual and supporting materials (11%), level of the coursebook (10%), vocabulary (10%), authenticity (4%), teaching methods and approaches (3%) of the coursebook were considered as the main weaknesses and problems of coursebook respectively (Table 19).

Materials for developing skills:

Most of the respondents (29%) revealed about the weaknesses of the coursebook and the problems that were met while using the coursebook were that materials for developing skills were generally insufficient, and were not equally emphasized in the coursebook. The main opinion elicited from the comments (n=22) was that especially listening materials were inadequate, unattractive and inaccessible, in addition, speaking, reading and writing materials including exercises, activities and dialogues were not sufficient and interesting.

The majority of the respondents (n= 10) stated that listening materials were insufficient, inaccessible, inappropriate and boring. In addition, they stated that listening materials were not at the right level for the students' current English ability, so they were not appropriate for improving the related skill. One respondent stated that listening materials were not sequenced according to the units, so they had difficulty in finding the right number of the listening part and hence lost a lot of time. Some of the responses elicited from the respondents are as follows:

“The listening materials are not at the right level for the students' current English ability. Moreover, the listening materials are not appropriate for improving students' listening skill.” (Respondent 14)

“It is bad that there is no appropriate and reachable listening material.” (Respondent 43)

“Listening materials are always not accessible. We can find them only on the net.” (Respondent 75)

“It is difficult to practise listening materials in the class and the time is not sufficient to practise them. Furthermore, listening materials are insufficient and boring.” (Respondent 99)

Some of the respondents (n=6) revealed that reading, writing and speaking materials were not sufficient, and therefore, these skills were not emphasised. A few of the responses given in this respect are as follows:

"Reading and writing materials are very few." (Respondent 28)

"I have difficulty in making students familiar with reading skill." (Respondent 36)

"There are almost no activities for speaking. Namely, the coursebook lacks of speaking activities, and we cannot make learners speak." (Respondent 27)

The responses from four respondents (n=4) revealed that the coursebook lacked of dialogues. A few of the elicited responses are as follows:

"The learners do not have an opportunity to do dialogues, and easy and entertaining dialogues should be included." (Respondent 16)

"The dialogues are not sufficient." (Respondent 80)

Two respondents stated that four skills are not emphasized well and equally. Therefore, they were not appropriate for developing skills. The related responses are as follows:

"Four skills are not emphasized well; that is, it is insufficient to improve skills." (Respondent 76)

"Four language skills are not emphasised equally." (Respondent 95)

Topics:

The respondents usually commented on topics of the coursebook when mentioning the weaknesses of the coursebook and the problems met while using it. The majority of the comments (17 %) made by the respondents revealed that the topics were inappropriate, intense, unattractive, confusing and irrelevant ones. Moreover, they were not sequenced logically. Some comments revealed that because the same characters were used, the coursebook was not interesting and attractive. Another important view elicited from the comments was that the topics were not related and connected. One respondent advised

changing one unit totally, because it was not practical and interesting. Some of the responses elicited from the respondents are as follows;

"Because there are many topics, the motivation of learners reduces." (Respondent 11)

"The content is very intense and not attractive for learners." (Respondent 72)

"The units are intense, and learners are exposed to grammar a lot." (Respondent 13)

"There are topics which do not attract students' attention." (Respondent 14)

"Some topics are confusing, and they are not culturally appropriate for the region we live in." (Respondent 43)

"There is no connection between the topics and all topics are given with the same character, but there are not any stories." (Respondent 62)

"The sequence of the topics is inappropriate; for example, the unit about nationalities is difficult, but it is at the beginning of the coursebook." (Respondent 83)

Two respondents (n=2) stated that the teaching period for each unit was imbalanced and the topics were more than the permitted time to teach. The responses are as follows:

"The time left for teaching is not sufficient. It is two hours a week, and it is not enough to teach the book." (Respondent 11)

"The hours left for the lessons should be revised and more time should be given to English classes. That is to say, there are many topics, but there is not enough time to teach them." (Respondent 99)

Activities and Exercises:

16% of the respondents revealed about the weaknesses of the coursebook, and the problems that were met while using the coursebook was that activities and exercises in the book were insufficient, boring, incomprehensible and inappropriate. Among 12 comments (16%) made for the matter involved, respondents mainly mentioned the following ideas. One respondent stated that he/she always supported the coursebook with external materials. Another weakness elicited was that the workbook activities should not be given at the end of the coursebook. The respondents (n=8) especially emphasised they could not

teach vocabulary, grammar, writing and reading because of insufficiency of the activities and exercises. Some of the responses elicited from the respondents are as follows:

“Exercises and activities are not sufficient.” (Respondents 37, 45, 42)

“Because there are not sufficient activities and exercises, the topics cannot be taught well.” (Respondent 37)

“We have to teach words one by one because there are not sufficient activities to teach vocabulary.” (Respondent 27)

“There are not enough activities to improve reading and writing skills.” (Respondent 1)

“The activities are not interesting enough for students and are not understood by them.” (Respondent 82)

The respondents (n=4) stated that grammar exercises were insufficient, confusing and inefficient. A few of the responses related to the grammar exercises are as follows:

“Grammar exercises are sometimes confusing and insufficient, so students cannot learn.” (Respondent 36)

“Grammar exercises are insufficient, so students cannot learn. (Respondent 37)

“I realised that grammar is not sufficient and the knowledge presented in the coursebook lacks of improving skills.” (Respondent 95)

Interactive, Visual and Supporting Materials:

11% of the respondents (n=9) mentioned that interactive, visual and supporting materials including games and songs in the book were insufficient, unattractive, inappropriate and inaccessible. Some of the responses elicited from the respondents are as follows:

“The coursebook lacks videos and interactive materials related to the topics.” (Respondent 12)

“There is no video and interactive material, so the coursebook is not attractive.” (Respondent 28)

“There are not any visual materials or not accessible.” (Respondent 72)

“The biggest weakness of the coursebook is that it lacks supporting visual materials.”
(Respondent 72)

“The coursebook lacks games and songs.” (Respondent 28)

“Supporting materials are not accessible or sufficient.” (Respondent 82)

Level of the coursebook:

The comments (n=8) as to the level of the coursebook were elicited to be a common statement (10%) of the respondents when considering the weaknesses of the coursebook and the problems that were met while using the coursebook. Respondents stated that the level was inappropriate and did not meet the students’ needs not only in one part but in other parts, too. Some respondents expressed that the level of the coursebook was over the level of the learners, so learners had difficulty in learning. One respondent stated that workbook was not easy for the learners to practise on their own. Another respondent noted that the coursebook was generally prepared without thinking learners’ needs and levels. Some of the responses elicited from the respondents are as follows:

“Some activities are not appropriate for the level of the learners. The workbook is not clear enough for learners to study on their own.” (Respondent 1)

“The level of the learners should be determined well because the coursebook is a little difficult compared to the level of the students.” (Respondent 37)

“The content of the coursebook has not been prepared according to the level and needs of the students.” (Respondent 51)

“Instructions are not appropriate for the level of the students.” (Respondent 60)

“Because the level of the coursebook is higher than the level of the learners, they have difficulty in learning.” (Respondent 4)

Vocabulary:

Another common view (10%) emerged from the comments (n=8) was that vocabulary in the coursebook was insufficient and lacked authenticity; moreover, vocabulary was not presented as lists and with visual supporting materials. Some of the responses elicited from the respondents are as follows:

“Vocabulary and exercises are not sufficient in many units.” (Respondent 42)

“There are many words which are not related to real life usage.” (Respondent 13

“There are many words which are not in real life speeches.” (Respondent 11)

*“The vocabulary list is not provided at the beginning or at the end of the topic.”
(Respondent 72)*

Authenticity:

A few of the responses (n=3) revealed that the coursebook lacked of authenticity, that is, vocabulary, speeches and characters in the coursebook do not present and include the real-life components. Although only one of the respondents stated that there should be Turkish translation for students, the majority of the respondents mentioned some mistakes in the book caused by the inauthenticity of the texts. A few of the responses are as follows:

“There are cartoon characters which have no connection with real-life characters, so it takes great effort to introduce them to learners.” (Respondent 13)

“The dialogues are not close to the real-life language.” (Respondent 27)

Teaching methods and approaches:

Only in two comments, it was mentioned that the coursebook was inappropriate in terms of being in line with the modern teaching methods and approaches. Moreover, they stated that the coursebook was not student centred. The related responses are as follows:

*“The old methods and approaches which are teacher centred are used in the coursebook.”
(Respondent 12)*

“Modern language teaching methods and approaches have been disregarded in the coursebook.” (Respondent 95)

4.3.3 Results of the Open-ended questions related to the suggestions for the improvement of the coursebook

In the fourth question, respondents were asked to state their suggestions to improve the coursebook (Table 20).

Table 20. Results of the Open-ended questions related to the suggestions made for the improvement of the coursebook

<u>Categories</u>	<u>f</u>	<u>%</u>
Interactive, Visual and Supporting Materials	17	28
Activities and Exercises	11	18
Materials for developing skills	9	15
Topics	7	11
Authenticity	7	11
Vocabulary	5	9
Grammar	2	3
Level of the coursebook	2	3
Teaching methods and approaches	1	2
Total	61	100

According to the responses elicited, interactive, visual and supporting materials (28%), activities and exercises (18%), materials for developing skills (15%), topics (11%), authenticity (11%), vocabulary (9%), grammar (3%), level of the coursebook (3%), teaching methods and approaches (2%) of the coursebook were considered as the main items to improve the coursebook.

Interactive, Visual and Supporting Materials:

The majority of respondents (n=17, 28%) revealed that the visual materials, interactive materials, supporting materials including games and songs should be added or increased in order to make the lessons more entertaining and enjoyable. Moreover, they stated that flashcards, videos, animations, dialogues, speaking activities and interactive games and programs should be given with the coursebook. Some respondents stated that the coursebook needed some additional components to be used interactively on a smart

board panel. Two respondents expressed that the table of contents should be prepared in more detail. Some of the comments elicited from the respondents are as follows:

“There should be extra materials such as posters, flashcards... etc.” (Respondent 25)

“Videos, animations, visual materials dialogues, speaking activities and games should be added to make the lessons more enjoyable. There should be video and interactive material.” (Respondents 27, 28)

“It can be enriched with dialogues supported with illustrations and the visual components should be more emphasised.” (Respondent 4)

“If the book can be adapted to be used interactively on a smart board panel, it would be better.” (Respondent 45)

“Supporting materials should be given with the coursebook.” (Respondent 54)

“Table of contents should be prepared in more detail.” (Respondents 16, 23)

As to the games and songs, six respondents stated that they should be increased because this would be best to teach the children at this age and level and make the lessons more enjoyable. Some of the responses elicited are as follows:

“The number of the games and songs should be increased because I think this is the most suitable approach to teach to the level and age of these children.” (Respondent 23)

“Videos, animations, visual materials dialogues, speaking activities and games should be added to make the lessons more enjoyable.” (Respondent 12)

Activities and Exercises:

Many of the respondents (n=11, 18%) emphasized that activities and exercises should be enjoyable, simple, varied, new and practical. Moreover, they should be revised and increased, and short grammar focus parts should be added to the beginning of the exercises. Some of the responses elicited are as follows:

“The activities should be enjoyable and according to the level of the students.” (Respondent 14)

“There are some exercises which are not useful. Instead, there could be revision exercises that can be done easily by students. There could be revision exercises that can be done easily by students.” (Respondent 42)

“The coursebook should be supported with more entertaining and instructive exercises and activities. In this way, it can be more interesting.” (Respondent 79)

They mentioned that exercises should include different kinds of activities such as fill in the blanks, completing the gaps, multiple choice questions, puzzles and painting. Some of the responses elicited are as follows:

“There should be more exercises and activities which can be done on the coursebook. These can be fill in the blanks, completing the gaps, multiple choice questions, puzzles and painting.” (Respondent 54)

“Because there are not any multiple choice questions, the students cannot answer them. Therefore, multiple choice questions should be emphasized more.” (Respondent 37)

Some respondents revealed that the activities should be practical and comprehensible in order that learners can do them on their own. The responses elicited are as follows:

“The activities should be practical, and they should be easily understood even when students study individually. There should be more activities to improve the skills.” (Respondent 82)

Two respondents emphasised that writing skill was disregarded and writing activities were not emphasised well. They advised that the activities to practise writing skill should be increased. The responses elicited are as follows:

“There should be more activities to practise writing skill.” (Respondent 97)

“Reading and writing activities should be increased.” (Respondent 28)

One respondent stated that reading activities should be increased. The response elicited is as follows:

“Especially reading activities should be increased.” (Respondent 45)

Materials for developing skills:

A common suggestion (n=9, 15%) elicited from the open-ended questions was that listening materials should be accessible both on the net and together with the book; that is, they should be easily accessible and technologically available to be used in the class. Moreover, listening materials should be more enjoyable in order that learners can acquire the language. Moreover, one respondent mentioned that listening texts should not be presented in the coursebook. Some of the responses elicited are as follows:

“Listening and speaking materials should be easily accessible.” (Respondents 13, 14)

“Listening materials can be made more enjoyable so that learners can acquire the language.” (Respondent 47)

“Furthermore, the technological background of the classroom should support the listening activities.” (Respondent 78)

As to speaking skill, the respondents noted that speaking skill should be given with entertaining dialogues, emphasised more and increased. The responses elicited are as follows:

“There should be more dialogues, and speaking skill must be emphasized more.” (Respondent 60)

“There should be more dialogues, writing and reading activities and CDs accessible.” (Respondent 76)

One respondent emphasised that four language skills should be treated equally and presented with audio-visual materials. The response elicited is as follows:

“Four language skills can be equally emphasised, and therefore, audio-visual materials should be prepared.” (Respondent 36)

Topics:

When considering the topics in the coursebook, the comments (n=7, 11%) revealed that topics should be attractive, interesting, variable, entertaining, informative and

composed of different cultures, which will increase learners' interests. Some of the responses elicited are as follows:

“Workbook should be more interesting and entertaining.” (Respondent 25)

“The topics should be more attractive for students.” (Respondent 14)

“Material should be mostly composed of different cultures because this will increase students' interests. The topics should be interesting.” (Respondent 99)

Moreover, two respondents mentioned that they should be related to each other and supported with illustrations. The elicited responses are as follows:

“The coursebook should give more importance to the topics which arouse the students' interests. What is more, the topics should be related to each other.” (Respondent 97)

“There should be reading texts, and all topics can be presented as a part of a story.” (Respondent 62)

Authenticity:

Many of the respondents (n=7, 11%) mentioned that the coursebook needed to be more authentic. They stated that vocabulary, speeches and characters should be in line with real life and familiar ones; that is to say, they should be authentic, so that they can take students' attention. Moreover, the respondents mentioned that characters should be interesting and familiar, and also dialogues, speaking activities and daily speeches should be related to real-life and these activities should be increased. Some of the responses elicited are as follows:

“Real life characters should be used to take the attention of learners.” (Respondent 13)

“If the topics are given with certain characters, it will be more attractive. Namely, it is a problem that there are several characters in each unit. There must be the same characters and speaking skill must be emphasized.” (Respondent 88)

“Real life dialogues and speaking activities should be included.” (Respondent 27)

“There should be more daily conversations, which are related to real life.” (Respondent 83)

Vocabulary:

As to vocabulary, the respondents (n=5, 9%) focused on the fact that the vocabulary part should be increased, rearranged and presented with different activities such as games and puzzles. Moreover, some respondents advised forming vocabulary lists and adding them to the beginning or the end of the coursebook. A few of the elicited suggestions are as follows:

“In order to enhance the vocabulary of the learners, activities such as games and puzzles should be emphasised.” (Respondent 51)

“If vocabulary lists are added to the coursebook, it can be more influential.” (Respondent 72)

“The vocabulary lists for the units can be given at the beginning of the book or at the end of the book.” (Respondent 16)

Grammar:

Some other notable suggestions made by respondents were about grammar (n=2, 3%). One respondent suggested that grammar materials should be reduced. Instead, they recommended emphasizing listening and speaking skills. One respondent mentioned that grammar should be given inductively. The elicited responses are as follows:

“Grammar should be reduced; instead, speaking and listening skills should be focused.” (Respondent 13)

“Grammar should be given inductively.” (Respondent 95)

Level of the coursebook:

Two respondents suggested that the level of the students should be determined in advance and the coursebook should be rearranged by taking into consideration the needs, ages and levels of the students. The elicited responses are as follows:

“The level of the learners should be considered deeper.” (Respondent 4)

“The coursebook should be rearranged by taking into consideration students’ needs, age and level. During this preparation, experts from different disciplines should be consulted.”
(Respondent 75)

Teaching methods and approaches:

One respondent advised that the coursebook should be learner centred; another respondent suggested that four language skills should be emphasized and another one suggested that grammar should be given inductively. The responses elicited are as follows:

“Peer work and participating the learners into activities should be emphasised more.”
(Respondent 12)

“Four language skills can be equally emphasized, and therefore, audio-visual materials should be prepared.” (Respondent 36)

CHAPTER V

DISCUSSION, CONCLUSION AND SUGGESTION

5.0 Introduction

This section of the present research is grounded on the review of the conclusions that were gathered through the analysis of relevant data providing research questions, methodology and the conclusions of the study briefly. Additionally, the conclusions will be verified critically and be related to the conclusions of the previous studies.

5.1 Discussion and Conclusion

In today's world, teaching English is getting more and more important. Therefore, the material from which learning is made is similarly getting more important. Recent remarkable advances in computer technology and communication facilities have made language learning materials more functional, technology-based and aggressively confusing, so evaluating materials for appropriacy has become inevitable. Accordingly, this research aimed to evaluate *Sunshine, 4th Grade English Coursebook* from the Teachers' Perspective in The Sample of Diyarbakır City.

The results obtained from the study are presented in accordance with the research questions:

1. What are the general opinions of the teachers on evaluating Sunshine 4th Grade English Coursebook?

When considering the descriptive statistics in terms of general participation based on the categories, results showed that respondents were undecided towards the coursebook. That is, the findings revealed that teachers had mid-level of attitudes towards *Sunshine, 4th Grade English Coursebook* in general; however, as shown in the findings, there are some deficiencies to be taken into consideration according to the elicited results when considered in detail. Therefore, it is better to consider the elicited results from each category of the descriptive analyses and the open-ended questions. The opinions of teachers about categories of the research questions showed that respondents had the highest positive idea

for the category of general appearance and organisation; however, the category that had the lowest mean was skills, activities and exercises. The perceptions of the other categories of the present study in descending order were linguistic contents, topic contents, supporting materials and aims. Similar results were also elicited from the qualitative data obtained from the open-ended questions. According to these results, the strongest aspect of the coursebook was physical structure and illustrations (69%), and the weakest aspects of the coursebook were materials for developing skills (29%), topics (17%), activities and exercises (16%), and interactive, visual and supporting materials (11%). According to the results regarding the suggestions made for the improvement of the coursebook, the respondents advised the coursebook should be revised and improved in terms of some aspects. These aspects include interactive, visual and supporting materials (28 %), activities and exercises (18 %), materials for developing skills (15 %), topics (11 %), authenticity (11 %), vocabulary (9 %), grammar (3 %), level of the coursebook (3 %) and teaching methods and approaches (2 %). Moreover, according to the results, teacher's book can be said to meet the needs of the respondents, but the workbook is insufficient in terms of exercises and activities.

The results are consistent with the literature related to the coursebook evaluation. The studies performed for some other coursebooks previously published by MONE and mentioned in literature review showed similar results with the present study (Oflaz, 2009; Güreli, 2008; Özdemir, 2007). Especially, the accessibility of the listening materials has been a problem for users of this coursebook as in the previous coursebooks published by MONE.

When the coursebook is evaluated according to the MONE criteria cited in Yumuk (1998) and ELTP MONE (2018), it can be inferred that the coursebook does not meet the

- needs of the learners and teachers largely. As mentioned in the elicited data,
- needs and interests of the learners were not satisfied considerably,
- materials were not adequate in terms of activities and exercises,
- audio-visual materials were not easily accessible and sufficient,
- the material did not encourage learners to speak about their own experiences sufficiently,
- appropriateness of time to finish each unit was not adjusted well,

- the communicative approach could not be integrated well into the coursebook,
- real life context was not regarded considerably,
- the learning environment could not be said to be motivating satisfactorily,
- speaking and listening skills were not stressed well and were not supported both in terms of accessibility and in terms of authenticity,
- some subjects were not related to the daily lives of learners,
- characters in the coursebook were not chosen well by taking into consideration learners' ages, psychological and sociological levels.

2. What are the opinions of the teachers on evaluating Sunshine 4th Grade English Coursebook in terms of categories, strengths, weaknesses and problems faced?

Both quantitative and qualitative data were employed to provide a detailed answer to this question. Each aspect was analysed separately as given below.

a. General Appearance and Organization

The physical structure of the materials should attract and motivate learners (Dougill, 1987). The descriptive analysis of this study revealed that the font size and type used in the book, the size and weight of the book, and the titles and sub-heading titles were found to be appropriate and evaluated equally by the majority of the respondents.

The importance of evaluating the syllabus design came to the fore from the results of the findings. Syllabus design determines what will be done in the book, how much time it will take and where to start and finish. Syllabus also gives great importance to the content and the order. Moreover, it is a widespread belief that sequencing affects learning and teaching process profoundly (Cunningsworth, 1995). Bearing this in mind, when it comes to grading and sequencing of the materials in this study (syllabus design), which is one of the most challenging one, less than half of the respondents stated that it was reasonable. Similarly, less than half of the teachers thought that the cover of the book was attractive enough for learners. However, all in all, it was a remarkable conclusion that the respondents had a slightly positive attitude towards general appearance and organisation of the coursebook.

The layout and physical makeup of a coursebook should motivate and be clear in terms of presenting the text, size of the text, organisation and illustrations (Skierso, 1991). According to the qualitative data obtained from the open-ended questions, similar results were revealed which are parallel with the descriptive analysis results. The majority of the respondents usually regarded the physical structure and illustrations as the strength of coursebook. They stated that the illustrations and physical appearance of the coursebook were colourful, interesting and attractive; size and weight of the coursebook were appropriate; font size was big enough for learners, and printing quality of the coursebook was better than the books used in previous years. They also stated that the coursebook was colourful with a lot of illustrations, attractive, up-to-date and in good quality.

Methodology in a coursebook organises how to teach and learn in the best way (Cunningsworth, 1995). Therefore, it must be organised appropriately. A small number of the respondents agreed that the coursebook was methodologically in line with the current worldwide theories and practices of language learning. Similarly, according to the results elicited from the open-ended questions, two comments were about that the coursebook was not appropriate in terms of being in line with the modern teaching methods and approaches.

b. Supporting Materials

The category of supporting materials including teacher's books, tapes, workbooks, etc. is an indispensable one to determine whether the coursebook is convenient for use in the classroom (Grant, 1987). One of the components of these is teacher's book. The findings of the study revealed that more than half of the teachers had the opinion that the teacher's book contained clear and detailed instructions, which they found beneficial and understandable. Similarly, it was a remarkable conclusion that almost half of the respondents stated that the teacher's book helped teachers to save time and energy when preparing lessons. Therefore, it can be noted that a great number of teachers benefited from the teacher's book. Moreover, it was revealed that more than half of the teachers agreed that teacher's book was a good guide supporting the teachers regarding methodologies and techniques and guided the teachers how to use the textbook. Additionally, little more than

half of the English teachers in this study found the coursebook as an inevitable part of the teaching process. Similarly, Cunningsworth (1995) proposes that teacher' book aims to facilitate learning and teaching processes both for students and teachers, so it should not dictate methods or it should not be very incompatible.

A coursebook is not just a student's book, but it is a package composed of some components including workbook, as well (Masuhara and Tomlinson, 2008). As part of a coursebook, a workbook contains a lot of exercises and activities so as to make students consolidate. Therefore, evaluating it has great significant. In this study, nearly half of the teachers agreed that the workbook provided revision and suitable exercises. However, nearly half of the respondents held the opinion that the exercises and activities in the workbook were not easy enough for learners to do by themselves. Similarly, very few respondents considered that the coursebook was supported by audio-visual materials such as entertaining songs and stories. Furthermore, a great majority of learners disagreed that there were flash cards to be used with the book.

Coursebooks can be directive and de-motivating if not adapted or changed when necessary (Harmer, 2001). This affects teachers' activities and teaching style in the class. Therefore, how flexible and adaptive a coursebook is should be considered. In this study, nearly half of the respondents disagreed that the materials could be easily adapted to suit various approaches and learning styles, that is to say, most of the teachers did not think that the material was flexible and adaptable.

According to the criteria determined by MONE, four language skills should be emphasized to make learners gain communicative language (ELTP, MONE, 2018). The present study revealed that more than half of the respondents did not agree that this coursebook provides an appropriate balance of the four language skills.

In summary, when considering supporting materials generally, it can be stated that the respondents had mid-level attitudes towards supporting materials, which showed that they were undecided. This view was supported with the qualitative data obtained from the open-ended questions. According to the results elicited from the open-ended questions, some respondents regarded interactive, visual and supporting materials including games and songs in the book as insufficient, unattractive, inappropriate and inaccessible.

c. Aim

Richards and Rodgers (2001) think that the roles of the teaching materials vary according to the main aim of the material and the methodologies. Therefore, evaluating the aim of the materials is of significance. In the present study, four of every ten English teachers in this study were of the opinion that the aims of the coursebook were similar to their aims regarding the lesson. In addition to this, less than half of the respondents agreed that the aims of the coursebook were related to the learners' needs and interests. Moreover, few respondents agreed that the aims of the coursebook correspond with the modern developments around the world and in line with the current worldwide development of language learning. In general, it was revealed that the English teachers did not have a very high opinion towards the aims of the coursebook.

d. Topic Contents

The findings of the study revealed that the great majority of the teachers stated that the topics and texts do not contain any kinds of discrimination such as gender, race etc. As to the characters used in the coursebook, a great number of the respondents agreed that the characters were interesting and took attention of learners. The qualitative data obtained from the open-ended questions also supported this idea. In this respect, some comments revealed that because the same characters were used, the coursebook was not interesting, attractive and authentic. At this point, Cunningsworth (1995) proposes that the topic chosen should be related to real life, interesting, challenging, exciting, provocative and amusing because the learners using the language want to find something that they can meet in real life. Another elicited result was about the *organization of the content*. Half of the respondents mentioned the content was not organized according to the students' language needs and interests and it did not meet the learners' needs and interests. Apart from the organization, as Alptekin (1993) maintains, a cultural way of a coursebook should be understood well because a language can best be given with its own culture made. Therefore, it was important to reveal that almost half of the teachers thought that the book had a multicultural view and contained a variety of literary forms.

In the open-ended questions, although some respondents stated that topics were simple, clear, easily understood, sufficient, interesting and up-to-date, other respondents stated that the topics were inappropriate, intense, unattractive, confusing, irrelevant ones and inauthentic.

Concisely, when considering the topic contents of the coursebook, according to the descriptive analyses, although it generally seemed that the respondents had a slightly positive attitude towards topic contents, there were complaints and disagreements about the content of the coursebook.

e. Linguistic Contents

In the study, more than half of the respondents stated that real life English and English used in the book were close to each other and nearly half of the respondents agreed that linguistic content in the book was given from simple to complex and from easy to difficult. Similarly, Breen and Candlin (1987) propose that the selection and organisation of content should be done from simple and familiar ones to more complex and less familiar ones. As to the level of the language used, nearly half of the teachers agreed that it was appropriate for their learners' level. In brief, the respondents were undecided but had a slightly positive attitude towards the linguistic content of the coursebook. According to the qualitative data obtained from the open-ended questions, a few respondents stated that the level of the coursebook was a weakness of the coursebook and a problem that was faced while using the coursebook. Moreover, they mentioned that the level was inappropriate and did not meet the students' needs not only in one part but in other parts, too. It was noted that because the level of the coursebook was over the level of the learners, they had difficulty in learning. Some of the respondents stressed this point strongly. One of them stated that workbook was not easy for the learners to understand how to practice on their own. Another of them noted that the coursebook was generally prepared without thinking learners' needs and levels.

f. Skills, Activities and Exercises including the following headings;

Reading, writing, speaking and listening skills should be handled sufficiently, there should be a balance among them, and they should be authentic. Moreover, grammatical and lexical progression must be in harmony with the level taught and authenticity must be achieved in presentation and practice activities (Cunningsworth, 1995). In this respect, the findings obtained from the descriptive analysis revealed that approximately half of the teachers agreed that listening materials in the book were in line with real-life speeches. However, a great number of the respondents disagreed with this opinion. More than half of the respondents were of the opinion that listening materials and exercises in the coursebook were not appropriate for improving students' listening skills. Moreover, it was a remarkable conclusion that almost nearly half of the respondents stated that listening materials in the coursebook were not easily accessible. Similarly, in a study conducted for a coursebook published by MONE, Oflaz (2009) stated that audio materials were not accessible, either.

According to the qualitative data obtained from the open-ended questions, materials used for developing skills were regarded as weakness and problem while using the coursebook. Most of the respondents agreed that materials for developing skills were generally insufficient, and were not equally emphasized in the coursebook. Moreover, the majority of the opinions elicited from the open-ended questions were that especially listening materials were inadequate, unattractive and inaccessible; in addition, speaking, reading and writing materials including exercises, activities and dialogues were not sufficient and interesting.

Coursebooks are considered as the core of studies and the most important representation of classroom activities (McDonough and Shaw, 2003). Bearing this in mind, it can be said that coursebooks should contain appropriate and sufficient activities. However, the present study found that activities and exercises in the book were insufficient, boring, incomprehensible and inappropriate. Therefore, it was stated that the coursebook was supported with external materials. The respondents especially emphasised they could not teach vocabulary, grammar, writing and reading because of insufficiency of the activities and exercises. Another weakness elicited was that the workbook activities should not be given at the end of the coursebook. As a result, it was revealed that the

respondents had a negative attitude towards skills, activities and exercises of the coursebook. However, it is important to handle and discuss the results of this category according to the listening, reading, writing, speaking, vocabulary and grammar separately.

1. Listening

Thanks to listening, people have most of their education, get informed and learn about the world, human relations, ideals and values (Guo and Wills, 2006). It is vital for learners to improve their listening skill because input is given to learners through listening (Rost, 1994). Bearing this fact in mind, the results obtained from the respondents are of great importance. According to the results provided from both the qualitative and quantitative data, the majority of the respondents showed that listening materials were insufficient, inaccessible, inappropriate and boring. In addition, they stated that listening materials were not at the right level for the students' current English ability, so they were not appropriate for improving the related skill. One of the respondents stated that listening materials were not sequenced according to the units, so he/she had difficulty in finding the right number of the listening part and hence lost a lot of time. In summary, as to listening skill, it was revealed that the respondents had a negative attitude towards listening materials.

2. Speaking

Speaking skill is as important as listening skill because both skills pave the way to the communication made face-to-face (Anderson and Lynch, 2003). However, this importance may not be overlooked in the coursebooks and speaking skill may become the weakest one among the four skills. In this study, according to the results obtained, less than half of the respondents were of the opinion that speaking materials presented real-authentic dialogues and the speaking materials and exercises in the coursebook were appropriate for improving students' speaking skills. Additionally, nearly half of the respondents disagreed with that speech exercises and activities invited the students to talk about their concerns and interests. All in all, it can be stated that the respondents had a negative attitude towards speaking materials.

3. Reading

Reading makes learners acquire the language. If learners understand what they read, they will learn more. Moreover, reading affects learners positively in terms of vocabulary knowledge, spelling and writing. If the coursebooks have good reading texts, learners will get interested in topics, stimulated to discuss, excited to produce imaginative responses and have a fascinating lesson (Harmer: 2007, p.99). Therefore, reading passages should be checked regarding whether they attract students' interests, they are authentic according to the students' level, and they are related to the other skills (Cunningsworth, 1995). As for grading and sequencing of reading materials in this study, nearly half of the respondents confirmed that there was a logical order in the presentation of the reading passages. However, almost half of them disagreed that reading passages were up-to-date, interesting and meaningful. Similarly, half of the respondents disagreed that reading texts and exercises were adequate and appropriate for learners in terms of improving reading skill and comprehension skills. Moreover, from the open-ended questions, it was also revealed that they were not sequenced logically. In conclusion, it was found that the respondents had a negative attitude towards reading materials.

4. Writing

Writing allows learners to have more opportunity for language processing, that is, they think about how to use the language (Harmer: 2007, p.112). Therefore, emphasizing writing contributes a lot learners' using the language. However, in the study the results revealed that more than half of the respondents disagreed that writing material was appropriate and also writing exercises were easy, interesting and lead the learners to write. In conclusion, it was revealed that the respondents had a negative attitude toward writing materials.

5. Vocabulary

Vocabulary is at the centre of language teaching (Lewis, 1993). People can speak without grammar but if they do not have knowledge of vocabulary, they cannot convey anything (Wilkins, 1972). Bearing this in mind, emphasizing the result of vocabulary

category in the coursebook is of vital importance. Almost half of the respondents agreed that vocabulary load was given from easy to difficult and the new words were repeated in activities and exercises of the following units. Moreover, less than half of the respondents agreed that in order to teach new vocabulary, the coursebook used a specific method appropriate for learners' ages and levels. Additionally, it was revealed that English teachers did not have a clear idea whether the list of vocabulary items tagged at the end of the coursebook was sufficient. In addition, according to the qualitative data obtained from the open-ended questions, similar results were elicited. Although according to the results of the descriptive analyses, the respondents generally had a positive attitude towards vocabulary material, some opposite ideas emerged from the open-ended questions. For example, one common idea was that vocabulary was insufficient and lacked authenticity; moreover, the vocabulary was not presented as lists and with visual supporting materials. In brief, the respondents of this study had a slightly positive attitude towards vocabulary material despite some deficiencies.

6. Grammar

Descriptive analyses revealed that half of the teachers agreed that grammar rules were taught inductively (rule-discovery) and also the grammar points were repeated in the following units. Moreover, it was found that almost half of the teachers stated that there were no detailed explanations and exercises for grammar points in the coursebook. Additionally, less than half of the respondents agreed that grammar exercises made learning subjects easier. When appropriacy and adequacy of grammar examples considered, nearly half of the teachers did not think that the book had enough and proper grammar exercises. Similar results were elicited from the open-ended questions, too. According to the qualitative data, the respondents stated that grammar exercises were insufficient, confusing and inefficient. Briefly, it was revealed that the respondents had a positive attitude towards grammar materials in the coursebook. This result is of great importance because whether it is accepted or not, teaching grammar effectively makes the difference between a real language course and a phrasebook. Moreover, grammar is what provides the learners to use the language for their aims. Therefore, the preferences and sequences of the grammar items according to learners' level have great importance because form and meaning (use) should be in harmony and learned together (Cunningsworth, 1995).

3. What suggestions do teachers make for the improvement of the coursebook?

According to the elicited data from the fourth question in the open-ended questions, the respondents recommended improving the coursebook by adding interactive, visual and supporting materials, activities and exercises, materials for developing skills. They also recommended revising topics, authenticity, vocabulary, and grammar, level of the coursebook, and teaching methods and approaches of the coursebook.

Interactive, visual and supporting materials:

The majority of the respondents recommended that the visual materials, interactive materials, supporting materials including games and songs should be added or increased. Additionally, they stated that flashcards, videos, animations, dialogues, speaking activities, interactive games and programs should be given with the coursebook because this would make the lessons more enjoyable and attractive for the learners at this age and level. This may be caused by the fact that young learners need visual materials because of not having the ability of abstract thinking at early ages (Cameron, 2001), young learners grasp knowledge easily with the help of illustrations and visual aids (Vale and Feunteun, 1995), and young learners live the language as in real life by playing and doing fun activities (Halliwell, 1992). Therefore, it is important to note that some respondents suggested that the coursebook should be able to be used interactively on a smart board panel.

Activities and exercises:

The respondents mentioned that activities and exercises should be enjoyable, simple, varied, new and practical. Therefore, they should be revised and increased, and also short grammar focus parts should be added. Some respondents stated that exercises should be enriched with different activities such as fill in the blanks, completing the gaps, multiple choice questions, puzzles and painting. This study also revealed that activities should be so practical and comprehensible that learners should be able to do them on their own. That is, coursebooks should present meaningful communication tasks and activities to learners (Skierso, 1991). Some respondents emphasised that writing activities should be increased. However, few respondents stated that reading activities should be increased.

Materials for developing skills:

One of the suggestions elicited from the open-ended questions was that listening materials should be accessible both on the net and together with the book. Moreover, they stated that listening materials should be more enjoyable in order that learners can acquire the language. Additionally, one of the respondents articulated that listening texts should not be presented in the coursebook.

The respondents noted that speaking skill should be given with entertaining dialogues, emphasised and increased. Speaking skill is a vital component of communicative language. Therefore, the coursebooks should be evaluated in terms of "communicative aspects" to see whether they can make learners communicate with each other (Grant, 1987).

Topics:

The respondents proposed that topics should be attractive, interesting, variable, entertaining, and informative. Moreover, they should contain different cultures, which will increase learners' interests, and they should be connected and supported with illustrations.

Authenticity:

Authenticity was emphasized by the respondents. They mentioned that the coursebook should be more authentic and vocabulary, speeches and characters should be in line with real life and familiar ones. Moreover, they recommended that the characters should be interesting and familiar, and also dialogues, speaking activities and daily speeches should be related to real-life. Therefore, they should be increased. Similarly, Aytuğ (2007) found that when teachers depicted a model of an ELT coursebook, they emphasised that "teachers also focused on the necessity of presenting authentic materials or the ones reflecting real-life situations in the textbook in terms of transferring textbook knowledge into students' personal and future careers" (p.151).

Vocabulary:

A few of the respondents advised that the vocabulary part should be increased, rearranged and presented with different activities such as games and puzzles. Moreover, it was advised vocabulary lists should be formed and added to the beginning or the end of the coursebook.

Grammar:

It was suggested that grammar materials should be reduced, instead, listening and speaking skills should be emphasized, and grammar should be given inductively.

Level of the coursebook:

The content should be appropriate with learners' ages, preferences and expectations (Breen and Candlin, 1987; Tomlinson, 1998). These factors together stimulate learning in the class. Therefore, it is important to evaluate the level of the coursebook. In this study, some respondents advised that it would be better to determine the level of the students in advance, and the coursebook should be rearranged by considering the needs, ages and levels of the students.

Teaching methods and approaches:

As for teaching methods and approaches, only one respondent advised that the coursebook should be learner centred.

4. Is there any difference in teachers' general opinions about evaluating Sunshine 4th Grade English Coursebook according to the variables of gender, length of ELT experience, length of teaching experience in a primary school and educational background?

a. Gender

According to the results of the t-test conducted with respect to gender variance, there was no significant difference in terms of gender in each category. That is, these results indicate male and female respondents had no significant difference in terms of the categories of the evaluation of the coursebook. However, the females were found to present a higher value in five categories except for one category, which was categorized as “linguistic contents”.

b. Length of teaching experience

One-way ANOVA was performed in order to determine whether teachers' evaluations of Sunshine 4th Grade English Coursebook showed a significant difference according to the teaching experience variable. The results revealed that there was no significant difference between the teaching experiences of the participants in terms of the categories of the evaluation of the coursebook. However, the teachers who had 16 years and more experience were found to have a higher positive idea in the categories of supporting materials, aims, linguistic contents and skills, activities and exercises. On the other hand, the teachers who had 5 years or less experience were seen to have a higher positive idea about the remaining two categories, general appearance and organisation, and topic contents compared to the other teaching experience groups.

c. Length of teaching experience in a primary school

The results of the Kruskal-Wallis test was run to find out whether teachers' evaluations of Sunshine 4th Grade English Coursebook showed a significant difference according to the teaching experience in a primary school variable. The results of the test showed that there was no significant difference regarding teaching experience in a primary

school in each category. However, the teachers who had 11 years and more experience in a primary school were found to have higher positive ideas in five categories including general appearance and organization, supporting materials, aims, linguistic contents and skills, activities and exercises. On the other hand, the teachers who had one-year or less experience had a higher level of positive idea about the category of *topic contents* compared to the other teaching experience groups.

d. Educational Background

One-Way ANOVA was used in order to determine whether the teachers' evaluations showed a significant difference according to the teaching experience variable. The results indicated educational background did not affect the teachers' evaluations of Sunshine 4th Grade English Coursebook. That is, it was revealed that there was no significant difference between the educational backgrounds of the participants in terms of the evaluation categories. However, the teachers who graduated from English Language and Literature Department were seen to have higher positive ideas in the categories of general appearance and organization, supporting materials, topic contents, linguistic contents and skills, activities and exercises. On the other hand, the teachers who graduated from the English Language Teaching Department were found to have higher positive ideas about the category regarding aims.

5.2 Suggestions for Teachers

Continuous improvement of teachers and coursebooks can be provided thanks to coursebook evaluation studies (Hutchinson, 1987; Re-Dickens and Germania, 1994). The present study found that the coursebook should be improved to attract and entertain young learners in every aspect. At his point, teachers have a great role to compensate for the lacks. Therefore, teachers should give importance the implied suggestions given below while using the coursebook.

a) Teachers may add or increase visual materials, interactive materials, supporting materials, including games and songs so that they can make the lessons more entertaining and enjoyable.

b) Teachers may use flashcards, videos, animations, dialogues, speaking activities and interactive games and programs.

c) Exercises should be adapted and enriched with different activities such as fill in the blanks, completing the gaps, multiple choice questions, puzzles and painting.

d) The activities should be simplified.

e) Writing activities should be adapted and increased.

f) Listening materials should be ready to use any time. If they are not accessible, teachers should request them from the responsible authorities and inform about the deficiency.

g) Speaking skill should be given with entertaining dialogues adapted from the internet or any other sources, emphasized more and increased, that is, as Grant (1987) highlights that “communicative aspects” of the coursebooks is of great significance and should be able to make learners communicate each other.

h) Teachers should make topics attractive, interesting, varied, entertaining, which will increase learners' interests.

i) Teachers may adapt more authentic materials from different sources to the lessons.

j) Vocabulary lists may be formed and presented with different activities such as games and puzzles.

k) Teachers may determine the level of the students in advance by taking into consideration the needs, ages and levels of the students.

l) The coursebook was found to be mostly teacher-centred, so teachers may arrange their performance in the class according to the learner-centred criteria. For example, they may encourage learners to speak about their own experiences sufficiently. Above all, they should integrate communicative approach into the class.

5.3 Suggestions for the Coursebook Committee and MONE

In the present study, it was found that the coursebook should be improved to attract and entertain young learners in every aspect. Therefore, the coursebook committee might find the suggestions useful:

1. Listening and speaking materials should be revised and reproduced in line with the new communicative aspect of teaching language.

2. Visual, interactive and class activities should be added and rearranged according to the recent developments in technology.

3. A student centred approach must be followed. The coursebook is mostly teacher-centred, and it should be arranged according to the learner-centred criteria. The needs and interests of the learners should be satisfied considerably, and materials should encourage learners to speak.

4. Since the writing skill is totally ignored in the present coursebook, more exercises and activities should be added so that the learners can improve their writing skills.

5. Interactive, visual and supporting materials should be increased to make the lessons more entertaining and enjoyable.

6. Flashcards, videos, animations, dialogues, speaking activities and interactive games and programs should be added to the coursebook, and they must be easily accessible.

7. In line with the new technological developments, the coursebook should be compatible with interactive whiteboards.

8. Activities and exercises should be revised in a way that will make them more enjoyable, simple, varied, and practical.

9. Short grammar focus parts should be added.

10. Listening materials should be more accessible, enjoyable and authentic in order that learners can acquire the language.

11. Speaking skill should be increased and embedded in entertaining dialogues.

12. Topics should be attractive, interesting, varied, entertaining, informative, connected and composed of different cultures, which will increase learners' interests.

13. The coursebook should be more authentic; namely, vocabulary, speeches, dialogues and characters should be in line with real life, familiar and interesting ones.

14. Vocabulary should be increased, rearranged and presented with different activities such as games and puzzles. Moreover, vocabulary lists should be formed and added to the beginning or the end of the coursebook.

15. Grammar materials should be reduced, instead, listening and speaking skills can be increased.

16. The coursebook should take into consideration the needs, ages and levels of the students and, the content should be appropriate to learners' ages, preferences and expectations.

17. The characters in the coursebook should be chosen well by taking into consideration learners' ages, psychological and sociological levels.

18. The coursebook should be adjusted in terms timing, considering the length and duration of the lessons.

5.4 Suggestions for Further Research

Because the general characteristics of the coursebook were evaluated, this study can be said to be a macro evaluation study. However, for further research, a micro evaluation study can be conducted in order to evaluate the activities and exercises or skill tasks in detail. This would reveal a broader perspective on the characteristics of the coursebook. This study can also be replicated in different cities of Turkey by increasing the number of respondents. More studies may be performed to reveal other coursebooks published by MONE and used as coursebooks at schools. Moreover, a comparative study can be done in order to find differences between a coursebook published by MONE and published by the ministries of other countries or by international publishers such as Cambridge, Pearson or Oxford.

REFERENCES

- Allwright, R. L. (1981, October). What do we want teaching materials for? *ELT Journal*, 36(1), pp. 5-18. Retrieved January 20, 2016, from <https://doi.org/10.1093/elt/36.1.5>
- Alptekin, C. (1993). Target-language culture in EFL materials. *ELT Journal*, 47(2), 36-52. Retrieved February 10, 2016, from <https://doi.org/10.1093/elt/47.2.136>
- Amrani, F. (2011). The process of evaluation: A publisher's view. In B. Tomlinson (Ed.), *Materials development in language teaching* (2nd ed., pp.267-295). Cambridge: Cambridge University Press.
- Anderson, A. & Lynch, T. (2003). *Listening*. Oxford: Oxford University Press.
- Ansary, H. & Babaii, E. (2002). Universal characteristics of EFL/ESL textbooks: A step towards systematic textbook evaluation. *The Internet TESL Journal*, Vol. 8 (2). Retrieved January 16, 2016, from <http://iteslj.org/Articles/Ansary-Textbooks/>
- Appel, J. (2011). Moments of practice: teachers' knowledge and interaction in the language classroom. In Huttner, Julia, Barbara Mehlmauer-Larcher, Susanne Reichl and Barbara Schiftner (eds), *Theory and Practice in EFL Teacher Education: Bridging the Gap*. Bristol: Multilingual Matters, pp. 38–54.
- Arikan, G. (2008). *Textbook evaluation in foreign language teaching* (Master's thesis, Çukurova University, Adana, Turkey). Retrieved from <https://tez.yok.gov.tr/UlusalTezMerkezi/>
- Awasthi, J. R. (2006). Textbook and its Evaluation. *Journal of NELTA*, 11(1-2), 1-10. Retrieved February 05, 2017 <https://www.nelta.org.np/uploads/images/files/Nelta%20Journal/2006.pdf>
- Aytuğ, S. (2007). *An EFL textbook evaluation study in Anatolian high schools: New Bridge to Success for 9th grade new beginners* (Unpublished master's thesis, Bilkent University, Ankara, Turkey). Retrieved from <https://tez.yok.gov.tr/UlusalTezMerkezi/1004>
- Bell, J., & Gower, R. (2011). Writing course materials for the world: A great promise. In B. Tomlinson (Ed.), *Materials development in language teaching* (pp. 135–150). Cambridge, UK: Cambridge University Press.

- Breen, M. P., & Candlin, L. N. (1987). Which materials?: A consumer's and designer's guide. In L. Sheldon (Ed.), *ELT textbooks and materials: Problems in evaluation and development* (pp. 13–28). London, UK: Modern English Publications.
- British Council and TEPAV. (2013). *Turkey national needs assessment of state school English language teaching*. Ankara: Mattek
- Büyüköztürk, Ş. (2012). *Sosyal bilimler için veri analizi el kitabı (17.Baskı)*. Ankara: Pegem Akademi.
- Byrd, P. (2001). Textbooks: Evaluation for selection and analysis for implementation. In M. Celce-Murcia (Ed.), *Teaching English as a second or foreign language* (3rd Ed.) (pp. 415-427). US: Heinle & Heinle, Thomson Learning Inc.
- Cameron, L. (2001). *Teaching languages to young learners*. Cambridge, England: Cambridge University Press.
- Carter, R., & Nunan, D. (2001). *The Cambridge Guide to Teaching to Speakers of Other Languages*. Newyork: Cambridge University Press.
- Chambers, F. (1997, January). Seeking consensus in corsebook evaluation. *ELT Journal*, 51(1), pp. 29-35.
- Christenbury, Leila & Kelly, Patricia P. 1994. What Textbooks Can - and Cannot - Do. *English Journal*, Vol 83, No. 3: 76-80
- Cohen, L and L. Manion. (1985) *Research methods in education*. London: Routledge
- Coskuner, D. P. (2002). *Evaluation of effectiveness of an ESP textbook "English for Business Studies":A case study at Baskent University*. Unpublished Master's Thesis, Ankara: Baskent University.
- Council of Europe (CoE). (2001). *Common European framework of reference for languages: Learning, teaching, assessment*. Cambridge, England: Cambridge University Press.
- coursebook. 2018. In the Cambridge Learner's Dictionary© Cambridge University Press). Retrieved September 27, 2018, from <https://dictionary.cambridge.org/dictionary/english/coursebook>

- Crystal, D. (2003). *English as a global language* (2nd ed.). Cambridge: Cambridge University Press.
- Cunningsworth, A. (1995). *Choosing your coursebook*. Oxford: Heinemann.
- Cunningsworth, A., & Tomlinson, B. (1984). *Evaluating and Selecting EFL Teaching Materials*. Heinemann Educational Books.
- Daoud, A., & Celce-Murcia, M. (1979). *Selecting and evaluating a textbook*. Cambridge: Newbury House.
- Demir, Y., & Ertas, A. (2014). A Suggested Eclectic Checklist for ELT Coursebook Evaluation. *The Reading Matrix*, 14(2), 243–252.
- Dougill, J. (1987). Not so Obvious. In L. E. Sheldon (ed.). *ELT textbook and materials: Problems in evaluation and development*
- Edge, J. and Wharton, S. (1998) ‘Autonomy and development: living in the materials world’, in B. Tomlinson, (ed.) *Materials Development in Language Teaching*. Cambridge: Cambridge University Press, pp. 295–310.
- Ekmekçi, Ö. (1997), Research Manual for Social Sciences (Volume 1) (on line) Available: http://ekmekci.com/?page_id=363
- Ellis, R. (1997). The empirical evaluation of language teaching materials. *ELT journal*, 51(1), pp. 36-42.
- Ersöz, A. (1990). *Coursebook analysis and design for ELT in Turkish state schools*. Unpublished Master’s thesis. Ankara: Gazi University.
- Ezici, I. Ç. (2006). *Evaluation of the EFL textbook ‘New Bridge to Success 3’ from the perspectives of students and teachers* (Unpublished master’s thesis, Middle East Technical University, Ankara, Turkey). Retrieved from <https://tez.yok.gov.tr/UlusalTezMerkezi/>
- Garayeva, S. (2001). *What criteria do instructors appear to use to evaluate a textbook*. Unpublished Master’s thesis. Ankara: Bilkent University.
- Garinger, D. (2001). Textbook evaluation. *TEFL Web Journal*. Retrieved from <http://www.teflweb-j.org/v1n1/garinger.html>

- Garinger, D. (2002). Textbook selection for the ESL classroom. *Center for Applied Linguistics Digest*. Retrieved from <http://www.cal.org/resources/Digest /0210 garinger.html>
- Given, L. M. (2008). *The Sage encyclopaedia of qualitative research methods*. Los Angeles, Calif: Sage Publications.
- Grant, N. (1987). *Making the most of your textbook*. London: Longman.
- Grant, N. (1990). *Making the most of your textbook*. New York, NY: Longman.
- Guo, N. & Wills, R. (2006). An investigation of factors influencing English listening comprehension and possible measures for improvement. *AER Journal*. Retrieved from <http://www.aare.edu.au/05pap/guo05088.pdf>
- Güreli, N. (2008). *A study into Çanakkale Science High School students perceptions of an ideal English coursebook* (Master's thesis, Çanakkale 18 Mart University, Çanakkale, Turkey). Retrieved from <https://tez.yok.gov.tr/UlusalTezMerkezi/>
- Gürsoy, E., Korkmaz, Ş. Ç., & Damar, E. A. (2013). Foreign language teaching within 4+4+4 education system in Turkey: Language teachers' voice. *Eurasian Journal of Educational Research*, 53, 59-74.
- Halliwell, S. (1992). *Teaching English in the primary classroom*. New York: Longman
- Harmer, J. (2001). *The Practice of English Language Teaching*. 2001. UK: Pearson Education Limited.
- Harmer, J. (2007). *How to teach English*. Harlow: Pearson Education Limited.
- Haycraft, J. (1978). *An intrduction to English language teaching*. Essex: Longman Group Ltd.
- Haycraft, J. (1998). *An Introduction to English language teaching*. London: Longman. 232
- Hu, Y. (2007). China's foreign language policy on primary English education: From policy rhetoric to implementation reality. Unpublished dissertation, Purdue University.
- Hutchinson, T. (1987) 'What's underneath?: an interactive view of materials evaluation', in L. E. Sheldon (ed.) *ELT Textbooks and Materials: Problems in Evaluation and Development*. ELT Documents 126. London: Modern English Publications/The British Council.

- Hutchinson, T., & Torres, E. (1994, October 4). The textbook as agent of change. *ELT journal volume 48*, pp. 315-328. Retrieved March 12, 2015 from <https://academic.oup.com/eltj/article-abstract/48/4/315/2724140>
- Hutchinson, T., & Waters, A. (1987). *English for specific purposes: A learning centred approach*. Cambridge: Cambridge University Press.
- Hymes, D. H. (1972). On communicative competence. In J. B. Pride & J. Holmes (Eds.), *Sociolinguistics: Selected readings (Part 2)*, pp. 269-293. Harmondsworth, England: Penguin.
- İnceçay, G . (2013). Turkey's foreign language policy at primary level: Challenges in practice. *ELT Research Journal, 1* (1), 53-62. Retrieved from <http://www.dergipark.gov.tr/eltrj/issue/5474/74382>
- Jones, S. (2009, March). Retrospective Evaluation of a ELT Coursebook for a Korean University Conversation Course. 1-19.
- Kırkgöz, Y. (2005). English language teaching in Turkey: Challenges for the 21st Century. In G. Braine (Ed), *Teaching English to the world: History, curriculum and practice* (pp.159-175). London: Lawrence Erlbaum Associates.
- Kırkgöz, Y. (2006). Teaching EFL at the primary level in Turkey. In M. McCloskey, M. Dolitsky, & J. Orr (Eds.), *Teaching English as a foreign language in primary school* (pp. 85-99). Alexandria, VA: TESOL.
- Kırkgöz, Y. (2007). Language planning and implementation in Turkish primary schools. *Current Issues in Language Planning, 8*, 2, 174-191.
- Kırkgöz, Y. (2009). Globalization and English language policy in Turkey. *Educational Policy, 23*(5), 663–684.
- Kocaoluk, F. & Kocaoluk, M.S. (2001). *İlköğretim Okulu Program 1999-2000* [Primary Education Curriculum 1999-2000]. İstanbul :Kocaoluk publishers.
- Lewis, M. (1993). *The lexical approach: The state of ELT and the way forward*. Hove, England: Language Teaching Publications.
- Littlejohn, A. (1992). 'Why are ELT materials the way they are?' PhD thesis, Lancaster University. Retrieved from www.AndrewLittlejohn.net

- Littlejohn, A. (1998) 'The analysis of language teaching materials: inside the Trojan horse', in B. Tomlinson (ed.) *Materials Development in Language Teaching*. Cambridge: Cambridge University Press, pp. 190–216.
- Littlejohn, A. (2011). The analysis of language teaching materials: Inside the Trojan horse. In B. Tomlinson (Ed.), *Materials development in language teaching* (2nd Ed.) (pp. 179- 211). Cambridge: Cambridge University Press.
- Litz, D. R. (2005). Textbook evaluation and ELT management: A South Korean case study. Retrieved November 30, 2010, from *The Asian EFL Journal* Web page: http://www.asian-efl-journal.com/litz_thesis.pdf
- Mares, C. (2003), 'Writing a coursebook', in B. Tomlinson (ed.), *Materials Development in Language Teaching*. Cambridge: Cambridge University Press, pp. 130-40.
- Masuhara, H., & Tomlinson, B. (2008). Materials for general English. In B. Tomlinson (Ed.), *English language learning materials: A critical review* (pp. 17–37). London, UK: Continuum.
- McDonough, J. & Shaw, C. (2003). *Materials and methods in ELT: A teacher's guide*. (2nd Ed.). Malden, MA: Blackwell Publishing Ltd.
- McDonough, J., & Shaw, C. (1993). *Materials and methods in ELT*. Oxford, UK: Blackwell Publishers.
- McDonough, J., Shaw, C., & Masuhara, H. (2013). *Materials and Methods in ELT A teacher's guide Third Edition*. West Sussex: John Wiley & sons, inc .
- McGrath, I. (2002). Materials evaluation and design for language teaching. Edinburgh: Edinburgh University Press.
- McGrath, I. (2006, April). Teachers' and learners' images for coursebooks. *ELT Journal*, 60(2). Retrieved from <https://doi.org/10.1093/elt/cci104>
- McGrath, I. (2013) *Teaching materials and the role of EFL/ESL teachers: Theory versus practice*. London, England: Bloomsbury.
- Milli Eğitim Bakanlığı (MEB) [Turkish Ministry of National Education (MONE)] . (2005) Resmi Gazete [MEB Official Paper] (1997); Law Number 4306: Changing various laws to enforce compulsory education. Retrieved on October 9, 2009 from <http://www.gib.gov.tr/index.php?id=1028>

- Milli Eğitim Bakanlığı (MEB) [Ministry of National Education (MONE)]. (2018). *İngilizce Öğretim Programı*. [Foreign Language (English) Curriculum]. (pp. 3). Ankara: Web page: <http://mufredat.meb.gov.tr/Dosyalar/201812411191321%20%C4%B0NG%C4%B0L%C4%B0ZCE%20%C3%96%C4%9ERET%C4%B0M%20PROGRAMI%20Klas%C3%B6r%C3%BC.pdf>
- Milli Eğitim Bakanlığı (MEB)[Turkish Ministry of National Education (MONE)] . (1997) *İlköğretim okulu 4. ve 5. Sınıf Yabancı Dil (İngilizce) Öğretim Programı*. [Primary Education Grades 4 and 5 Foreign Language (English) Curriculum]. Pp. 606. *Milli Eğitim bakanlığı Tebliğler Dergisi*, No.2481 [MEB Official Journal]
- Mukundan, J., & Ahour, T. (2010). A review of textbook evaluation checklists across four decades (1970- 2008). In B. Tomlinson, & H. Masuhara (Eds.), *Research for materials development in language learning: Evidence for best practice* (pp.336-352). London: Continuum.
- Nunan, D. (1991). *Language teaching methodology: A textbook for teachers*. London: Prentice Hall.
- Nunan, D. (2004). *Task-Based Language Teaching*. Cambridge: Cambridge University Press. <http://dx.doi.org/10.1017/CBO9780511667336>
- Nunan, D., & Carter Ronald. (2001). *The Cambridge guide to teaching English to speakers of other languages*.
- Oflaz, T. D. (2009). *Teachers' perceptions on coursebook Time for English 5: The 5th grade state schools* (Master's thesis, Gaziantep University, Gaziantep, Turkey). Retrieved from <https://tez.yok.gov.tr/UlusalTezMerkezi/>
- O'Neill, R. (1982, January). Why use textbooks? *ELT Journal*, 36(2), pp. 104-111.
- Oppenheim, A. N. (1992). *Questionnaire design, interviewing and attitude measurement* (2nd. Ed), London: Pinter Publishers.
- Özdemir, F. E. (2007). *An evaluation of Time for English 4: The fourth grade coursebook for public schools* (Master's thesis, Middle East Technical University, Ankara, Turkey). Retrieved from <https://tez.yok.gov.tr/UlusalTezMerkezi/>

- Özeş, D. (2012). *Textbook evaluation in foreign language teaching: Spot On grade 8 from students' and teachers' perspectives* (Unpublished master's thesis, Uludağ University, Bursa, Turkey). Retrieved from <https://tez.yok.gov.tr/UlusalTezMerkezi>
- Parahoo, K. (2006). *Nursing research, principles, process and issues* (2nd ed.). London: Palgrave Macmillan.
- Rea, D. P., & Germaine, K. (1994). *Evaluation In Canadlin and Widdowson (ed.)*. Oxford University Press.
- Rea-Dickins, P. and K. Germaine (1992). *Evaluation*. Oxford: Oxford University Press.
- Richards J.C. (2014) The ELT Textbook. In: Garton S., Graves K. (eds) *International Perspectives on Materials in ELT. International Perspectives on English Language Teaching*. Palgrave Macmillan, London
- Richards, J. C. (1998). *Beyond Training. Perspectives on language teacher education*. Newyork: Cambridge University Press.
- Richards, J. C. (2001). *Curriculum Development in Language Teaching*. Cambridge: Cambridge university press.
- Richards, J., & Rodgers, T. (2001). *Approaches and methods in language Teaching* (2nd Ed.). Cambridge: Cambridge University Press.
- Richards, J.C. (1993). 'Beyond the textbook: The role of commercial materials in language teaching.' *RELC Journal*, 24 (1):1-14.
- Robinson, P. C. (1991). *ESP today: A practitioner's guide*. New York: Prentice Hall.
- Rost, M. (1994). *Introducing listening*. London: Penguin books.
- Rubdy, R. (2003). 'Selection of materials'. In B. Tomlinson (ed.), *Developing Materials for Language Teaching*. London: Continuum.
- Schmidt WH, McKnight CC, Raizen SA. (1997). *A splintered vision: An investigation of U.S. science and mathematics education*. Boston/Dordrecht/London: Kluwer Academic Press.
- Sener, S , Mulcar, V . (2018). *An Investigation of Teachers' Perceptions on English Textbooks: A Case Study of Teachers Teaching 10th Graders In Mugla*. Batı

Anadolu Eğitim Bilimleri Dergisi, 9 (1), 15-37. Retrieved from <http://dergipark.gov.tr/baebd/issue/35175/358650>

Sheldon, L. (1988, October). Evaluating ELT textbooks and materials. *ELT journal*, 42(4), pp. 237-246. DOI: 10.1093/elt/42.4.237

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

Skierso, A. (1991) 'Textbook selection and evaluation', in M. Celce-Murcia (ed.) *Teaching English as a Second Language*. Rowley, MA: Newbury House.

Taskan, O. (2003). *Decision making process in the selection of course books for EFL classrooms*. Unpublished Master's thesis. Bursa: Uludag University.

Thornbury, S., & Watkins, P. (2007). *The CELTA course: Certificate in English Language Teaching to Adults trainee book*. Cambridge: Cambridge University Press.

Tomlinson, B (1998). Glossary of basic terms for materials development in language teaching and introduction. In B. Tomlinson (Ed.), *Materials development in language teaching* (pp. 1-24). Cambridge: Cambridge University Press.

Tomlinson, B. (2003). Materials evaluation. In B. Tomlinson (Ed.), *Developing materials for language teaching*. London: Continuum.

Tomlinson, B. (2008). Language Acquisition and Language Learning Materials. In Tomlinson, B. (ed.) *English Language Learning Materials. A Critical Review*. London/New York, NY: Continuum.

Tomlinson, B. (2011b). Glossary of basic terms for materials development in language teaching. In B. Tomlinson (Ed.), *Materials development in language teaching* (pp.ix). Cambridge, UK: Cambridge University Press.

Tomlinson, B. (2011b). Introduction: Principles and procedures of materials development. In B. Tomlinson (Ed.), *Materials development in language teaching* (pp. 1–31). Cambridge, UK: Cambridge University Press.

Tomlinson, B. (ed.) (1998) *Materials Development in Language Teaching*. Cambridge: Cambridge University Press.

- Topkaya, E. Z., & Küçük, Ö. (2010). An evaluation of 4th and 5th grade English language teaching program. *İlkogretim Online*, 9(1), 52-65. Retrieved from https://www.researchgate.net/publication/228671458_An_evaluation_of_4_th_and_5_th_grade_English_language_teaching_program
- Tucker, C. A. (1975). Evaluating beginning textbooks. *English Teaching Forum* 13, 335-361.
- Ulum, Ö. G (2014). Teachers' Views on 'Yes you Can', the Ninth Grade English Course Book for Public Schools. *International Journal of Languages' Education and Teaching December*, 2(3),132-148.
- Ur, P. (1996) A course in Language Teaching: Practice and Theory. Cambridge University Press, Cambridge.
- Uslu, D. (2003). *Anadolu University EFL Teachers' reading textbook evaluation criteria before and after training*. Unpublished Master's thesis. Ankara: Bilkent University.
- Uztosun, M. S. (2011). A qualitative study into English language teachers' and students' beliefs and practices in Turkey. *The International Journal of Research in Teacher Education*, 2(2), 16-34. Retrieved from http://ijrte.eab.org.tr/media/volume2/issue2/2_2_suztosun.pdf
- Uztosun, M. S. (2018) In-service teacher education in Turkey: English language teachers' perspectives, *Professional Development in Education*, 44:4, 557-569, DOI: [10.1080/19415257.2017.1374989](https://doi.org/10.1080/19415257.2017.1374989)
- Vale, D. & A. Feunteun (1995) *Teaching Children English A Training Course for Teachers of English to Children*. Cambridge: CUP
- White, R. (1988). *The ELT curriculum: Design, management and innovation*. Oxford: Blackwell.
- Widdowson, H. G. (1978). *Teaching language as communication*. Oxford, England: Oxford University Press
- Wilkins, D.A.(1972) *Linguistics in Language Teaching*. Australia: Edward Arnold.
- Williams, D. 1983. Developing criteria for textbook evaluation. *ELT Journal*, 37 (3), 251-255, <https://doi.org/10.1093/elt/37.3.251>.

Yumuk, A. (1998). *A case study on evaluating the effectiveness of English language Support 201 course materials for Bureau Management and Secretarial Studies at Bilkent University*. Unpublished doctoral dissertation, METU, Ankara, Turkey.



APPENDICES

APPENDIX 1

QUESTIONNAIRE – ENGLISH VERSION

QUESTIONNAIRE

Dear Colleague,

I am an MA student at Dicle University Educational Sciences Institute English Language Teaching Department. I am conducting a research study entitled “An Evaluation of SUNSHINE, 4TH GRADE English Coursebook from the Teachers' Perspective: The Sample of Diyarbakır City”. This questionnaire is designed to search your perceptions regarding English coursebook, the SUNSHINE for 4TH GRADE.

I really appreciate your contributions.

The researcher/ Zana HANAR

Dicle University The Institute of Education
Sciences The Student of Master Education

PERSONAL INFORMATION

I: Sex: a) Male b) Female

II: Length of ELT experience

- a. Less than one year b. 1-5 years c. 6-10 years
d. 11-15 years e. 16-20 years f. More than 20 years

III: Length of ELT experience in a Primary School

- a. Less than one year b. 1-5 years c. 6-10 years
d. 11-15 years e. 16-20 years f. More than 20 years

Last graduated degree:

- a. Graduated from English Language Teaching Department
b. Graduated from English Language and Literature Department
c. Other -----(please mention)

INSTRUCTION

Please, read each item and indicate your opinion with a scale of 5. Tick the relevant column which best reflects your opinion.

1	2	3	4	5
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

1	2	3	4	5
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

GENERAL APPEARANCE AND ORGANIZATION	1	2	3	4	5
1. The cover is attractive to learners.					
2. The font size and type used in the coursebook are appropriate for learners.					
3. The print is clear and fine.					
4. The size and weight of the coursebook are appropriate.					
5. The titles and sub-heading titles are written clearly and appropriately.					
6. Each unit is in the same format.					
7. The coursebook is rich with informative and functional illustrations that facilitate students' learning.					
8. The coursebook has a complete and detailed table of contents.					
9. The coursebook is free of mistakes.					
10. The organization of the units are comprehensible and easily followed.					
11. The sequencing and grading of the materials are prepared reasonably and supporting each other.					
12. The coursebook is methodologically in line with the current worldwide theories and practices of language learning.					
SUPPORTING MATERIALS	1	2	3	4	5
13. The coursebook is supported by audio-visual materials such as entertaining songs and stories.					
14. The materials can be easily adapted to suit various approaches and learning styles.					
15. The supporting materials and the coursebook provide an appropriate balance of the four language skills.					
16. There are flash cards to be used with the coursebook.					
17. The teacher's book guides the teacher how to use the coursebook to the utmost advantage.					
18. The teacher's book helps teacher save time and energy when preparing lessons.					
19. The teacher's book contains clear and detailed instructions					
20. The teacher's book gives advice about methodologies and techniques.					

1	2	3	4	5				
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree				
21. The workbook includes activities which are appropriate and consolidating the coursebook.								
22. The workbook contains easier exercises and activities that learners can do by themselves.								
AIMS				1	2	3	4	5
23. The aims of the coursebook are similar to my aims regarding the lesson.								
24. The aims of the coursebook are related to the learners' needs and interests.								
25. The aims of the coursebook correspond with the modern developments around the world.								
TOPIC CONTENTS				1	2	3	4	5
26. The content is organized according to the students' language needs and interests.								
27. The coursebook contains a variety of literary forms. e.g. poems, a novel, a play, ...								
28. The coursebook contains the texts including information about different cultures, traditions and customs.								
29. The topics and texts are free from any kinds of discrimination (gender, race etc.).								
30. The coursebook includes interesting characters thought to attract the learners.								
LINGUISTIC CONTENTS				1	2	3	4	5
31. The language used in the coursebook is in line with real-life English.								
32. The language used is at the right level for my students' current English level.								
33. Linguistic content in the coursebook is given from simple to complex and from easy to difficult.								

1	2	3	4	5				
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree				
SKILLS, ACTIVITIES AND EXERCISES				1	2	3	4	5
A) LISTENING								
34. Listening materials in the coursebook are easily accessible.								
35. Recordings show similarities with the real life speeches.								
36. The listening materials and exercises in the coursebook are appropriate for improving students' listening skills.								
B) SPEAKING								
37. Speech exercises and activities invite students to talk about their concerns and interests.								
38. The speaking materials present real-authentic dialogues.								
39. The speaking materials and exercises in the coursebook are appropriate for improving students' speaking skills.								
C) READING								
40. Reading passages are presented with appropriate grading and sequencing.								
41. Reading passages are up-to-date, interesting and meaningful.								
42. Reading texts and exercises are adequate and appropriate for learners in terms of improving reading skill and comprehension skills.								
D. WRITING								
43. Writing exercises are easy, interesting and lead the learners to write.								
44. The writing materials and exercises in the coursebook are appropriate for improving students' writing skills.								
E. VOCABULARY								
45. There is a good distribution (simple to complex) of vocabulary load across the whole book.								
46. To teach new vocabulary, the coursebook uses a specific method appropriate for learners' ages and levels.								
47. The list of vocabulary items tagged at the end of the coursebook is sufficient.								

48. The new words are repeated in activities and exercises of the following units.									
1	2	3	4	5					
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree					
F) GRAMMAR									
49. Grammar exercises make learning subjects easier.									
50. The grammar points are presented with brief and easy explanations without giving the details.									
51. The grammar points are repeated in the following units.									
52. Grammar examples are adequate and appropriate for learners.									
53. Grammar rules are taught inductively.									

APPENDIX 2

QUESTIONNAIRE – TURKISH VERSION

QUESTIONNAIRE (ANKET)

Değerli meslektaşım,

Dicle Üniversitesi Eğitim Bilimleri Enstitüsü, İngilizce Öğretmenliği Anabilim Dalında yüksek lisans öğrencisiyim. “4. Sınıf SUNSHINE İngilizce Ders Kitabının Öğretmenlerin Bakış Açısıyla Değerlendirilmesi: Diyarbakır İl Örneği” başlıklı bir araştırma yapmaktayım. Bu araştırma sizlerin 4. Sınıf SUNSHINE İngilizce Ders Kitabı ile ilgili algı ve görüşlerinizi araştırmak için hazırlanmıştır. Görüşlerinizi içtenlikle dile getirmeniz çalışmanın verimli olmasını sağlayacaktır.

Çalışmaya katkıda bulunduğunuz için teşekkürler.

Araştırmacı: Zana HANAR
Dicle Üniversitesi Eğitim
Bilimleri Enstitüsü Yüksek
Lisans Öğrencisi

KİŞİSEL BİLGİLER

I: Cinsiyet: a) Erkek b) Kadın

II: İngilizce Öğretmenliği deneyiminiz

a. 1 yıldan daha az b. 1-5 yıl arası c. 6-10 yıl arası
d. 11-15 yıl arası e. 16-20 yıl arası f. 20 yıldan fazla

III: İlkokul öğrencilerine İngilizce öğretme deneyiminiz

a. 1 yıldan daha az b. 1-5 yıl arası c. 6-10 yıl arası
d. 11-15 yıl arası e. 16-20 yıl arası f. 20 yıldan fazla

Mezun olduğunuz bölüm :

- a. İngilizce Öğretmenliği
b. İngiliz Dili Edebiyatı
c. Diğer----- (lütfen belirtiniz.)

AÇIKLAMA:

Maddeleri okuduktan sonra aşağıda belirtilen 5 dereceli ölçeğe göre görüşünüzü belirleyiniz. Lütfen, düşüncenizi en iyi yansıtan kutucuğu işaretleyiniz.

1	2	3	4	5
Tamamen Katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle Katılmıyorum
1	2	3	4	5

Tamamen Katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle Katılmıyorum				
KİTABIN GENEL GÖRÜNÜMÜ VE ORGANİZASYONU				1	2	3	4	5
1. Kitabın kapağı, öğrenciler için ilgi çekicidir.								
2. Kitapta kullanılan yazı tipi ve büyüklüğü öğrenciler için uygundur.								
3. Kitabın baskısı net ve kalitelidir.								
4. Kitabın büyüklüğü ve ağırlığı uygundur.								
5. Başlıklar ve alt başlıklar açık ve uygun bir şekilde yazılmıştır.								
6. Her ünite aynı formatta hazırlanmıştır.								
7. Ders kitabı, öğrencinin öğrenmesini kolaylaştıran, bilgilendirici ve işlevsel resimlerle zenginleştirilmiştir.								
8. Ders kitabı, tam ve detaylı bir içindekiler tablosuna sahiptir.								
9. Ders kitabında dil içeriği, konu içeriği ve görünüş açısından hatalar içermemektedir.								
10. Ünitelerin kendi içindeki organizasyonu, anlaşılırdır ve takip etmesi kolaydır.								
11. Materyallerin sıralanışı ve derecelendirilmesi mantıklı bir şekilde hazırlanmış ve birbirini destekler tarzdadır.								
12. Ders kitabı, dünya çapında güncel olan dil öğrenim teori ve uygulamaları ile uyumludur.								
DESTEKLEYİCİ MATERYALLER				1	2	3	4	5
13. Ders kitabı, eğlendirici şarkılar ve hikâyeler gibi görsel ve işitsel materyaller ile desteklenir.								
14. Materyaller, çeşitli dil öğretim yaklaşımı ve öğrenim tarzları için kolayca adapte edilebilirdir.								
15. Ders kitabı ve destekleyici kaynaklar dört dil becerisine dengeli bir şekilde yer verir.								
16. Kitapla birlikte kullanılacak resim kartları mevcuttur.								
17. Öğretmen kitabı, ders kitabının en iyi şekilde nasıl kullanılacağı hakkında rehberlik eder.								
18. Öğretmen kitabı, öğretmenin derse hazırlanması sırasında zaman ve enerji tasarrufu yapmasına yardımcı olur.								
1	2	3	4	5				

Tamamen Katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle Katılmıyorum				
				1	2	3	4	5
19. Öğretmen kitabı, açık ve detaylı bir rehberlik içerir.								
20. Öğretmen kitabı, dil öğretim yöntem ve teknikleri hakkında tavsiyelerde bulunur.								
21. Çalışma kitabı, seviyeye uygun ve ders kitabını pekiştirici aktiviteleri içerir.								
22. Çalışma kitabı, öğrencilerin kendi başlarına yapabilecekleri alıştırmaya ve etkinlikleri içerir.								
KİTABIN AMAÇLARI				1	2	3	4	5
23. Kitabın amaçları, benim dersle ilgili amaçlarımla örtüşmektedir.								
24. Ders kitabının amaçları, öğrencilerin ilgi ve ihtiyaçları ile ilgilidir.								
25. Ders kitabının amaçları, dünyadaki modern gelişmelerle uyumludur.								
KONU İÇERİĞİ				1	2	3	4	5
26. İçerik, öğrencilerin dil seviyesine, ihtiyaç ve ilgilerine göre organize edilmiştir.								
27. Kitap; şiir, roman, oyun gibi farklı edebi türleri içerir.								
28. Kitap farklı kültür, gelenek ve göreneklere konu alan metinler içerir.								
29. Konular ve metinler cinsiyet, ırk ve benzeri konularda herhangi bir ayrımcılık içermemektedir.								
30. Ders kitabı içerisinde çocukların ilgisini çekecek karakterlere yer verilmektedir.								
DİL YAPISI				1	2	3	4	5
31. Ders kitabında kullanılan dil, gerçek hayatta kullanılan İngilizce ile örtüşmektedir.								
32. Kitapta kullanılan dil, öğrencilerimin mevcut İngilizce seviyelerine uygun düzeydedir.								
33. Ders kitabındaki dil içeriği, basitten karmaşığa ve kolaydan zora doğru sıralanmıştır.								

1	2	3	4	5
Tamamen Katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle Katılmıyorum

BECERİLER, ETKİNLİKLER VE ALIŞTIRMALAR	1	2	3	4	5
A) DİNLEME					
34. Kitapla birlikte sunulan dinleme materyallerine kolay erişilebilir.					
35. Dinleme kayıtları, gerçek hayatta yapılan konuşmalarla benzerlik gösterir.					
36. Dinleme materyalleri ve etkinlikleri, öğrencinin dinleme becerisini geliştirmek için uygundur.					
B) KONUŞMA					
37. Konuşma alıştırmaları ve etkinlikleri öğrencileri kendi ilgi duydukları konularla ilgili konuşmaya yönlendirir.					
38. Konuşma materyalleri gerçek hayattaki diyalogları sunmaktadır.					
39. Konuşma materyalleri ve alıştırmaları öğrencilerin konuşma becerisini geliştirmek için uygundur.					
C) OKUMA					
40. Okuma metinleri ve alıştırmaları belli bir sıralama içinde ve düzeye göre verilmiştir.					
41. Okuma metinleri güncel, ilginç ve anlamlıdır.					
42. Okuma metinleri ve alıştırmaları öğrencilerin okuma ve anlama becerilerini geliştirmek için uygun ve yeterlidir.					
D. YAZMA					
43. Yazma becerisi alıştırmaları, ilgi çekicidir ve öğrenciyi yazmaya yönlendirir.					
44. Yazma becerisi materyalleri ve alıştırmaları öğrencinin yazma becerilerini geliştirmesi için uygundur.					
E. KELİME					
45. Kitabın tamamında kelime yükü basitten zora doğru giden dengeli bir dağılım ile verilmiştir.					
46. Ders kitabı, kelime bilgisini öğrencinin yaşına ve seviyesine uygun yöntemlerle sunar.					

1	2	3	4	5
Tamamen Katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle Katılmıyorum

	1	2	3	4	5
47. Kitabın sonuna eklenmiş olan kelime listesi yeterlidir.					
48. Yeni kelimeler, sonraki ünitelerde bulunan metin ve alıştırmaların içerisinde tekrar edilmektedir.					
F) DİLBİLGİSİ					
49. Dilbilgisi alıştırmaları, konuları öğrenmeyi kolaylaştırmaktadır.					
50. Dilbilgisi konuları, detaylara girmeden kısa ve kolay açıklamalar ile verilmektedir.					
51. Dilbilgisi konuları, sonraki ünitelerde tekrar edilmektedir.					
52. Dilbilgisi örnekleri ve alıştırmaları, öğrenciler için uygun ve yeterlidir.					
53. Dilbilgisi kuralları, tümevarımsal (inductive) bir şekilde verilmektedir.					

APPENDIX 3

THE OPEN-ENDED QUESTIONS - ENGLISH VERSION

QUESTIONS

1- What are the strengths of the coursebook?

2- What are weaknesses of the coursebook?

3- What are the problems that you meet while using the coursebook?

4- What suggestions do you make for the improvement of the coursebook?

APPENDIX 4

THE OPEN-ENDED QUESTIONS – TURKISH VERSION

AÇIK UÇLU SORULAR

1- Sizce ders kitabının güçlü yönleri nelerdir?

2-Ders kitabının zayıf yönleri nelerdir?

3-Kitabı kullanırken karşılaştığınız problemler nelerdir?

4-Ders kitabının daha da geliştirilmesi için ne tür önerilerde bulunursunuz?
