

**TC
MERSİN UNIVERSITY
INSTITUTE OF EDUCATIONAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGE EDUCATION**

**EVALUATING USER VIEWS OF MONE-APPROVED 7TH GRADE EFL
COURSEBOOKS THROUGH A LOCALIZED WEIGHTED CHECKLIST**

MA THESIS

ESİN DÜNDAR

SUPERVISOR

ASSIST. PROF. DR. MELİHA R. ŞİMŞEK

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Eđitim Bilimleri Enstitüsü M¼d¼rl¼đ¼'ne,

Bu alıřma j¼rimiz tarafından Yabancı Diller Eđitimi Anabilim Dalında Y¼KSEK LİSANS TEZİ olarak kabul edilmiřtir.

Başkan


Yrd. Do. Dr. Meliha R. řİMŐEK

(Danıřman)

¼ye.....


Yrd. Do. Dr. D¼nercan D¼N¼K

¼ye.....


Yrd. Do. Dr. Neře CABAROĐLU

Onay

Yukarıdaki imzaların, adı geen ęđretim ¼yelerine ait olduđunu onaylarım.


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ABSTRACT

This study aimed to evaluate MoNE approved seventh grade English coursebook *Sunshine 7* from the perspectives of coursebook users. For the evaluation of the coursebook, Importance-weighted Local Textbook Evaluation Checklist (ILTEC) teachers' and students' forms were developed by the researcher. The criteria in the checklists were determined through the interviews with English teachers and seventh grade students. The mixed method was applied as the research design. Quantitative data were obtained through the checklists administered to 500 seventh grade students and 85 English teachers using *Sunshine 7* in Mersin. Qualitative data were collected through the interviews, open ended questions in the checklist forms, metaphor study carried out with students and question form of the coursebook writer. For the development of the checklists exploratory and confirmatory factor analyses were applied. For the analyses of quantitative data overall satisfaction scores and importance-weighted scores were calculated besides the frequencies, percentages and standard deviations of the responses for each item. Importance weighted scores were used to find out which features the teachers and students gave priority and to what extent the coursebook possessed these primary features. In order to clarify whether there were significant difference among the responses of the teachers according to their gender, years of experience and duration of coursebook use in a class hour, independent samples t test and one way ANOVA analyses were also applied. The results revealed that the importance-weighted scores of the majority of the participants were considerably low as well as their satisfaction levels. These low scores showed the coursebook was ineffective both for the teachers and students. Furthermore, the content and design of the coursebook were not designed according to the needs of the coursebook users. Supporting the results obtained from quantitative data, the general profile of the students' metaphors on coursebook was found to be negative. Standing at the other side of the issue, the responses of the writer showed that coursebook writing was a hard process and not only the coursebook users but also the writers were not satisfied with the system in which they had been trying to design a material.

Key Words: Coursebook evaluation, user views, importance weighted, local checklist

ÖZET

Bu çalışmanın amacı MEB onaylı Sunshine 7 İngilizce ders kitabının öğretmen ve öğrenciler tarafından değerlendirilmesidir. Kitabın değerlendirilmesi için önem ağırlıklandırmasına dayalı öğretmen ve öğrenci kontrol listeleri araştırmacı tarafından geliştirilmiştir. Kitap değerlendirme ölçütleri İngilizce öğretmenleri ve yedinci sınıf öğrencileriyle yapılan görüşmeler sonucunda belirlenmiştir. Çalışmanın araştırma deseni karma yöntem olup çalışmanın nicel verileri Mersin il merkezindeki ortaokullardan 500 yedinci sınıf öğrencisi ve 85 İngilizce öğretmenine uygulanmış kontrol listelerince elde edilmiştir. Nitel veriler ise kontrol listelerinde yer alan açık uçlu sorular, görüşmeler, metaphor çalışması ve kitap yazarı için oluşturulan soru formu kullanılarak elde edilmiştir. Ölçeklerin geliştirilme aşamasında açılıyıcı ve doğrulayıcı faktör analiz yöntemlerine başvurulmuştur. Toplam memnuniyet puanları ve ağırlıklı puanların hesaplanmasının yanı sıra, her bir madde için verilen cevapların yüzde, frekans, ortalama ve standart sapma değerleri hesaplanmıştır. Çalışmada önem ağırlıklandırması öğrenci ve öğretmenlerin ders kitabı değerlendirmede öncelikli ölçütlerinin neler olduğunu ve ders kitabının bu ölçütlere ne derece sahip olduğunu saptamak amacıyla kullanılmıştır. Öğretmenlerce verilen cevapların mesleki deneyim, cinsiyet ve bir ders saati içerisinde ders kitabını kullanım süresi açısından farklılaşıp farklılaşmadığını incelemek için bağımsız örneklem t testi ve tek yönlü varyans analizlerine başvurulmuştur. Elde edilen veriler gerek öğrenci gerekse öğretmenlerin toplam memnuniyet ve ağırlıklı puanlarının oldukça düşük olduğunu göstermektedir. Bu durum ders kitabının içeriksel ve tasarımsal olarak kitap kullanıcılarının ihtiyaçlarına cevap veremediğini ortaya çıkartmıştır. Öğrencilerce oluşturulan metaforların genel olarak olumsuz anlamlar taşıması nicel verileri destekler niteliktedir. Sistemin bir parçası olan yazar ise kitap yazım sürecinin oldukça zor olduğunu altını çizmiş ve yazarların da öğrenci ve öğretmenler kadar sistemden memnun olmadıklarını ifade etmiştir.

Anahtar Kelimeler: Ders kitabı değerlendirme, kullanıcı görüşleri, önem ağırlıklandırması, yerel denetim listesi

TABLE OF CONTENT

APPROVAL PAGE.....	i
ACKNOWLEDGEMENTS.....	ii
ABSTRACT.....	iii
ÖZET.....	iv
TABLE OF CONTENT.....	v
LIST OF TABLES.....	viii
LIST OF FIGURES.....	ix
LIST OF ABBREVIATIONS.....	ix
CHAPTER ONE.....	1
INTRODUCTION.....	1
1.1. Statement of the Problem.....	3
1.2. Purpose of the study.....	4
1.3. Significance of the study.....	5
1.4. Limitations.....	6
1.5. Definition of the Terms.....	7
CHAPTER TWO.....	8
REVIEW OF LITERATURE.....	8
2.1. Coursebook as a language teaching material.....	8
2.2. Evaluation of coursebook.....	14
2.3. Coursebook Evaluation Checklists.....	20
2.4. Coursebook Evaluation through Metaphors.....	27
2.4. Related Studies in Turkey.....	31
2.5. Related Studies Abroad.....	35
CHAPTER THREE.....	41
METHODOLOGY.....	41
3.1. Research Design.....	41
3.2. Participants of the Study.....	42
3.3. Data Collection Procedure.....	45
3.4. Data Collection Tools.....	46

3.4.1. The Teachers' Form of ILTEC.....	46
3.4.2. The Students' Form of ILTEC	49
3.4.3. Interviews.....	52
3.4.4. Coursebook Metaphors	52
3.4.5. The Writer's Question Form	52
3.5. Data Analysis.....	53
3.5.1. Analyses of the Quantitative Data.....	53
3.5.2. Analyses of the Qualitative Data.....	54
CHAPTER FOUR.....	60
FINDINGS OF THE STUDY	59
4.1. Introduction	59
4.2. The Opinions of the Teachers on the Efficacy of the Coursebook.....	59
4.2.1. The Teachers' Opinions on Teaching Context and Situations	60
4.2.2. The Teachers' Opinions on Exercise and Activities.....	63
4.2.3. The Opinions of the Teachers on Textbook Content.....	65
4.2.4. The Opinions of the Teachers on the Coursebook's Sensitivity to Socio-Cultural Issues	68
4.2.5. The Opinions of the Teachers on Organization and Visual Design.....	70
4.2.6. The Opinions of the Teachers on Supplementary Materials.....	72
4.2.7. The Relation between the Teachers' Opinions about the Efficacy of the Coursebook and Gender.....	76
4.2.8. The Opinions of the Teachers on the Coursebook in accordance with Professional Experience.....	77
4.2.9. The Opinions of the Teachers on the Coursebook in accordance with Duration of Coursebook Use.....	79
4.3. Teachers' Responses about Strengths and Weaknesses of the Coursebook	80
4.4. Teachers' Responses to Interview Questions.....	84
4.5. The Opinions of the Students on the Efficacy of the Coursebook	89
4.5.1. The Opinions of the Students Regarding Visual Design	89
4.5.2. The Opinions of the Students Regarding Cultural Awareness	91
4.5.3. The Opinions of the Students Regarding Students' Needs.....	93

4.5.4. The Opinions of the Students Regarding Self-Instruction.....	95
4.5.5. The Opinions of the Students Regarding Overall Construction	97
4.5.6. The Opinions of the Students Regarding Authenticity.....	99
4.6. Students’ Responses Regarding Their Favorite Features of the Coursebook.....	103
4.7. Students’ Responses to the Interview Questions.....	105
4.8. Content Analysis of Students' Metaphors of the Coursebook.....	110
4.9. The Content Analysis of the Writer’s Answers to the Survey	118
CHAPTER FIVE.....	123
DISCUSSION	122
CHAPTER SIX.....	137
CONCLUSION AND RECOMMENDATIONS.....	137
6.2. Recommendations for Further Studies.....	138
6.2.1. Recommendations for MoNE	138
6.2.2. Recommendations for Coursebook Writers	138
6.2.3. Recommendations for English Teachers.....	139
REFERENCES.....	140
APPENDIX A	153
APPENDIX B.....	153
APPENDIX C.....	153
APPENDIX D	153
APPENDIX E.....	153
APPENDIX F.....	153
APPENDIX G	153
APPENDIX H	153
APPENDIX I.....	172
APPENDIX J.....	173
CURRICULUM VITAE.....	175

LIST OF TABLES

Table 1. Advantages and Disadvantages of the Textbooks	9
Table 2. Analysis of the Checklists	24
Table 3. The Comparison of Three Studies Regarding Their Conceptual Categories.....	30
Table 4. Demographic Features of the English Teachers	44
Table 5. Factor Loads of Each Item in Teachers' Form of ILTEC	48
Table 6. Teachers' Responses Regarding Teaching Context and Situations	61
Table 7. Teachers' Responses Regarding Exercise and Activities.....	64
Table 8. Teachers' Responses Regarding Textbook Content.....	67
Table 9. Teachers' Responses Regarding Sensitivity to Socio-Cultural Issues.....	69
Table 10. Teachers' Responses Regarding Organization and Visual Design	71
Table 11. Responses of Teachers Regarding Supplementary Materials.....	73
Table 12. Importance-weighted Item Frequencies	74
Table 13. Weighted and Un-weighted Evaluation Scores	75
Table 14. Coursebook Evaluation Checklist T-Test Results According to Gender.....	77
Table 15a. Descriptive Statistics of the Teachers' Evaluation Scores in accordance with Professional Experience	77
Table 15b. Analyses of Teachers' Opinions in accordance with Experience Years	78
Table 16a. Descriptive Statistics of the Teachers' Evaluation Scores in accordance with Coursebook Use	79
Table 16b. Analyses of Teachers' Opinions in accordance with Duration of Coursebook Use.....	80
Table 17. Strengths and Weaknesses of the Coursebook According to Teachers	81
Table 18. The Supplementary Materials Used by the Teachers	83
Table 19. The Role of the Coursebook in a Class According to Teachers	84
Table 20. Students' Responses Regarding Visual Design.....	90
Table 21. Students' Responses Regarding Cultural Awareness	92
Table 22. Students' Responses Regarding Students' Needs	94
Table 23. Students' Responses Regarding Self-Instruction	96
Table 24. Students' Responses Regarding Overall Construction	98

Table 25. Students’ Responses Regarding Authenticity	100
Table 26. Importance-Weight Frequencies of Students’ Form	101
Table 27. Importance-weighted and Un-weighted Evaluation Scores of the Students....	102
Table 28. Students’ Responses about Their Favorite Features of the Coursebook.....	103
Table 29. Classification of Learner Metaphors for the Coursebook.....	110
Table 30. Exemplars of Students’ Coursebook Metaphors	113

LIST OF FIGURES

Figure1. Summary of pro and anti-textbook views.....	13
Figure 2. Options for coursebook use.....	14
Figure 3. Closing the circle.....	16
Figure 4. Total process model.....	18
Figure 5. Criteria for the publishing of MoNE-approved textbooks.....	19
Figure 6. The classification of textbook evaluation criteria.....	36
Figure 7. Strengths and weaknesses of the mixed method design.....	41
Figure 8. Concurrent triangulation design.....	42
Figure 9. Eigenvalue factor graph.....	43
Figure 10. The results of confirmatory factor analysis.....	47
Figure 11. Content analysis steps.....	50
Figure 12. Summary of research design.....	58
Figure 13. The priorities of the coursebook writers and users.....	121
Figure 14. Common opinions of the coursebook users about the coursebook.....	122

LIST OF ABBREVIATIONS

ELT	English Language Teaching
ILTEC	Importance-weighted Local Textbook Evaluation Checklist
MoNE	Ministry of National Education

CHAPTER ONE

INTRODUCTION

English language teaching textbook industry is a profitable and big business, providing lots of alternatives for the ELT world (Sheldon, 1988; Hadley, 2014). The leading factor for ELT publishing to become such a big business is the role and importance of the textbook itself in a classroom. As Benevento (1984) underlines the moment foreign language teachers meet, they ask each other which coursebook they use in their class. Even today, surrounded by technological facilities, most of the teachers prefer to enter the classroom with their textbooks in their hands. The reason behind this sort of habit can be textbooks' providing a convenient classroom environment for both the teacher and the students (Hutchinson and Torres, 1994). Textbooks are one of the printed materials, presenting the curriculum, guiding teachers during the lesson planning process and providing comprehensible information for the students. In a classroom where textbooks are used, teachers and students feel more comfortable and safe and also textbooks affect the attitudes and willingness of the students about attending the course (Tok, 2010).

Being a guide for the teacher while organizing the lesson, especially textbooks are the most popular material both for teachers and learners. Just like a maestro, a textbook operates the classroom in terms of the things to be learned and taught. The crucial role of the textbook is described by several researchers with similes. Sheldon (1988, p. 237) claims that these materials are the “*visible heart of ELT program*” or Awasthi (2006, p. 1) defines them as a “*memory aid*” for the students. However, these materials have been criticized as they present an artificial and isolated setting from the real world about the language objectives. The general tendency among the researchers is to accept the importance, or at least the place of the textbook in teaching learning situations. Even there are some anti-textbook views; it is still a debate whether they are the guardian angels of the teachers and the students or the evils, creating a monotonous classroom environment. The primary logic behind using a textbook, which is expected to provide the information in an organized and interesting way, is to reinforce the teaching and learning process both for the teacher and the learners but most of the teachers put them in such a place that they even try to adapt their lesson plan according to them although it is expected from the materials to fit the plans of the teachers (Edge, 1993). Furthermore, the textbooks are not magic wands. It is not rational to expect them to serve as a teacher who is responsible for considering each of the students' needs, deciding on which activity to use, and making the material meaningful for the students (Edge, 1993).

As they are the ones who are using the textbooks, understanding the opinions of the teachers and students about the textbook as a material is also essential. In his study McGrath (2006), analyzing the metaphors of teachers and students for the textbooks, revealed that teachers describe the textbook as a “*map, blind man’s stick, daily bread, lighthouse, menu, coal mine*” and the students see them as a “*bible, library, goldmine, food, key of exam, coach*”. All these words are enough to understand the importance of these materials for the teachers and students. They believe that these materials support their teaching and learning, a guiding resource and something vital for the education. However, the same study of McGrath (2006) shows that according to teachers, the textbook is a “*millstone or road block*” and students associate them with “*sleeping pills, annoying parent, toothache*”. All of these words connote negative feelings. It may not be wrong to say that teachers and students just like researchers are divided on this issue of textbook. These materials help them to organize their lessons, guide them for the next step and save them from the trouble of preparing materials for each lesson. Besides, all these help and guidance create a teacher image, which is just doing what the textbook says. Despite all the benefits, the textbooks provide, make it impossible for the teachers to quit using them. Sheldon (1988) is the one who describes the textbooks best by saying that they are “*the necessary evils*”.

As mentioned before, ELT textbook publishing is an industry and intrinsically a market, based on the system between producers and consumers. This market provides several textbook options for the teachers and creates a challenging selection process as these materials have become commercial products rather than educational tool in the first place. In order to identify its pedagogical strength and weaknesses and select the right one for their students, teachers have no other choice but evaluating the textbooks. In a class where teacher designs the structure of the lesson by taking the coursebook as a base and content, method and process is being controlled by the coursebook, students have no other choice to learn the subject through the methodology constructing the basis of the coursebook. The reason behind the importance of the textbook is its effect on every single thing in class and its core methodology’s taking the control over the whole learning process (Kitao and Kitao, 1997). To feel the confidence of using the right and effective textbook for their students, it is inevitable for the teachers to evaluate the textbooks in detail by using the appropriate criteria.

Textbook evaluation consists of three phases; evaluating the textbook before using it in the classroom, which helps a teacher to select the best one among the others, evaluating the textbook while using it in class, which provides opportunity to identify the material and see its strength and weakness, and evaluating the textbook after using it in the class, showing the effectivity of the material in

practice. An effective evaluation involves these three types within itself. However, the situation of the English teachers in Turkey shows that there is no possibility for the teachers to make a pre-use evaluation as for the state schools Ministry of National Education (MoNE) provides the textbooks, which are chosen by the board itself. When this is the case, what should an English teacher do? If s/he has nothing to do with the coursebook selection process, does s/he just bow to the inevitable and use the textbook as it is? Textbook evaluation is not just for selection. To have a better understanding and make up the shortages in accordance with the needs of the students, a teacher evaluates the available textbook in detail as well and this situation brings the need and importance of specifying the right criteria with itself.

Analyses of the textbook evaluation checklists in the literature show that there is no ideal set of criteria. Although these accepted tools have some common criteria, each of them provides a general understanding of textbook evaluation from their own perspectives. Most of the textbook evaluation studies in Turkey have the tendency of adapting criteria and items of these checklists in the literature. However, the issue in evaluation of the textbook is not carrying out the process with the use of a checklist. The point to be considered in great detail is setting the criteria which can exactly respond to the needs of the users, in other words the local needs.

1.1. Statement of the Problem

Considering the common use and the role of this material in the classroom, it becomes even more important to make the right decision on the selection of the textbooks. Textbook selection and evaluation process is too crucial to be conducted excursively. There are several variables that the evaluator or the teacher has to bear in mind. Evaluation of the textbook is not just opening the book and looking at the pages and images. The evaluator must have some questions to be posed about the textbook such as the reason behind using the textbook, in which context the textbook is being used, what are the demographic and pedagogical features of its users, whether the content provided by the textbook is appropriate or the textbook needs supportive materials. All of these questions asked by the evaluator generate the criteria for the textbook evaluation. The criteria are the necessary components of the evaluation as it affects the objectivity of it. Conducting the evaluation without defining the criteria, the evaluator or the teacher can make subjective judgments which results in missing the useful features of the material (Hutchinson and Waters, 1991).

The literature provides several coursebook evaluation tools for the evaluators. The general tendency of the textbook evaluation studies is to take the accepted checklists in the literature like Cunningsworth (1984), Sheldon (1988), Breen and Candlin (1987), McDonough and Shaw (1993) and Grant (1990) as a base to specify the criteria for the evaluation. Use of predetermined criteria, which are specified for any other contexts and textbooks, means accepting that all the circumstances in the context and the needs of the students are just like the same as the ones in which the criteria are specified (Harmer, 2001; Shatory and Azargoon, 2012). Using the same scales for the analysis of the textbook with different levels and in different contexts may have negative effect on the reliability of the evaluation. Every context has its own features and all the classes have their own needs. Insistence on using adapted checklists with no reliability and validity (Mukundan and Hour, 2010; Shatory and Azargoon, 2012), which are developed for their specific situations, misleads the evaluation of a specific textbook in a definite context and affects the evaluation process negatively. When we analyze the situation in Turkey, the adaptations of these evaluation tools, available in the literature, in the studies in Turkey drag the evaluations of the local textbooks into a vicious circle. As a result, some of the checklists end up as containing the same criteria or even the same items. By bearing all of these things in mind, it may not be wrong to say what is needed is to design a local checklist with clear and flexible criteria to make a proper evaluation. The word “local” here represents the cultural, social and even political features of a particular context and the need, expectations and background of the textbook users in terms of language education in this specific area. The local checklist shows the expectations of users from a textbook in an item form. Proceeding from these issues, this study focuses on the user views about the effectivity of 7th grade English textbooks and development of a textbook evaluation checklist with local criteria.

1.2. Purpose of the study

The aim of the study is to investigate the user views about the efficacy of MoNE-approved 7th grade English textbook, used during 2014-2015 academic year. The research questions are presented below;

1. What are the opinions of the English teachers about the efficacy of MoNE-approved 7th grade English textbook?

1. A. Do the opinions of the teachers about efficacy of MoNE-approved 7th grade English textbook vary across gender?

1. B. Do the opinions of the teachers about efficacy of MoNE-approved 7th grade English textbook vary across professional experience?

1. C. Do the opinions of the teachers about efficacy of MoNE-approved 7th grade English textbook vary across the duration of textbook use during a lesson hour?

2. What are the opinions of the students at seventh grade about the efficacy of MoNE-approved seventh grade English textbook?

3. How does the coursebook writer evaluate the coursebook writing process?

1.3. Significance of the study

Evaluation of ELT coursebooks and development of a checklist for their selection has been the subject of lots of studies conducted both in Turkey and abroad. As a result of its being a subject in great demand in the field, it is possible to find so many alternative checklists in the literature (Davison,1976; Tucker,1978; Dauod and Celce-Murcia, 1979;Candling and Breen,1980; Rivers, 1981; Mariani, 1983;Williams, 1983;Breen and Candlin, 1987; Sheldon,1987, 1988; McDonough and Shaw, 1993; Cunningsworth, 1995; Harmer,1991, 1998; Roberts, 1996; Ur, 1996; Brown, 1997; Hemsley, 1997; Gearing, 1999, etc.).The studies on checklist development in Turkey show bidirectional tendency. Among the studies it is possible to find adaptation of the checklists available in the literature (Arıkan, 2008; Aytuğ, 2007) and also there are Likert Type scales which are designed by the researchers by analyzing the checklists in the literature to define criteria (Çakıt, 2006; Özdemir, 2007; Çelik, 2011). The study of Ansary and Babaii (2002), in which the checklists in the literature are analyzed in order to define the universal characteristics of ELT textbooks, shows that the criteria in these checklists are universal and both these checklists and the evaluation tools, obtained from these checklists, are not qualified enough to evaluate local textbooks. As Mahfoodh and Bhanegaonkar (2013) state a textbook which is especially designed for a certain group may not be appropriate or right for another group and it is crucial to use the right evaluation tool for an appropriate evaluation. Different from other studies, the contribution of this present study to the field is that the checklists focus on local features in the coursebooks, not the universal characteristics, in other words the checklist have items focusing on the educational and social features of the particular situation in which the study is conducted and the needs and expectations of the textbook users in this specific context. During the checklist development process, the evaluation criteria has been specified on the basis of the opinions of the students and the teachers about

the qualities of an effective coursebook must have, and which have been gathered through interviews. The students and teachers determine the features in accordance with their needs. Consequently, a local checklist, the criteria of which can satisfy the needs of students and teachers, has been developed. The opinions of the teachers and students were compared to understand on which issues about the textbook and to what extent their opinions were parallel. Not only the teachers and students but also the coursebook writer has a part in the study. A question form was prepared to take the writer's opinions about the coursebook writing and publishing process and to see whether the writer is aware of the opinions of teachers and students on the textbook they have designed.

The other contribution of this study to the field is that the checklists developed in the study have "importance- weighted" scoring system, which has been used in so many studies from employees' job satisfaction to service quality in the field of quality management in business (Cronin and Taylor, 1994; Parasuraman, Zeithami and Berry, 1994). Used in the studies of Life Quality (Trauer and Mackinnon, 2001; Russell, Huble, Palepu and Zumbo, 2006), importance – weighted, according to Wu and Yao (2006), is the final point and serves for having a better understanding about the opinions and perceptions of the participants during the scoring process. Importance-weighting, which is based on the system of associating the satisfaction points on the item basis and the level of significance, have been applied in many scales like Comprehensive Life Quality Scale (Cummins, 1997), Life Quality Inventory (Frisch, Cornell, Villanueva and Retzlaff, 1992). In this study, different from the others in the literature in addition to its providing information about the efficacy of the textbooks, it also make it possible for the participants to specify a significance level by ranking each item as the most important to less.

1.4. Limitations

The limitations of this present study are;

1. 85 English teachers working in Mersin
2. 500 7th grade students in Mersin
3. MoNE- approved 7th grade English textbook
4. Writer of MoNE- approved 7th grade English textbook

1.5. Definition of the Terms

Material: Any visual or auditory instructional resource used to support teaching and learning

Textbook: A basic printed instructional material representing the curriculum for the students

Evaluation: In-depth investigation

Material Evaluation: Specifying the strength and weaknesses to select and identify

Criteria: Principles for evaluating the textbook

Checklist: A list of criteria used for the textbook evaluation

CHAPTER TWO

REVIEW OF LITERATURE

2.1. Coursebook as a language teaching material

Language instruction consists of five important structures: student, teacher, material, teaching methods and evaluation system (Mahfoodh and Bhanegaonkar, 2013). The term “material” contains anything to be used in language learning situations in it (Tomlinson, 2001). Materials can be in different forms such as linguistic, visual or auditory and there are four kinds of material: (1) instructional material which enlightens learners about the language to be taught, (2) experiential material which provides opportunity for the learners to use the language, (3) elicitive material which encourages learners to use the language and (4) exploratory materials which tries to find out the use of language (Tomlinson, 2001). The instructional materials are divided into two groups; printed materials such as coursebooks, workbook or teacher’s book and non-print ones such as the audios of the coursebook, DVDs and software (Tok, 2010). On the other hand, it is also possible to categorize the materials as “*published, teacher produced, authentic and student*” (Edge, 1993). All these materials are crucial in language learning context. The need or the logic behind using a material in a classroom is to represent the language instructions and reach the objectives in an organized and meaningful way. There are many material choices for a language classroom in order to motivate students and make connection with the daily life, even students themselves can be seen as a material (Edge, 1993). However, among language teaching materials which provide invaluable help to students during the learning process, textbooks, often used by language teachers, have an essential place (Moghtadi, 2014). The role of the textbook in a classroom has been the motive for the researchers and this situation results in ELT textbook’s being subject of many studies. Under these circumstances, it is possible to find many descriptions of the textbook by different researchers in the literature. “*An almost universal component of ELT world*” by Hutchinson and Torres (1994: 315), “*one of the three elements as the teacher and learners in ELT classroom*” by Allwright (1981) are just the two of many descriptions. The textbook is basically a whole of pages which presents the input in different forms, can be accessed both by the teachers and learners, is the representative form of the curriculum, creates a productive classroom environment both for the teachers and students, and includes language structures supported with auditory materials and visuals (Hutchinson and Torres, 1994; Cunninsworth, 1995; Ur, 1996).

As mentioned above, it's the role of the textbook in a classroom which makes it irreplaceable for a teacher and worth to study for the researcher. Although it appears to be a bunch of pages, the textbook has an essential place in a classroom. Cunningsworth (1995: 7) explains the roles of course books in ELT as:

- *It presents the spoken and written language*
- *It provides activities for the students in order to practice*
- *It is a source of grammar, vocabulary, pronunciation, etc.*
- *It provides language activities and ideas to apply in the classroom*
- *It reflects the syllabus*
- *It provides opportunities for self-instruction*
- *It helps trainee teachers to gain confidence*

Crawford (2002) claims that the effectivity of the materials is a controversial topic. Although all these roles the textbook undertakes and the obvious need for this material in the classroom are associated with some sort of sacredness, the textbooks are not pedagogically perfect as they are marketing products in the first place. Besides having all these roles, textbooks are criticized by many researchers as they also bring quite a few disadvantages with them into the class. Table 1 shows the opinions of the researchers about the advantages and disadvantages of these materials.

Table 1. *Advantages and Disadvantages of the Textbooks*

Advantages of the textbooks	
1. Being capable of meeting the needs of the classroom.	Hutchinson and Torres (1994)
2. Providing a secure classroom environment both for the teachers and learners as it provides a clear structure.	
3. Providing opportunity for classroom interaction.	
4. Giving the chance to the teacher for making decision on which part to use and how to use related to the classroom context.	
1. Informing both the teacher and the student about the structure of the lesson and what is going to happen next	

<ul style="list-style-type: none"> 2. Serving as a syllabus. 3. Being the cheapest material. 4. Easy to carry. 5. Being a support for inexperienced teachers. 6. Helping students to be more independent in their learning. 7. Not needing electricity or internet to be used. 	Ur (1999)
<ul style="list-style-type: none"> 1. Providing revision opportunity for the students. 2. Making teacher even prepared for the lesson at the last moment, feel safe and confident. 3. Providing alternative activities and resources. 4. Offering a syllabus. 5. Being a source of attractive texts for the learners. 	Harmer (2001)
<ul style="list-style-type: none"> 1. Providing a well- organized plan for the learners. 2. Training teachers with limited experience. 3. Being attractive with colorful design for the students and teachers. 4. Being a support for the non-native teachers about the language input. 5. Saving the time of the teachers by being a ready-made material. 6. Providing supportive materials like workbooks, CDs, teacher's guide. 7. Being an already-tested material for the students. 	Richards (2001)
<ul style="list-style-type: none"> 1. presenting affluent text types and impressive visuals, 2. give learners the opportunity of being independent, 3. Providing extra resources. 	Tomlinson (2008)
<ul style="list-style-type: none"> 1. Providing the opportunity to revise the structures. 	Ramzjoo (2010)

2. Making students to feel safe by presenting the structures in an order.

Disadvantages of the textbooks

1. Turning teachers into a manager dealing with an already planned teaching situation by coursebook writer. Littlejohn (1992)

1. Not being capable of meeting the needs of the whole class.
 2. Not including attractive texts to take the attention of every learner.
 3. Creating a boring classroom atmosphere. Ur (1999)
 4. Not appealing to the every learner types.
 5. De-skilling the abilities of the teachers.

1. Not allowing students and teachers to control over teaching learning situations.
 2. Ignoring the innovations in language teaching. Harmer (2001)
 3. De-motivating students and teachers by its routine.
 4. Being inconvenient in terms of culture.

1. Presenting inauthentic language
 2. Not presenting the real world issues.
 3. Produces as a global material, not meeting the local needs. Richards (2001)
 4. Disabling the teaching abilities.
 5. Being expensive.

1. Not being effective in meeting the local needs as being published with commercial aims. Harwood (2005)
 2. As a marketing product not giving priority to the educational values.

1. being inappropriate for the level of the students,
 2. not being effective for the language

experience outside the class,

3. presenting too much de-
contextualized examples of language
structures,

4. presenting too much mechanical
activities,

5. underestimating the abilities of the
learners,

6. not facilitating the everyday use of
language

Tomlinson (2008)

As it is seen in Table 1, several researchers have emphasized the advantages which are the role of the textbooks as a guide; a main resource and support for the teachers and the representation of the input in a structured way for the students. When it comes to the disadvantages, the textbooks are criticized because they: (1) are not related to the real life language, (2) create a monotonous classroom atmosphere and (3) underestimate the role of a teacher in the classroom. All these debates on the advantages and disadvantages of the textbooks lead to three basic views in terms of their use in the classroom. The strong and weak anti-textbook attitudes are not against the textbook itself but against the idea of demanding the textbooks in the trading market and support the fact that textbooks need to be revised (Harmer, 2005). The slight difference between weak and strong anti-textbook approaches is presented in Figure 1. While strong anti-textbook approach is criticizing the material as being nothing but a product in a trading market, weak anti textbook approach has been more moderate towards the material and try to focus on the issue of the need for the revision of the textbook (Harmer, 2005). Pro-textbook view supports the use of the textbook in a classroom and emphasizes the roles of it, on the other hand, strong anti-textbook view believes that students and teachers have nothing to say about the textbook during the selection and it is not possible for a textbook to satisfy the needs of a classroom (Harmer, 2005), which Hutchinson and Torres (1994) disagree with. Hutchinson and Torres (1994) claim that it is impossible for a textbook to meet the needs of all types of learners, the classroom context has to be accepted and it is irrational to choose not to use that book as it does not meet the all needs of the classroom. All these conflicts about the use of textbook bring the question of why the teachers still use the textbooks in their classroom. The answer is the textbook is capable of satisfying the certain needs of a classroom. Whether they have disadvantages or not, only using a textbook make students and teachers feel safe in the class. None of the teachers can think of totally giving up the textbook. Using textbook provides a teacher with the resources and activities appropriate

for the objective of the lesson beforehand, which saves time of the teacher, directs the course in accordance with the curriculum and presents the structure to be taught in an organized and maybe the most convenient way. All of these are the basic needs of a class. As long as the textbook goes on satisfying these needs, it has a steady place. The truth is whether there is a positive or negative attitude towards them; the coursebooks are at the center of language learning process both for students and teachers (Sheldon, 1988).

Strong anti-textbook	Weak anti-textbook	Pro-textbook
Textbook content, no matter of how unsound and inaccurate it may be, is reified, officially sanctioned, and beyond criticism of both teachers and learners	There is scope for both teachers and learners to be misled by textbook content	Teachers and learners make their own minds up about the accuracy of a textbook's content
The individual teacher is in a better position than the textbook writer to determine an appropriate syllabus for their learners. No matter how much structure the textbook can provide, if its syllabus is unsound, teachers and learners will suffer	While the textbook can provide structure, its syllabus should be flexible enough to allow the local teacher to input additional locally appropriate content	Textbooks provide the teacher and learner with a more considered syllabus and structure than week-by-week planning on the part of the teacher
Textbook writers' (and publishers') knowledge of applied linguistics research is patently lacking	Textbooks are taking far too long to incorporate the findings of applied linguistics research	Textbooks are products of years of research and dialogue between teachers, writers, and publishers
Textbooks do not make life easier for the teacher since the material will not be appropriate for local contexts and is unsound	Textbooks may make life easier for the teacher if the material is locally appropriate and pedagogically sound	Textbooks make the overworked teacher's life easier by doing their work for them
The fact a textbook is a commercial artefact means the pedagogical soundness of the materials will inevitably suffer	The fact a textbook is a commercial artefact means the pedagogical soundness of the materials may suffer	There is no inherent tension between sound pedagogy and product marketability

Figure1. Summary of pro and anti-textbook views (Hardwood, 2005, p. 154)

The main objective in a language learning course is to learn how to speak that language. The textbook must contain real communicative activities to reach this aim. In the classes where the teachers have the chance to choose an appropriate book for the students, there is generally less problem as the teacher bears the needs of the students and aim of the course in mind. However, in the classes where teachers have no role in the selection of the coursebook, the situation is different. Teaching language becomes just reading the dialogues and filling the blanks in those classes after a while. A textbook can make life easier for a teacher but the question to be answered here is whether a teacher wants to have an easy life in the class or reach the aims of the course. A textbook is just an artificial material; it is not rational to let it have the control over the all teaching process. An effective language class is a place where students can speak the target

language, not follow the instructions in the textbook. Not for all the courses but for a foreign language course, it is sensible to put aside the textbook and use realia, visual and auditory materials to motivate the students and to make teacher feel confident for the teaching process.

Only a well-selected coursebook, which can only be determined by the teacher, can be useful. What if the teacher is not given any chance to choose the textbook just like the teachers in MoNE? What are the options for a teacher in such a situation? Harmer (2001) suggests options for coursebook use and claims that if a teacher chooses not to use the textbook, s/he can create his or her own material which Harmer (2001) defines as *Do it yourself (DIY) approach*. DIY approach can be difficult to follow as it needs time, access to the resources such as internet, videos, books and it is possible to use the textbook by making some changes (Harmer, 2001). Figure 2 shows the options to use the coursebook.

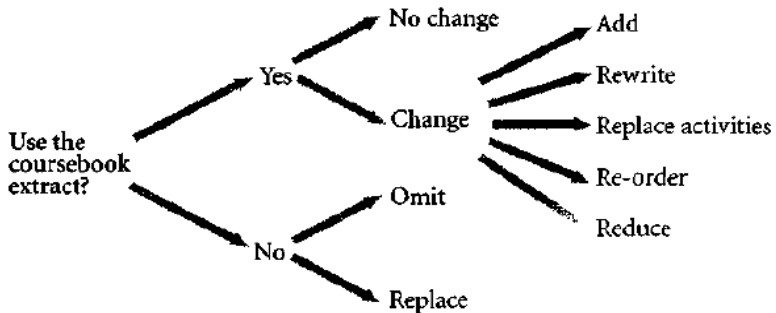


Figure 2.Options for coursebook use (Harmer, 2001, p. 306)

If a teacher chooses to use the selected coursebook, supplying an interesting activity to motivate the students, rewriting the exercise to make it appropriate for the class, reorganizing or not using some of the activities can help teachers to create an effective and motivating lesson for the students (Harmer, 2001). However, the need of the coursebook evaluation is inevitable for the teacher both to select the right coursebook and to make the effective rearrangements.

2.2. Evaluation of coursebook

Naturally the selection process of a textbook is based on the evaluation of the coursebook. Byrd (2001) defines evaluation and selection as a complicated process which can be a part of different scenarios such as teachers' selecting

which textbook to use based on his/her individual decisions, leaving the decision to the administrators or the committee, MoNE being responsible for both the curriculum and the textbook selection. Instead of relying on individual decisions, it is much more reliable to follow a systematic evaluation in which the material is analyzed in terms of its appropriateness to the curriculum, students and teachers (Byrd, 2001). According to Hutchinson and Waters (1991) it is much more appropriate to label the suitability degree as high or low in accordance with the grading. Sheldon (1988) claims that content, design and objectives of the book are three main criteria of the textbook evaluation. However, it is really hard to design one and standard scale during the evaluation which is a subjective action fundamentally and evaluation process cannot be completed until the book is used in a classroom context, because the only way to decide on the appropriateness and success of the book is to use it in the lesson (Sheldon, 1988). There is a possibility of subjective judgments to affect the evaluation process negatively (Hutchinson and Waters, 1991), but evaluation of the coursebook provides information about the content of the book and opportunity for the teacher to make an effective lesson plan by determining the strengths and weaknesses of content (Sheldon, 1988). Furthermore, the evaluation process of the coursebook, which helps teachers for professional development, has a crucial role in understanding the content of the book correctly (Cunningsworth, 1995).

Mahfoodh and Bhanegaonkar (2013) suggest that coursebook evaluation is a process with four stages: (1) specifying the principles for the material design by taking context and the target group into consideration, (2) defining the criteria for the evaluation, (3) using a reliable tool for the evaluation and (4) making the decision based on the evaluation. From the same point of view McDonough, Shaw and Masuhara (2013) also define coursebook evaluation as a process which has three phases; (1) general evaluation in which the flexibility, adaptability and usefulness of the book are evaluated, (2) outer evaluation in which the cover, preface and the content table of the book are examined, (3) lastly, the inner evaluation which is a deeper study. McDonough, Shaw and Masuhara (2013) claim that outer evaluation is focused on the reason why the coursebook is published and on what the objective of the coursebook is. Therefore, during the outer evaluation the design, the objectives stated at the cover page, the content page of the coursebook are examined. In order to analyze the objectives of the coursebook; (1) the readiness level of the students, (2) the target group and their language proficiency level, (3) the classroom environment in which the coursebook will be used, (4) the way how the language is presented and organized, (5) the author's point of view about the methodology and language are also considered (McDonough, Shaw and Masuhara, 2013). During the outer evaluation; an accessible teacher's book, index, vocabulary list, the clear design

and the representation of women and minority groups in the coursebook are another important points to pay attention (McDonough, Shaw and Masuhara, 2013). In inner evaluation the coursebook is analyzed according to the way language skills are presented, the similarity of the speaking activities to daily life communication structures, the extent to which the coursebook motivates the learner, the order of the activities and the distribution of the individual, pair and group work activities (McDonough, Shaw and Masuhara, 2013).

While McDonough, Shaw and Masuhara (2013) are categorizing which part or features of the coursebook to evaluate in their study, McGrath (2002) deals with the steps of material evaluation. These steps involve “pre-use, in-use and post-use” evaluation as presented in Figure 3. McGrath (2002) argues that selection of the coursebook is not the end of the evaluation, in fact it is just the beginning.

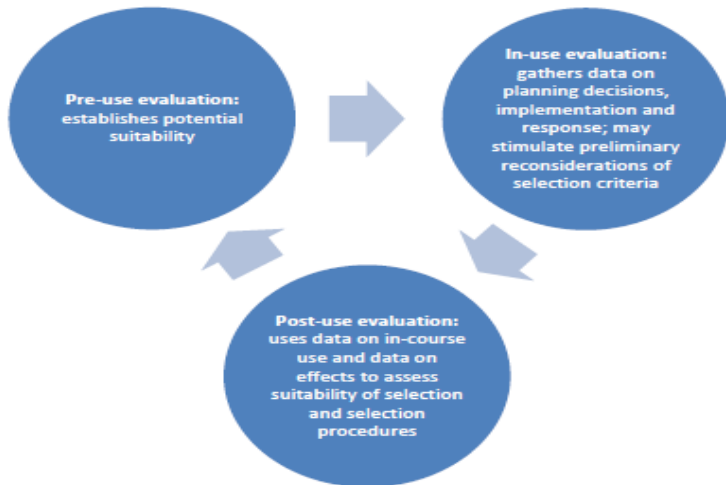


Figure 3. *Closing the circle (McGrath, 2002, p. 180)*

McGrath (2002: 180) claims that evaluation is not only carried out for the selection of the coursebook, by applying in-use and post-use evaluation a decision which is much more systematic, can be made about the material and the choice of selection criteria. The aim of the in-use evaluation is check the selection criteria and to find out whether the selected material is the right decision and also

it provides the opportunity to investigate the adaptability of the material (McGrath, 2002). During the post-use evaluation, the coursebook can be investigated as a whole from many different points such as the proficiency level, motivation, opportunity provided for practice and the necessary information for this stage are gathered during in-use evaluation (McGrath, 2002). The information provided by these two stages can help to design the material in line with the classroom needs and also make a better decision on selection. The point is, it is not rationale and functional to complete the evaluation of the coursebook before experiencing it in classroom environment. When we consider the role of the coursebook in a classroom, it would not be wrong to insist on conducting a more comprehensive evaluation in order to decide on the most suitable material for our learners.

Presenting a much more systematical evaluation, in the “total process” model, developed by Roberts (1996), evaluation starts with the writer’s plan to design a material. The designers self evaluation follows with the presentation of the idea to the publishing company and the approval of the company results in the piloting of the material with real learners (Roberts, 1996). The last stage before publishing the material is making the decision according to the piloting results and at this point the opinions of the teachers as the evaluators provide feedback about the material for the company to decide on publishing (Roberts, 1996).

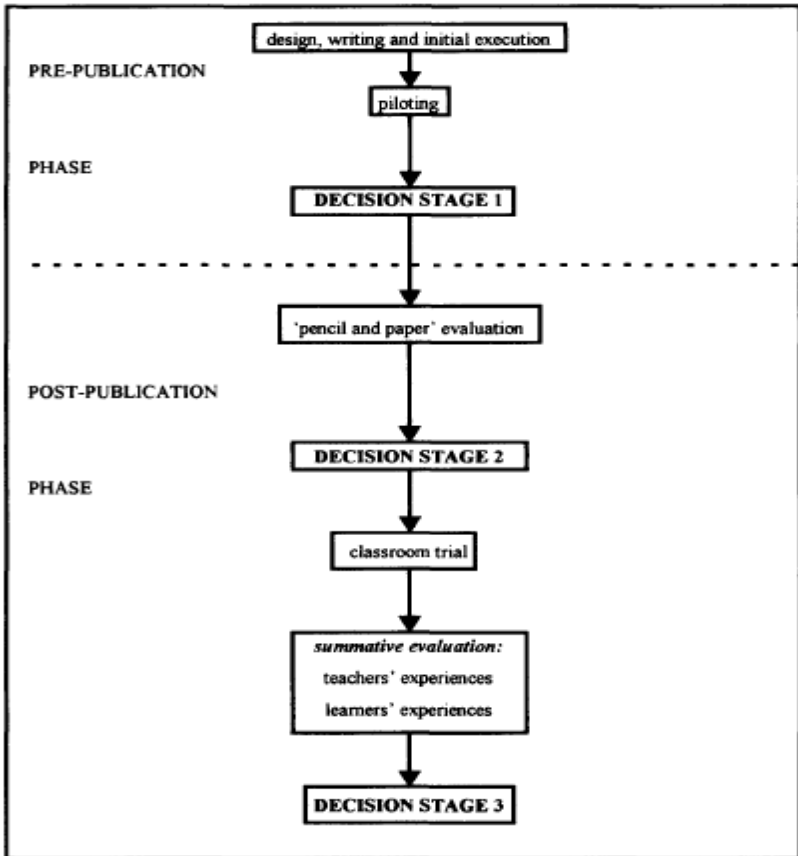


Figure 4. *Total process model (Roberts 1996, p. 378)*

While in “Total Process” model the evaluation is conducted as it is presented in Figure 2, the situation in Turkey is quite different. It is not possible to say that the textbook evaluation in Turkey for the MoNE-approved textbook is an exact process. The evaluation study is conducted at the pre-use stage of the textbook. Besides as textbook user teachers have nothing to say during the evaluation and selection, MoNE does not evaluate the textbook at the stages of in-use and post-use. Once the textbook is selected, there is no study for taking the feedbacks about the textbook. According to MoNE Textbooks and Educational Materials Regulation (2012) for the publishing of MoNE-approved textbooks, a

2 (good)	All objectives are carried out but there is need of improvement for some of the objectives.
3(very well)	All the objectives are met precisely.
D. Layout and design's quality to support the learning and convenience to the students' development	
0(not good)	Layout and design is not supporting learning and appropriate to the students' development level. There is no originality in design. For example copy-paste illustrations from internet or other resources are used.
2 (good)	Layout and design is supporting learning and appropriate to the students' level of development but some of the elements of the design need to be developed.
3(very well)	Layout and design is supporting learning and appropriate to the students' level of development perfectly.

Figure 5. *Criteria for the publishing of MoNE-approved textbooks (MoNE Head Council of Education and Morality, 2013)*

2.3 Coursebook Evaluation Checklists

The criteria used for evaluation are called as checklists, instructions, frame, principle or model. Quite a few of researchers have developed checklists which ease the evaluation process for the teachers and help to analyze and grade the coursebook with some criteria under certain titles (Williams, 1983; Breen and Candlin, 1987; Sheldon, 1988; McDonough and Shaw, 1993; Cunningsworth, 1995; Harmer, 1991, Roberts, 1996; Ur, 1996). According to Tomlinson (2012) all the criteria suggested have been designed just for the learning situations and remarks on the importance of making arrangements to use them in different contexts. Mukundan and Nimehchisalem (2012) define the checklist as an instrument which is used by the researcher or the teacher to evaluate materials used in English Language Teaching (ELT) such as textbooks.

Evaluation, based on a reliable and valid tool, is more objective. According to Mukundan and Ahour (2010) it is really hard to define the checklists available in literature as valid or reliable. This reveals the importance and the necessity of a reliable, valid, consistent and economic checklist, based on evaluative criteria (Mukundan and Nimehchisalem, 2012). As it has been impossible for a teaching-learning situation to be complete without coursebooks, it is inevitable to evaluate these materials before, while or after use. At this point there is another issue,

which is as important as the evaluation of the coursebook: evaluation of the instruments used for coursebook evaluation (Mukundan and Nimehchisalem, 2013). According to Tomlinson (as cited in Mukundan and Nimehchisalem, 2013), there are some crucial points to consider while developing textbook evaluation checklists; (1) the misuse of evaluation and analysis questions, (2) asking only one question in an item, (3) not using items, too long and complicated to be answered, (4) writing dogma as an items, (5) the meaning of the item's being the same for everyone.

There are some studies about the investigation of the checklists, used for the evaluation of ELT textbooks, in the literature. Ansary and Babaii (2002) claim that EFL/ESL textbooks have universal features. The researchers come to this point of view as a result of their study based on analysis of 10 EFL/ESL textbook evaluation schemes which are developed by “*Chastain (1971); Tucker (1975); Cowles (1976); Daoud&Celce-Murcia (1979); Candlin& Breen (1979); Rivers (1981); Williams (1983); Sheldon (1988); Skierso (1991); Ur (1996) and 10 EFL/ESL textbook reviews, done by Chan (1988); Collins (1993); Hall (1994); Matthews (1981); Miller (1989); Parkinson (1981); Perren (1981); Shih (1994); Van Naerssen (1983); Whitaker (1981).*” By applying the document analysis the researchers find out universal features of the EFL/ESL textbooks under four main categories, which are;

Approach

- *Presentation of the perspectives*
 - *the perspective about language*
 - *the perspective about learning*
 - *applicational concerns*

Presentation Design of the Content

- *Specification of clear purposes and objectives*
 - *For the course as a whole*
 - *Unit by unit*
- *Selection and its rationale*
 - *Coverage*
 - *Grading*
 - *Organization*
 - *Sequencing*

- *Satisfying the users' needs*
 - *To the teacher*
 - *Providing a guide book*
 - *Giving advice on the methodology*
 - *presenting theoretical directions*
 - *presenting the answers of the exercises*
 - *Extra materials for the support*
 - *To the learners*
 - *Providing instructions*
 - *Visuals*
 - *Activities for revisions*
 - *Workbook*
 - *Exercise and activities*
 - *In the classroom*
 - *At home*
 - *Providing exercises as an example*
 - *Variety*
 - *Providing tests within an order*
 - *Providing visual or auditory materials*

Design

- *Easy to carry*
- *Interesting design*
- *Long lasting*
- *Quality of the publicational features*
- *Suitable name for a coursebook*

Practical Concerns

- *Relation to nationally approved principles*
- *No need of adaptation for local context*

- *Cultural features*
- *Religious beliefs*
- *Gender*
- *Easy to afford*

Although coursebook evaluation is defined as “*fundamentally a subjective, rule-of-thumb activity, and that no neat formula, grid, or system, will ever provide a definite yardstick*” by Sheldon (1988: 245), the checklists provide so much support for the evaluators. There are some studies in the literature about the investigation of ELT textbook evaluation checklists, defining their criteria and rating system (Ansary and Babaii, 2002; Mukundan and Ahour, 2010; Huang, 2011; Lee, 2013; Mahfoodh and Bhanegaonkar, 2013). Analyzed in a periodical line, it can be seen that the checklists available in the literature covers the same or similar criteria under different categories or titles (Mukundan and Ahour, 2010). The checklists in 1970s share a common feature that they are all based on a numerical grading system, there are some confusing criteria in the checklists and language skills are important features to be concerned for the researchers (Mukundan and Ahour, 2010; Lee, 2013). In 1980s, there are some unclear criteria just like the previous period; the checklists stress four skills of language and the criteria about the appearance, layout or the size of the coursebook are covered and placed under different titles (Mukundan and Ahour, 2010). The tendency of this period is to pay attention to the subjective criteria of the evaluator (Lee, 2013). The checklists in 1990s generally deal with the durability, attractiveness, layout, printing quality of the textbook, and they adapt a comprehensive system with micro and macro evaluation (Mukundan and Ahour, 2010; Lee, 2013). In 2000s, the relations between the teacher and curriculum or the students are highlighted at first and then the pedagogical and psychological concerns gain importance (Mukundan and Ahour, 2010). The analyses of some of the checklists available in the literature by Mukundan and Ahour, 2010; Huang, 2011; Lee, 2013 are summarized in Table 2. The analyses show that the most frequent criteria in all decades are the ones about “students, teachers, content, skills and practice (Mukundan and Ahour, 2010: 347). Validity and reliability of the checklists are important for the users of these evaluation tools and none of the checklists evaluated in the periodical order are valid or reliable which can also have a negative effect on the validity and reliability of the findings of other studies carried out by using one of these checklists (Mukundan and Ahour, 2010; Shatery and Azargoon, 2012).

Table 2. *Analyses of the Checklists*

PERIOD	Writers of the Checklists	Overall Evaluation Criteria	Type of Approach	
			QUAL	QNT
1970s	Bruder (1978)	Level of the learners, objectives, style, language proficiency, age of target group, principles	*	
	Haycraft (1978)	Overall concerns, students' point of view, teachers' point of view	*	
	Robinett (1978)	objective of the course, background of the students, methodology, language structures, general form, quality of material for revision, sequencing, vocabulary, general sociolinguistic concerns, format, supplementary materials and teacher's guide	*	
	Tucker (1978)	Pronunciation, grammar, content, general		*
	Daoud, et. al. (1979)	theme, vocabulary and structure, exercises, visuals, physical design		*
1980s	Rivers (1981)	Context, needs of the teachers and students, language structures and themes, linguistic structure, activities, practicalities, interesting content	*	*

	Williams (1983)	General, speaking, language structures, vocabulary, reading, writing, practical features	*
	Cunningsworth (1984)	Linguistic content, choice and ranking of language structures, presenting and training unknown language structures, skills and communication	*
	Matthews (1985)	Overall view, methodology, grammar, four skills, ranking, design, presenting and training unknown language structures, variety, accessibility and monetary concerns	*
	Dougill (1987)	Overall design, learning unit, theme, form, components of subject	*
	Grant (1987)	Suitable to the students, to the teacher and to the syllabus and examination	*
	Sheldon (1988)	objectives, accessibility, target group, design, linkage, choice/ranking, physical features, appropriacy, authenticity, sufficiency, flexibility, cultural stereotypes, guide, stimulus, monetary concerns	* *
1990s	Harmer (1991)	Practicality, form and design, activities, skills, language type, topics and theme, guiding	*
	Hutchinson, et.al. (1991)	Target group, objective, content, methodology, others	
	Richards (1993)	Concerns of teacher, concerns of learner, features of the task	*
	Ur (1996)	Objectives, approach, layout, visuals, topics and tasks, directives, syllabus, content, organization and ranking, revision and tests, real life language, pronunciation, vocabulary, grammar, skills, self-instruction, guidance for teachers, listening material and accessibility	*

	Gearing (1999)	Teachers' professional background, lesson organization, implementation and assessment, improvement of teacher, technical concerns		*
	Zabawa (2001)	Layout and design, material organization, language proficiency, reading, writing, grammar and vocabulary, listening, speaking, content, prepare for the examination	*	*
	Garinger (2002)	Teaching program and subject, skills, exercises and activities, practicality	*	
2000s	McGrath (2002)	help for teacher, publication date, cost, target group, context, practicality, guidance for teaching and learning process, relation to context, attract the learners	*	
	Rubdy (2003)	objective, demands of the learners, self-instruction, self development, creativity, cooperation	*	
	Miekley (2005)	Content, vocabulary and language structures, exercise and activities, interesting texts and design		*

***OUAL: Quantitative, QNT: Quantitative**

The checklists available in the literature seem to be paying more attention to the predictive evaluation (an evaluation method which is carried out before using the coursebook in the classroom environment) rather than retrospective evaluation (type of evaluation carried out after using the coursebook). However, retrospective evaluation is an inseparable part of teaching and an important factor for professional development. For a reliable retrospective evaluation, it is more appropriate to use framework instead of checklists (Mukundan and Ahour, 2010).

2.4. Coursebook Evaluation through Metaphors

The common ways of evaluating the coursebook from users' perspectives have been checklists, questionnaires or interviews collection and recently a new research tool has been added to the list above, the use of metaphor (Huang, 2013). Modell (1997:106) defines metaphor as "*the mapping of one conceptual domain onto a dissimilar conceptual domain*". In other words, it is the way we define something through the reference of another thing (Güner, 2012). Although until the 1970s, the metaphors were seen as nothing but "*figure of speech*", as a result of the research in the field of cognitive sciences, metaphors are now seen as the way of thinking (Aragno, 2009:30). Lakoff and Johnson (2003: 4) state "*our conceptual system is largely metaphorical. Thus, the way we think, what we experience and what we do every day is very much a matter of metaphor*". Therefore, defining the metaphor just as a characteristic of language is not a correct way of thinking.

Metaphor analysis is a field dealing with metaphor use from cultural, social, cognitive and individual perspectives (Moser, 2000). According to Pishghadam and Pourali (2011:63) metaphors can be used: (1) to understand how people perceive themselves and their experiences, (2) explain of the hidden meaning, represented through words. Besides, it is a way to find out the unconscious motive or reason behind an action (Huang, 2013:54). Saban (2010: 290) claims that metaphor is a way of stating an opinion about what we experience and enable us to evaluate what we are doing from a new perspective.

Educators have also made use of metaphors in order to have a deeper understanding about the professional context they are working in (Saban, 2010). In the field of education, various notions have been the subject of metaphor analyses from the perspectives of teachers and learners, such as professional teacher identity, the structure of the school, mobile education, lesson, teaching, learning, student, counseling service, school counselor, principal and learner (Kayhan, 2014; Işık, 2014; Sayar, 2014; Ada, 2013; Asaman, 2013; Özcan, 2010; Saban, 2010; Alger, 2009; Aydoğdu, 2008; Balcı, 1999). For Instance, the study

of Balcı (1999) aimed to clarify the perception of students, teachers and parents about “school” concept in Turkey. The results showed that compared to secondary level students, primary level student had more positive attitude towards their school, teachers, principals and parents (Balcı, 1999). While the teachers were described with positive features by the participants, for the school principals the metaphors were gathered around negative images.

Similarly, Saban, Kocbeker and Saban (2007) carried out a study with preservice teachers from different study programs in order to analyze their images of “teaching and learning”. The metaphors of the participants were collected under ten categories describing teacher as “*provider of knowledge, molder, curer, authoritative figure, change agent, entertainer, counselor, facilitator, democratic leader*” (Saban, Kocbeker and Saban, 2007). Highlighting the significant difference among the responses of the participant in accordance with their program, researchers also suggested that many factors, affecting the perception of preservice teachers, could be listed such as experiences they had with their teachers, gender, teaching practice and the knowledge they had on teaching theories.

It is possible to use metaphors in any field including language learning and teaching (Oxford, et al., 1998). For the ELT context, there are also studies on language beliefs of teachers and learners (Pan and Block, 2011), role of ELT teachers (Wan, Low and Li, 2011), foreign language teaching (Ahkemoğlu, 2011) and language learning and teaching (Pishghadam and Pourali, 2011).

When it comes to the metaphor analysis on English coursebooks, there are only a few studies. McGrath (2006) used metaphor analysis in order to understand the teachers' and learners' ideas about their coursebook. 75 English teachers and several hundred secondary school students completed the sentence “*A coursebook is...*” with a metaphor. The results show of the study show that the learners' metaphors have more varied categories than the teachers. Generally teachers' metaphors are more positive than the learners'. Positive responses of the students reveal the fact that the coursebook is really important for them. McGrath (2006) interprets this as a result of its being the only source of English in their classes. The study aimed to highlight the point that learners' attitudes are as important as the teachers' and listening to their learners can be a good step for their self-development.

Another metaphor analysis on coursebook is conducted by Kesen (2010). The aim of the study is to understand the perceptions of EFL learners about coursebook. 150 Turkish students learning English in Cyprus International University are the

participants of the study and they are asked to complete the sentence “*A foreign language coursebook is a/an...*” with a metaphor. Different from McGrath (2006), Kesen (2010) use the framework including “pleasure, guidance and enlightenment, variety, travel, fear, difficulty, growth, taste, preciousness, mystery, attractiveness, big size, disaster, reflection and power” categories. The study reveals that the general tendency among Turkish learners is to create metaphors associated with feeling of uncertainty and enigma. The researcher concludes that the inappropriacy of the coursebook for the learners can be the main reason behind these metaphors and highlight the importance of paying attention to the learners' attitudes during the selection of the coursebook.

Huang (2013) explore the learners' perception of the communicative coursebook by using metaphors. Working with 103 English majors at Guang Dong University, the researcher groups the metaphors under *positive, negative and blend* categories. Although the participants generally create positive responses, Huang (2013) claims that all the metaphors under three categories can provide information both for the instructors and coursebook developers. Positive metaphors show the strength of the coursebook while negative metaphors can give opinions for the weaknesses of it.

The comparison of the metaphors in these three studies can show us whether there is a cross-cultural similarity in the metaphors regarding English coursebook. The comparison of the metaphors and their categories are presented in Table 3. Although all three studies use a different framework, it is possible to see some similar or related metaphors under different categories. The point to be highlighted here is that although the participants of the study have different socio-cultural backgrounds, they share common metaphors regarding English coursebooks.

Table 3. *The Comparison of Three Studies Regarding Their Conceptual Categories*

McGrath (2006)		Kesen (2010)		Huang (2013)	
Category	Exemplar	Category	Exemplar	Category	Exemplar
1.Authority	1. Bible	1.Pleasure	1. Film	1.Al-inclusive content	1.Encyclopedia,
2.Resource	2.Encyclopedia,	2.Guidance and	2.Guide,compass	2.Authentic, culture-	treasure box
3.Support	library, a	enlightenment	3.Department	bound, communicative	2.Bible for
4.Guidance	treasure,	3. Variety	store	tasks and content	communication
5.Constraint	dictionary	4. Travel	4.Ticket	3. Stimulating impact	in English, movie
6.Boredom	3. Bridge	5.Fear	5. Dentist	4. Clear and systematic	in English, guide
7.Worthlessness	4.Guide,compass	6.Difficulty	6. Puzzle	structure	for life in English
8.Source of	map	7. Growth	7. Seed	5. Comprehensive but	speaking
Anxiety and	5. A glass of	8.Taste	8. Chocolate	confusing and practical	countries, TV
Fear	water	9. Preciousness	9. Treasure box	but outdated	program in daily
	6. Bed	10. Mystery	10. Space		life
	7. Toilet paper	11. Attractiveness	11. Lake		3.Water, assorted
	8. Toothache	12. Big size	12. mountain		chocolates
		13. Disaster	13.Flood		4. Library
		14. Reflection	14. TV		5.Thick
		15. Power	15.Money		dictionary,
					complex map for
					a metropolitan,
					shopping mall

2.5. Related Studies in Turkey

The coursebook evaluation studies in Turkey have been carried out from some different aspects such as the relationship between the coursebook and language skills, gender, culture, thinking skills and learning strategies, the evaluation of task types in coursebook, the vocabulary load and teaching and teachers' and students' views on coursebook as a whole. Generally the holistic evaluation of the coursebook is studied according to the views of the teachers and the students or to a checklist adapted from the studies of Cunningsworth (1984), Sheldon (1988), Breen and Candlin (1987), McDonough and Shaw (1993), Grant (1990).

In the study "*Evaluation of the EFL Textbook New Bridge To Success 3 from the Perspectives of Students and Teachers*" by Çakıt (2006), besides the analysis of the checklists in the literature, focus group studies are conducted to understand the students' opinions about the efficacy of a textbook and a Likert Type evaluation form is prepared by using the data gathered from the focus group interview and criteria frequently used in the literature. The evaluation form is analyzed by three experts, two of whom work at the university. The scale consists of demographic information part and textbook evaluation section with 62 items. The standardization of the checklist with the criteria "content, level, physical appearance, theme, activities, vocabulary and grammar, instructions, supportive material, learner autonomy, learning styles" is done through a pilot study. The participants of the study are 336 students and eight English teachers. The results of the study show that the students are not pleased with the textbook especially in terms of illustrations, layout, activities and cognitive level.

The study "*The exploration of tasks in the 4th grade ELT coursebook used in state primary schools in Turkey*" by Günay (2007) aims to investigate how the tasks are presented and on what level the tasks work in the coursebook "Time for English 4". The researcher analyzes the appropriateness of the tasks according to the criteria of task based teaching method, the types of the tasks and their range in terms of language skills and the difficulty level of the tasks. The study reveals that there is a limitation about the number the tasks which are suitable for the criteria; there is no balance on the range of task types, the tasks are generally supporting reading and writing skills and the difficulty level of the tasks are not progressing from simple to hard.

In her study "*An Evaluation of Time for English 4, 4th Grade English Coursebook for Public Schools*" Özdemir (2007)'s objective is to present how English teachers and 4th grade students evaluate the textbook in terms of purpose, approach, supportive material, activities, language structure and vocabulary. Adapting the criteria in the studies of Cunningsworth (1984), Littlejohn (1998),

McDonough and Shaw (1998), Byrd (2001), Ur (1996), Ansary and Babaii (2002) to develop a Likert Type scale, the researcher conducts the study with 12 English teachers and 102 4th grade students. In the teacher evaluation form, there are 51 items about objective of the textbook, approach, illustrations, presentation of language structures and vocabulary, design, activities, supportive material and there are 30 items in students form including the criteria of illustrations, the presentation of language structures and vocabulary, activities and supportive materials. According to the findings of the study, the ideas of teachers and students seem to be parallel in terms of the overall effectivity of the coursebook. Although all users of the coursebook are aware of the disadvantages of it, both teachers and students are pleased with using it in their classroom.

In his study *“The effects of coursebooks on the development of proficiency levels of Turkish learners of English”*, Sari (2007) evaluates and compares two English language coursebooks, one of which is prepared by MONE and the other is an international one. Conducting an experimental study, the researcher uses an adapted questionnaire to investigate the opinions to the learners about their coursebooks, a pre-test is applied to find out the proficiency level of the students and a post test is used to see the effect of the coursebooks on their proficiency level. Student diaries are another data collection tool which is used to get the opinions of the students about the leaning process and their coursebooks in the study. The results reveal that the group which uses the international coursebook show much more progress than the group using the coursebook of MONE.

Kayapınar (2009) analyze the checklists in the literature (Brown, 1995; Finocchiaro and Bonomo, 1973; Sezer, 2003; Ur, 1996) and develops a scale with 76 items in the study *“Coursebook Evaluation by English Teachers”*. The scale criteria are based on subject, unite design, grammar structures, vocabulary, pronunciation, activity, illustrations and physical appearance. In order to get the teachers’ views in detail, the researcher also adds open ended questions to the scale. Universally best seller coursebooks are analyzed and the results of the study show that they are far from meeting the expectations of the teachers.

In her study *“Teachers’ perceptions on coursebook “Time for English 5”: The 5th grade state schools”* Oflaz (2009) aims to investigate the opinions of the teachers about the coursebook *“Time for English 5”* and to what extent the coursebook represents the principles of the constructivism. To this aim the researcher uses an adapted teacher questionnaire as a data collection tool and 140 English teachers are the participants of the study. The results reveal that the coursebook is not appropriate to use in a constructivist environment. The teachers are not satisfied with the number of vocabulary items and the language level of the analyzed sample unit.

In the study “*Student, Teacher, Inspector Opinions about Secondary Education English Textbook Breeze 9*” by Çelik (2011), student and teacher perspectives are analyzed through “Student Scale” and “Teacher Scale”, which are developed by the researcher, and inspector views are gathered through semi controlled interview forms. Taking the expert opinion for the content validity, the researcher applies a pilot study with 140 English teachers and 250 students to standardize the items and as a result of the pilot study 0.93 and 0.95 reliability scores are acquired for the scales. The criteria for the student forms are “design, content, activities and exercises, grammar, four language skills, vocabulary” and there are items to evaluate the workbook in terms of design, activities and exercises as well. In “Teacher Form” the textbook is evaluated in terms of “design, content, activities and exercises, grammar, four language skills, vocabulary” and the teacher’s book is evaluated by the criteria about “design, methodology and assessment and evaluation”. The remarkable findings of the study are the students do not see the textbook and the workbook effective in terms of design, layout and the teachers and inspectors believe that the illustrations in the textbook do not serve the objective of the class. Consequently, the textbook fails to satisfy the needs of the students. Teacher’s book is found to be ineffective to provide necessary information and to be functional.

In the study “*Gender representations in ELT coursebooks: a comparative study*” Yılmaz (2012) aims to find out whether the writers and publishers pay attention to the gender issues while revising their coursebooks. To this aim the researcher evaluates three English coursebook and their first editions to be able make a comparison. The researcher analyzes the coursebook under six categories: “presence of female and male characters, the number of character represented as family members, distribution of occupational activities, division of household activities, variety of leisure activities and the adjectives used to describe each gender. The researcher claims that all first edition of the coursebooks are closer to the stereotypical level in terms of the representation of both female and male characters but the last editions are more balanced in all categories of gender stereotypes.

The study “*An EFL coursebook evaluation: Unique 6, Teachers’ and students’ perceptions*” by Ertürk (2013) aims to find out the opinions of the teachers and the students about the 6th grade coursebook in terms of design, subject matter and language type. Questionnaire and interview are used as data collection tools and 100 6th grade students and 150 English teachers are the participants of the study. The important result of the study is while students have positive opinions about the coursebook, teachers show negative attitude towards it. More than half of the students think that the coursebook is good enough in terms of design, layout,

activities, subject, content and skills. On the contrary nearly more than half of the teachers give negative opinions about the coursebook for the same criteria.

Işık (2013) aims to find out how English language teaching materials are chosen in his study “*How are ELT materials chosen in high schools? Some Suggestions*”. The researcher visits and observes thirty seven schools and uses interview and questionnaire as data collection tools. The participants of the study are 107 English teachers of private; Anatolian and regular state high schools. The results reveal that the teachers of the private schools have no role in choosing the language learning materials, their administration or head of the department decides on the materials. There are not any defined criteria for the selection and they change their materials in every 2 or 3 years. The teachers of Anatolian high schools have more control on the material selection process and they generally change their material every year. As the materials are provided by MONE for regular state high schools, there is no criterion for the selection process and they generally use the same coursebook for many years. The researcher suggests that teachers must take active roles during the material selection process and the needs and interests of the students and the context in which the material is used must be taken into consideration and also defining criteria while deciding on the material to be used is one of the most important components of the process.

Taylan (2013) evaluates the effectiveness of the 9th grade coursebook Breeze 9 which is published by MONE, in his study “An evaluation of Breeze 9, the 9th grade English coursebook for Turkish public high schools”. With teacher and student questionnaire as data collection tool, the researcher gets the opinions of the teachers and students about the coursebook in terms of aim, grammar teaching, communicative activities and their presentations, needs and interests. Quantitative data is collected through the questionnaire and qualitative data is collected through open ended questions. The results reveal that the opinions of the teachers and the students about the effectiveness of the coursebook differ from each other. According to the students the coursebook is quite effective while the teachers think that the effectiveness of the coursebook is low and not appropriate for the proficiency level of the target group.

The general tendency of the coursebook evaluation studies in Turkey is to understand the views of teachers and students about the ELT coursebook they use in their classes by using Likert type scale with pre-determined criteria. Dealing with the opinions of the teachers and the students as the coursebook user is the most logical thing to do. However, as the scales are generally based on the well accepted studies in the literature, this situation results in evaluating different coursebook and studying with different participant groups through the same criteria. Every coursebook user may have different needs and expectations and

taking their opinions with pre-determined criteria results in generalizing the need of a group of users to all users of that specific coursebook which is inappropriate.

2.6. Related Studies Abroad

The studies abroad on coursebook evaluation deal with designing the checklists or specifying the criteria for the evaluation while the studies in Turkey generally focus on the opinions of the students and teachers on the effectivity of a specific ELT coursebook, generally the ones used in state schools. As it is the case in Turkey, there are also studies abroad which use adapted criteria from the studies in literature such as Daoud and Celce-Murica (1979), Cunningsworth (1984), Sheldon (1988), and Byrd (2001) for the coursebook evaluation. However, these studies differ from the one in Turkey by adding a weighting system to have a better understanding of the participants' needs.

“ESL Textbook Evaluation Checklist” by Miekley (2005) highlights the importance of the textbook as a material, which is the base of the lesson planning process for most of the teachers, and the significance of the selection of this material. Designing a checklist for the evaluation of English reading textbooks, Miekley (2005) generates the checklist items by analyzing the recent studies and checklists, available in the literature. Likert Type Scale differs from the other checklists, with the labels of “*mandatory, optional and not applicable*”, enabling participants to weight each item. Miekley (2005)'s checklist, formed by analyzing 22 different studies “*Byrd, 2001; Skierso, 1991; Daoud&Celce-Murcia, 1979; Sheldon, 1988; Hu & Nation, 2000; Wixton, 1989; Moran, 1991; Auerbach& Paxton, 1997; Lee, 2003; Lynch, 2001; Salataci&Akyel, 2002; Watanabe, 1997; Blohm, 1981; Newman, 1996; Krashen, 1997; Sharifan, 1999; Eskey& Grabe,1988; Kramersch, 1993; Fishman, 2003; Graves, 1996; Goodman, Shannon, Freeman, & Murphy, 1988; Monahan & Hinson, 1988*”, gives opportunity to evaluate the textbook and teacher's book in terms of “*content, vocabulary and grammar, activities, physical appearance and attraction, methodology*”.

In Mukundan, Nimehchisalem and Hajimohammadi (2011)'s study “Developing an English Language Textbook Evaluation Checklist” researchers form an evaluation criteria list starting from the necessity of designing a checklist with reliability and validity and these criteria are presented in Figure 6.

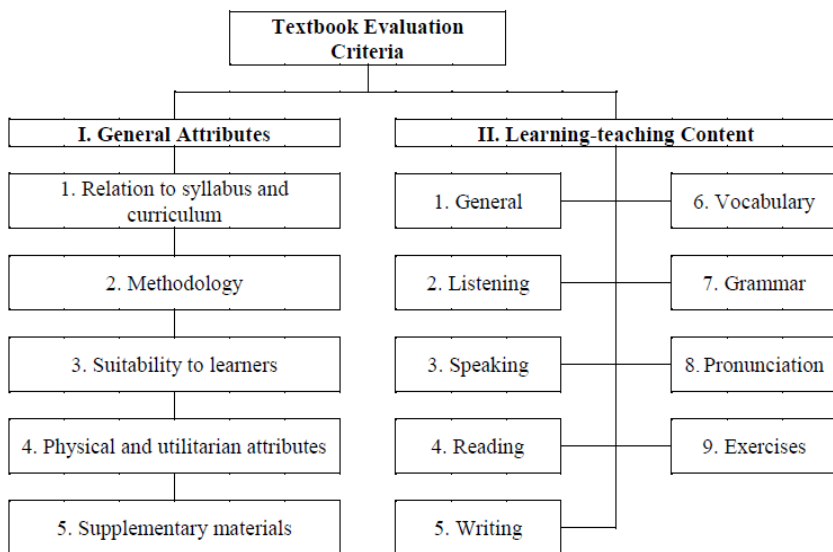


Figure 6. *The classification of textbook evaluation criteria (Mukundan, Hajimohammadi and Nimehchisalem, 2011, p. 23)*

According to Mukundan, Hajimohammadi and Nimehchisalem (2011), defining the criteria for evaluation is a demanding process as there are so many and important factors for a coursebook developer and evaluator to take into consideration such as the context in which the textbook is used, the needs of the students and teachers. To systematize the process of defining the criteria Mukundan et al. (2011) classify the textbook evaluation criteria, which are presented in Figure 3. The crucial point of the study is the validity, reliability and practicality of the checklist. Researchers, claiming the checklists in the literature are too long or too short, emphasize that practicality is another important feature for an effective checklists to have. In accordance with the criteria, presented in Figure 3, design a checklist with 38 items, which are specified under two basic titles “general features and learning, teaching content”. Afterwards, researchers take the opinions of teachers by using focus group technique and make participants to evaluate the checklist they have prepared and add new items or remove from the checklist. During the focus group interview participants specify criteria to evaluate English textbooks with brainstorm activity. As a result of the interview, 14 new items are added to the checklist and two items are removed. Researchers, stating that further studies can be carried out to improve the checklists, believe that the results of the study direct English teachers, coursebook writers, researchers working in this specific field. One of the important findings

of the focus group work is emphasizing the socio-economic level in the checklist. Moreover, the instructions being clear, fun factor's having a place in the book, providing a correct model for the writing activity are the criteria added after focus group work.

With the study "Quantification and Graphic representation of EFL Textbook Evaluation Results" Ghorbani (2011) develop a local checklist, satisfying several needs, to evaluate high school level English textbooks by analyzing existing checklists. Ghorbani (2011) investigates the checklists "*Tucker, 1975; Daoud and Celce-Murcia, 1979; Matthews, 1985; Williams, 1983; Cunningsworth, 1984; Breen and Candlin, 1987; Hutchinson and Waters, 1987; Sheldon, 1988; Skierso, 1991; Littlejohn, 1996; Chambers, 1997; Harmer, 1998; Garinger, 2002; Ansary and Babaii, 2002*" and by adapting common criteria, he composes new items and a new pointing system. In the checklists with 50 items and "practicality, general impression, supporting materials, appropriateness, educational investigations, activities and language skills", the researcher uses a pointing system with the labels 0: weak, 1: sufficient, 2: good. English Book 1 is evaluated by using the new checklist and the results show that the coursebook is not effective enough to meet the seven basic criteria. Although the coursebook is of high quality in terms of printing, there is no balance in terms of the distribution of the activities. According to the results the theme of the reading paragraphs are the same and language skills are not presented in a balance. Furthermore the quality of the illustrations is weak, communicative activities are not given importance and these are only some of the examples for ineffectivity of the coursebook.

Shatery and Azargoon (2012) in their study "Designing and Developing a Native Checklist to Evaluate General English Coursebooks in Iran and Comparing It with Others Existing Checklists in the World" claim that there are several checklists in the literature but none of them focuses on the cultural, social and even political features of the educational environment. The aim of the study is to design a local checklist to evaluate General Coursebook and compare this checklists with the others existing in the literature. The participants of the study are 100 English teachers of Islamic Azad University, who are using General English Coursebook in their lectures. The checklist designed in the study is compared to the one developed by Miekley (2005). The participants analyze the items of Miekley (2005)'s checklist in terms of their suitability level in Iranian context and state that the items specified by the researcher are more suitable for the social, cultural and political context of Iran. Shatery and Azargoon (2012) state that participants especially highlights the fact that the prior criteria in the checklist must be about the coursebook's isolating students from their own culture and its being just like tool which is used to represent Anglo-American

culture. Participants believe that the suitability of the illustrations to the students in terms of culture, native language and culture's having a place in the coursebook should also be specified as criteria. Paying attention to the religious values, being free from ideological tendencies and preparing students to communicate with people from different cultures are the other criteria that participants want to see in the checklist.

The aim of the study "Developing an English Language Textbook Evaluative Criteria" by AbdelWahab (2013) is to develop a reliable, valid and practical checklist. While composing the items, the researcher both consults an expert and also analyzes the checklists in the literature within the scope of the study. The designed checklist is adapted from the studies of "Soori, Kafipour and Soury, 2011; Mukundan, Nimehchisalem and Hajimohammadi 2011; Tok, 2010; Bataineih, 2009; Alamri, 2008; Rahimy, 2007; Driss, 2006; Miekley, 2005; Xu, 2004; Rubdy, 2003; Ansary and Babaii, 2002; Garinger, 2002; Richards, 2001; Zabawa, 2001; Harmer, 1998; Chambers, 1997; Cunningsworth, 1995; Roberts 1990; Sheldon 1988; Candlin, 1987; Matthews, 1985; Cunningsworth, 1984; Williams, 1983, R. Williams, 1981" and a new scoring system is used. The main purpose of the study is to design a flexible checklist which focuses on the needs of the students as well as education institutes. An item pool with 140 items is prepared and all these items are collected under four main titles: physical and practical features, effective representation of the objectives, content of teaching and learning and language skills. Researcher's not making use of the techniques of observation, diary writing, and structured interview are shown as a limitation of the study. The significance of the study is claimed to be that it is not only useful for general textbook evaluation but especially for the evaluation of English language textbooks.

With their study "Local Evaluation Criteria for Global Textbooks: A Case study in Iran" Karamifar, Barati and Youhanaee (2014) aim to specify evaluation criteria based on the opinions of the teachers and students who are using global textbook in their English lesson. Interviews are carried out with 15 students and 15 teachers about what they pay attention while evaluating English textbooks and as a result of these interviews, researchers design two local checklists. Conducted with semi structured interview technique, participants are asked questions about the physical appearance, language skills and content of the global textbook they are using as well as taking the participants opinions about what to do to improve the textbook. In the light of the findings, researchers design a Likert Type teacher scale with 40 items and the criteria of „design and physical appearance, layout, speaking writing, reading, listening skills, vocabulary, culture, pronunciation, grammar, learner based, supporting material, teaching methods and teacher's

book” and a learner scale with 25 items and „design and physical appearance, language skills, aim, pronunciation and theme” criteria.

“A step forward: investigating expertise in materials evaluation” by Johnson, Kim, Ya-Fang, Nava, Perkins, Smith, Soler-Canela and Lu (2006) provides information about a study, conducted by Language Teaching Expertise Group, investigating the textbook evaluation techniques applied by novice and experienced teachers. Three ELT teachers, with one, five and twelve years of experience, are the participants of the study. Think aloud technique is used during the study and the sessions are recorded. All of the participants are given a scenario and demanded to evaluate the coursebook in that context. The results show that although all here teachers start with content page and the brief given in the coursebook, they all have different routes to evaluate the material. The study suggests that more experienced teachers are better at taking the needs of both their students and the other users into account and a novice teacher pays more attention to the supplementary activities and explanations of how to use them.

Criado and Sanchez (2009) analyze seven coursebooks from different educational levels for the purpose of finding out to what extent the coursebooks in Spain fit the curriculum which is based on Communicative Language Teaching Method in their study “English Language Teaching in Spain: Do Textbooks Comply with the Official Methodological Regulations? A Sample Analysis“. The researchers select a unit from each coursebook and investigate the activities according to the principles of CLT by grading them from 0 to 10. Except one of the analyzed books, the communicative potential of the coursebook are graded above 5 but there are significant differences between the scores of the coursebooks and the researchers find this result interesting as the official principles are the same for all of the coursebooks.

Nahrkhalaji (2012) discusses the advantages and disadvantages of the textbooks and gives information about two types of ELT textbooks used in Iran in the study “An Evaluation of a Global ELT Textbook in Iran: A Two-phase Approach”. The researcher evaluates the Top Notch textbook series with two phase approach, developed by the researcher by taking the checklists in the literature as a reference. Nahrkhalaji (2012) claims that local EFL textbooks are not qualified enough to meet the needs and expectations although the curriculum and the textbooks have been revised many times. The evaluation results show that the tasks in Top Notch series suitable for the needs of learners and motivating. Furthermore all skills are covered and the language of the books is evaluated as authentic and accurate by the teachers. The presentation of pair, group, individual work activities and problem solving and role play activities are rated highly. The only disadvantage of the book according to Nahrkhalaji (2012) is the load of the

textbook may be heavy for a novice teacher. The teachers have to prepare a complete lesson plan before each lesson to use this textbook effectively.

All these studies on coursebook evaluation show that the main motive of the studies is to define appropriate criteria for specific circumstances. This leads us the fact that the studies abroad care the needs of the local coursebook users much more. Despite there are studies in which the researchers design an adapted checklists from the studies in the literature, the general tendency is to consult the coursebook users through focus group or semi structured interviews in order to specify the criteria for the checklists. When we consider the related studies abroad and in Turkey, we see that the rationales of the studies differ from each other. In Turkey, the tendency is to identify the satisfaction level of teachers and the students. The studies dealing with the opinions of the inspectors, the school principals or the coursebook writers are rare. Furthermore, generally the studies in Turkey are carried out through the checklists with adapted criteria, which means that they have been neglecting the specific, local needs of the coursebook users. The objective of the related studies is generally to identify the appropriate criteria for the context where the coursebook is used. The researchers give priority to the evaluation criteria to make a correct interpretation on the satisfaction levels of the coursebook users. When we consider the studies abroad and in Turkey as a whole, it would not be wrong to claim that the importance-weighted checklists for the coursebook evaluation are not common. It is not possible to find out what features the users demand to see in a coursebook by evaluating the material with the criteria determined by the researcher. These kinds of checklists can only provide information about how satisfied the participants are with coursebook in terms of the criteria presented in the checklist. In order to provide comprehensive information for the coursebook designers for the rearrangement of the coursebook content and design and show them where to start, importance-weighted checklists can be really useful but the literature of coursebook evaluation does not provide many opportunities for it.

CHAPTER 3

METHODOLOGY

In this section of the study, the research design, participants, data collection tools and data analyses procedures are presented.

3.1. Research Design

The research design of this present study is mixed method as it was constructed with both quantitative and qualitative data collection and analyses. It is possible to find different definitions of the mixed method. According to Creswell (2006), the mixed method is the design in which quantitative and qualitative data are collected simultaneously and analyzed together. From the same point of view Johnson and Onwuegbuzie (2004) define mixed method as the combination of qualitative and quantitative methods and techniques in a study. With the use of mixed method, the qualitative data can be supported with quantitative data and help the researcher to study the subject in a more detailed way. The strengths and weaknesses of the mixed method are presented in Figure 7.

<p>Strengths</p> <ul style="list-style-type: none"> • Words, pictures, and narrative can be used to add meaning to numbers. • Numbers can be used to add precision to words, pictures, and narrative. • Can provide quantitative and qualitative research strengths (i.e., see strengths listed in Tables 3 and 4). • Researcher can generate and test a grounded theory. • Can answer a broader and more complete range of research questions because the researcher is not confined to a single method or approach. • The specific mixed <i>research designs</i> discussed in this article have specific strengths and weaknesses that should be considered (e.g., in a two-stage sequential design, the Stage 1 results can be used to develop and inform the purpose and design of the Stage 2 component). • A researcher can use the strengths of an additional method to overcome the weaknesses in another method by using both in a research study. • Can provide stronger evidence for a conclusion through convergence and corroboration of findings. 	<ul style="list-style-type: none"> • Can add insights and understanding that might be missed when only a single method is used. • Can be used to increase the generalizability of the results. • Qualitative and quantitative research used together produce more complete knowledge necessary to inform theory and practice. <p>Weaknesses</p> <ul style="list-style-type: none"> • Can be difficult for a single researcher to carry out both qualitative and quantitative research, especially if two or more approaches are expected to be used concurrently; it may require a research team. • Researcher has to learn about multiple methods and approaches and understand how to mix them appropriately. • Methodological purists contend that one should always work within either a qualitative or a quantitative paradigm. • More expensive. • More time consuming. • Some of the details of mixed research remain to be worked out fully by research methodologists (e.g., problems of paradigm mixing, how to qualitatively analyze quantitative data, how to interpret conflicting results).
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Figure 7. Strengths and weaknesses of the mixed method design (Johnson and Onwuegbuzie, 2004, p.21)

In order to specify the type of mixed method design, there are some questions to be answered; in which order the quantitative and qualitative data are collected, whether the researcher emphasizes the qualitative or quantitative research, at which stage of the study the qualitative and quantitative data are combined, what is the perspective of the researchers about the subject which they are dealing with (Creswell, et. al, 2003: 170). There are six types of mixed method design: “*sequential explanatory, sequential exploratory, sequential transformative, concurrent triangulation, concurrent nested and concurrent transformative*” (Creswell, et. al., 2003). For this present study, the concurrent triangulation design was applied. In concurrent triangulation design, both quantitative and qualitative research are conducted in order to reinforce the qualitative and quantitative data with each other and the data collection takes part at the same stage of the research and it is an advantageous design as most of the researchers have a knowledge about it and in the end it provides valid findings (Creswell, et. al., 2003: 183).

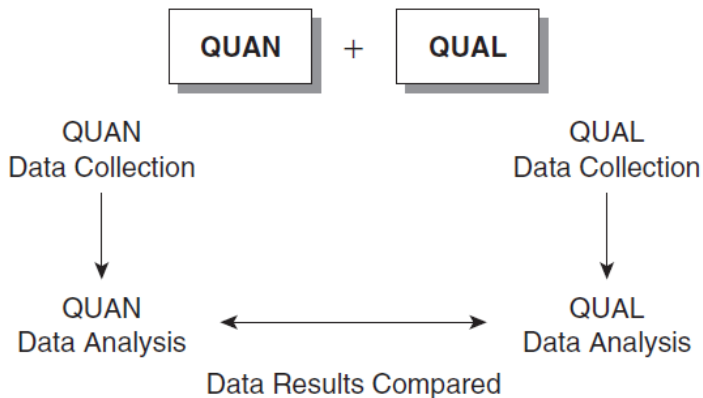


Figure 8. *Concurrent triangulation design* (Creswell, et. al., 2003, p. 181)

3.2. Participants of the Study

The participants of the study can be classified under three groups, (1) 85 English teachers working in different secondary schools of Mersin and using Sunshine 7 as the English coursebook, (2) 500 seventh graders students from different secondary schools of Mersin, who are using Sunshine 7 as English coursebook and (3) one of the writers of Sunshine 7 English coursebook. As the eighth graders are getting prepared for the TEOG exam, the students and their teachers would not want to attend the study and the sixth or fifth graders may not be

proficient enough to evaluate their coursebooks, the study was conducted with seventh graders and their teachers. Another factor affecting the decision of the participant group is that Sunshine 7 coursebook has been used for the first time in 2014-2015 academic year, in other words, it was a newly published MoNE approved coursebook. Except the writer, the sample of the study is defined by using stratified sampling. Stratified sampling is a sampling method that aims to define the sub-groups in the population and ensure them to be presented in the sample in accordance with their rate in the size of the population (Büyüköztürk et al., 2011:85). During the sampling process, the list of secondary schools in Mersin was prepared and grouped according to the regions, which were decided in line with both geographical and socio-economic features, in Mersin and then through simple random sampling the schools that the study would be conducted were selected. After getting an appointment of the school principals through phone calls, the study was explained to them and then the English teachers and students were informed about the process. All the data collection process was based on voluntariness.

Semi-structured individual interviews were conducted with 19 students and five English teachers from different secondary schools of Mersin in order to specify the criteria of the checklists and during these interviews, in order to have a detailed knowledge, further questions were asked to the interviewees. As two of English teachers did not want to attend the further interview and did not want their answers to be recorded, the number of the teachers attending semi-structured interview became five. The interviewees were selected in line with the criteria applied to decide the participants of the checklists. English teachers and seventh grade students from secondary schools located in different regions from different socio-economic level and geography in Mersin were given information about the study and the interviews were carried out with the ones who accepted.

The coursebook was designed by two writers. However, only one of them took part in the study. There is no detailed information about one of the writers except her name and profession. She works as an English teacher in MoNE. The other writer, to whom the question form was sent, has been working as an English teacher, has MA degree, had five more different coursebooks to be published and worked in Head Council of Education and Morality and in the department of Teaching Programs.

As the demographic features of the students and the writer are not a concern for the study, only the teachers' demographic features are presented in Table 4.

Table 4. *Demographic Features of the English Teachers*

Demographic Features		f	%
GENDER	Female	48	56,5
	Male	37	43,5
TOTAL		85	100
PROFESSIONAL EXPERIENCE	1-5 years	20	23,5
	6-10 years	21	24,7
	11-16 years	21	24,7
	16- more	23	27,1
TOTAL		85	100
TEXTBOOK USE	10-15 min.	20	23,5
	15-20 min.	23	27,1
	20-30 min.	22	25,9
	30-40 min.	20	23,5
TOTAL		85	100

As it is presented in Table 4, 56, 5% of the participants are female and 43. 5% of the participants are male. 51. 8% of the English teachers have professional experience more than 10 years and 27. 1% of the participants use the textbook between 15-20 minutes in a class hour.

3.2.1. Research Context

The study was conducted in different secondary schools of Mersin. The schools were specified in line with the socio-economical level among the state schools. A participant group from every socio-economic level was tried to be selected. All of the schools in the study start at nearly at 07:30 and last at 13:00 for seventh graders. They have six hours of English classes in a week, two hours for elective course, and four hours for the main course. For the main course, they use MoNE approved coursebooks but for the elective courses, there is no standard material prepared.

3.2.2. The Coursebook Sunshine 7

Locally published and MoNE approved, Sunshine 7 is designed by two English teachers in 2014. The coursebook consists of ten units, " *attention, can do club, bibliography and visual bibliography parts*". Designed through learner and process based approach, the coursebook focuses on listening and speaking skills. The themes covered in the coursebook are " *sports, appearances, superstitious,*

television, wild animals”, etc. There is no information given in the content page about which grammar structures to be covered. There are revision exercises in *attention* parts and *can do club* section helps students to see what they have learnt at the end of the coursebook. The grammatical explanations are not presented and there are only activities or tasks presented in line with the grammar structures. Designed with 112 pages, both real photos and pictures are used in the coursebook. There is no CD given with the coursebook for the listening texts but they can be reached online from the website of Head Council of Education and Morality. The content page of the coursebook is presented in Appendix I.

3.3. Data Collection Procedure

The data collection procedure was conducted in three stages; (1) development of evaluation checklists, (2) piloting and (3) actual implementation. For all of the stages school principals, teachers and students were informed about the procedure. At the development of evaluation checklists, the first drafts of the teachers’ form and students’ form of the checklists were prepared by the researcher by taking the related literature into consideration. As one of the objectives of the study is to design a local coursebook evaluation checklist, the first drafts were investigated and rearranged as a result of the interviews carried out with seven English teachers and 19 seventh grade students who use Sunshine 7 English coursebook in their classes. During the interviews all the 55 items in the teachers’ form and 42 items in the students’ form were evaluated one by one by the interviewees and they added new ones covering the things they need in an English coursebook. Students were asked to mark the items that they had difficulty in understanding and all these items were rewritten. With the help of the interviews, a teacher form of 72 items and student form of 56 items were prepared for the piloting study.

The piloting study was conducted in three weeks in February and March 2015. 50 English teachers and 300 seventh grade students were the participants of the piloting. All the necessary information was provided for the participants before the implementation of the second drafts of the evaluation checklists. After collecting the data of the pilot study, the analysis for the reliability of the checklists and explanatory and confirmatory factor analyses for the validity of the checklists were carried out. As a result of the analyses, the last drafts of the checklists were prepared for the actual implementation.

The actual implementation was conducted between March and April 2015 as the permission could only be taken from Provincial Directorate for National Education at the end of the first semester and the piloting and the actual implementation were started at the beginning of the second semester. All the

applications were planned beforehand in order to carry out the data collection during the most suitable time for the participants. As mentioned before 500 seventh grade students and 85 English teachers using Sunshine 7 were the participants of the actual implementation. It took five weeks to collect the data and two weeks to analyze the data.

In addition to the data collected from the teachers and the students as the users of Sunshine 7, the coursebook writers were also included in the process. The opinions of one of the writer about the coursebook writing process were collected in May 2015 with a question form. In order to reach the writer, the publishing house agent was called and given the necessary information. With the help of the publishing house agent, the question forms were sent to the publishing house via email and they sent the form to one of the writers. The answers of the writer were sent again by the publishing house agent in two weeks.

3.4. Data Collection Tools

Importance-weighted Local Textbook Evaluation Checklist (ILTEC) teachers' and students' forms, interviews and a question form for the writers were used as the data collection tools of the study. All the data collection tools were prepared in Turkish to make participants feel comfortable during the data collection and express themselves clearly.

3.4.1. The Teachers' Form of ILTEC

One of the objectives of the study is to evaluate the Sunshine 7 coursebook from the perspectives of the English teachers. In order to achieve this, an evaluation checklist was developed by the researcher. The checklist consists of the items for the evaluation of students' book, workbook and teachers' book. Importance-weighted checklist was designed in Likert Type. Importance weighting has been applied in quality of life studies (Cummins, 1997; Frish, 1992). The rationale behind using importance weighting is that an individual's importance perception about an item or feature can have a great effect on the range of satisfaction or dissatisfaction (Wu, Chen and Tsai, 2009). As teachers evaluate the coursebook subjectively, clarifying what features have the great importance for the teachers in a coursebook can provide another perspective for the interpretation of the evaluation. For each item the labels of "important, very important and the most important" are used. The checklist was designed in five steps;

1. In order to prepare the first draft of the checklist, the related literature was reviewed and first draft was designed with 55 items and the expert opinion was taken for the content validity.

2. Interviews were carried out with seven English teachers from different secondary schools of Mersin. Teachers investigated all the items one by one and wrote down new items describing their real needs in a coursebook.
3. The checklist was rearranged according to the feedback given by the interviewees and the second draft with 72 items was prepared for the piloting.
4. For the piloting study, the second draft was applied to 50 English teachers in Mersin using sunshine 7 coursebook.
5. Analyses of reliability and construct validity were carried out and the last version of the checklist was prepared for the actual implementation.

Kaiser-Meyer-Olkin value for the checklist was found .638 which was higher than 0.50 and an acceptable value for the analysis. Bartlett's test of Sphericity also showed that the sample was suitable for the factor analysis (Approx. Chi. Square 1405, 44; df .496 and $p: 000 < .05$). In order to see the factorial structure of the checklists, exploratory factor analysis was carried out. After eliminating the parallel items from the checklist, there were 52 items left. The factor analysis showed that there were 14 factors with total variance explained value more than 1 and these 14 factors were seen to measure the 82% of the feature evaluated with the checklist. However, when the Scree Plot was investigated, it was definitely seen that all the items were placed under one factor, the total variance explained of which is 27, 5%. Scree Plot is presented in Figure 9.

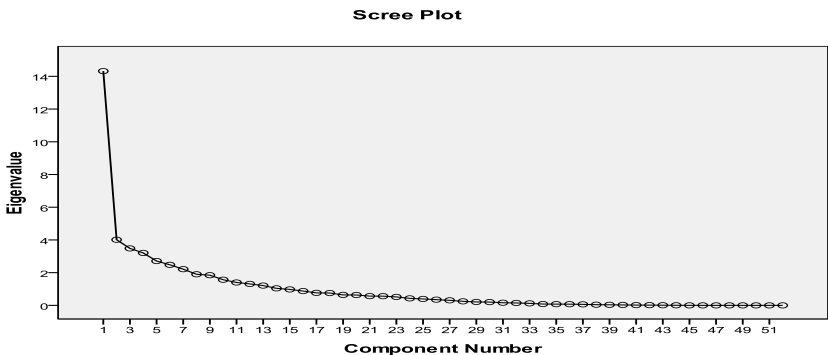


Figure 9.*Eigenvalue factor graph*

After extracting the data set under one factor, explanatory factor analysis was repeated and 20 items with factor load under .32 were eliminated from the

analysis. After the elimination, total variance explained of the factor reached to 41, 6%, which is an acceptable value for the explained total variance (Çokluk, et. al., 2012). The factor loads of each item are presented in Table 5.

Table 5. *Factor Loads of Each Item in Teachers' Form of ILTEC*

Item	Factor Load
11	.824
9	.807
43	.738
45	.682
61	.673
44	.652
46	.653
56	.598
66	.463
72	.438
16	.778
31	.768
32	.665
48	.616
50	.659
59	.734
1	.698
2	.436
39	.730
51	.678
64	.501
41	.370
47	.600
53	.711
58	.716
19	.680
21	.553
25	.579
34	.629
38	.549
49	.597
52	.568

As it is seen in Table 5, the factor loads of the items are higher than .32, which can be interpreted, as all of 32 items can be used in the checklist.

All these 32 items can also be grouped under six sub-categories;

Teaching context and situations: I9, I11, I43, I44, I45, I46, I56, I61, I66, I72

Exercises and activities: I16, I31, I32, I48, I50, I59

Textbook Content: I1, I2, I39, I51, I64

Sensitivity to Socio-cultural Issues: I41, I47, I53, I58

Organization and Visual Design: I19, I21, I25, I34, I38

Supplementary Materials: I49, I52

The reliability of the checklist was analyzed through Cronbach Alpha. The reliability of the checklist was found .952. For the reliability .70 is an acceptable reliability value (Büyükoztürk, 2011) which can be interpreted as the checklist is highly reliable. As Russel, Hubley, Palepu and Zumbo (2006) criticize the importance weighted life satisfaction scales as not being reliable, the reliability analysis of importance weighted scores was also carried out. The results revealed that Importance weighted responses had .935, which means a high rate of reliability.

3.4.2. The Students' Form of ILTEC

Another objective of the study is to evaluate the Sunshine 7 coursebook from the perspectives of seventh grade students. In order to achieve this, an evaluation checklist was developed by the researcher. The checklist consists of the items for the evaluation of students' book and workbook. Being Likert Type, the checklist also provides opportunity to find out important features of a coursebook for the students through importance-weighting. For each item the labels of "important, very important and the most important" are used. Just like Teachers' form, the students' form of the checklist was designed in these five steps;

1. For the construction of the first draft of the checklist, the checklists available in the literature were reviewed and 42 items were written for the first draft and the expert opinion was taken for the content validity.
2. The items in the checklist were read and investigated one by one by 19 seventh grade students from different secondary schools of Mersin. At this step, students suggested new items describing their real needs.

3. As a result of the feedback given by the students, a rearrangement was made and the second draft with 56 items was constructed for the piloting.
4. For the piloting study, 300 seventh grade students in Mersin used the second draft of the checklist in order to evaluate Sunshine 7.
5. After the analyses of reliability and construct validity, the last version of the checklist was prepared for the actual implementation.

As the factorial structure of the students' form was determined beforehand, confirmatory factor analysis was applied for the construct validity of the checklist. The students' form of evaluation checklist had six factors; visual design, cultural awareness, students' need, self instruction, overall design and authenticity. This structure of the checklists is based on the study of Huang (2011). According to Seçer (2013) in order to test to what extent the data fit with the factors defined beforehand, Confirmatory Factor Analysis is used. After the pilot study, the items in the checklists form were rearranged and similar or parallel items were eliminated from the checklist. As a result, there were 23 items left for the confirmatory factor analysis (CFA). CFA was conducted through LISREL 8.7 analysis program. The items were categorized as;

Visual Design: I19, I20, I24

Cultural Awareness: I41, I44

Students' Needs: I39, I46, I48, I49, I54, I55, I56

Self-Instruction: I13, I29, I30, I37

Overall Construction: I6, I14, I15, I31

Authenticity: I2, I12, I26

The first CFA showed that standardized solution values of item 13 and 15 were 0.99 which was the indicator of high error variance (Çokluk, et. al., 2012: 305). As a result these items were eliminated and the CFA was repeated. In order to decide whether the model was appropriate or not, fit indexes were investigated. In order to find out the proficiency of the applied model, there are some fit indexes to be examined; Chi-Square Goodness, Goodness of Fit Index (GFI), Root Mean Square Error of Approximation (RMSEA), Comparative Fit Index (CFI), Normed Fit Index (NFI), Relative Fit Index (RFI), Incremental Fit Index (IFI) (Çokluk, et. al., 2012). For the GFI, CFI, NFI, RFI and IFI indexes the acceptable fit value is 0.90 and perfect fit value is 0.95 and for RMSEA 0.08 is an acceptable fit and

0.05 is perfect fit value (Seçer, 2013). Comparing the results with the acceptable values, it can be concluded that the fit indexes are meaningful for the model ($X^2 = 312.48$, $df = 174$ and $p = 0.00$, $X^2/df = 1.79$) and the fit indexes were found RMSEA: 0.052, NFI: 0.83, NNFI: 0.90, CFI: 0.91, RMR: 0.67, IFI: 0.92 and GFI: 0.91. Although CFA model had the acceptable fit, only one modification was done between item 48 and 49 in order to improve the model. After the modification CFA was carried out again and the values of fit indexes became $X^2 = 299.80$, $df = 173$ and $p = 0.00$, $X^2/df = 1.73$ and RMSEA: 0.050, NFI: 0.84, NNFI: 0.90, CFI: 0.92, RMR: 0.65, IFI: 0.92 and GFI: 0.91. CFA results are presented in Figure 10. As all the values of the fit indexes at the perfect rate, the checklist has the perfect CFA model and has the construct validity.

The reliability of the checklist was analyzed through Cronbach Alpha. The reliability of the checklist was found .735. Therefore, the student form of the checklists can be considered as reliable as the reliability is over .70 (Büyüköztürk, 2011). For the reliability of importance-weighted results, the value was found to be .714, which is an acceptable value for the reliability.

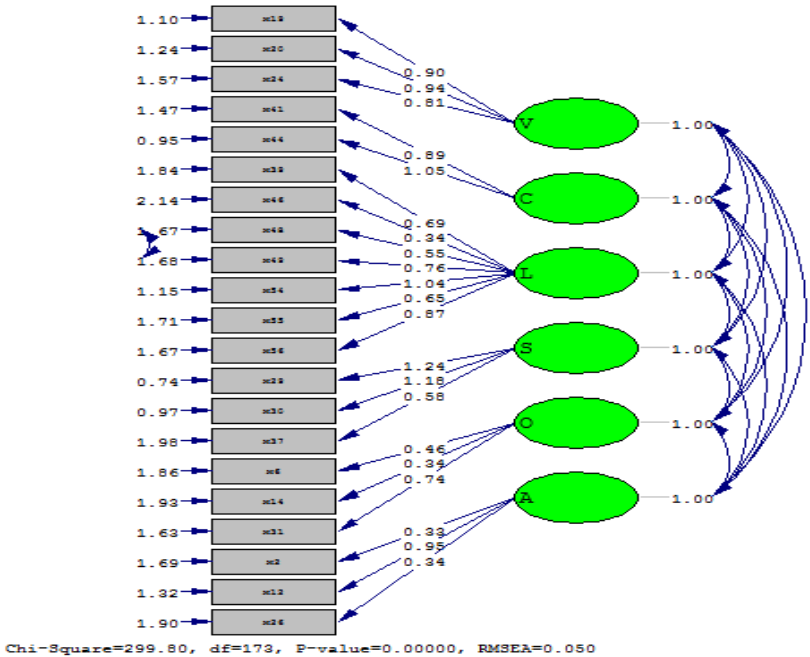


Figure 10. The results of confirmatory factor analysis

3.4.3. Interviews

Defining the interviews as the verbal data collection tools, Karasar (2012) states that interviews provide opportunity for the researcher to get detailed responses by asking immediate questions to the interviewees. For the development of the checklists the items were constructed through the interviews with both seven English teachers and 19 seventh grade students. After the evaluation of the items in the first draft of the checklists, in order to have a deeper understanding of the users' opinions on the effectiveness of the coursebook, semi-structured interviews were carried out. Different interview questions were prepared for the teachers and students beforehand. For the data collection all interviewees were informed about the subject of the interview and their permission were taken in order to record their responses beforehand. Each participant was given a teacher or student question form before the recording in order to give them opportunity to make up their minds and see what would be asked to them. Interview questions for the teachers and students are placed in Appendixes G and H. The interviews were carried out in Turkish as the proficiency level of the students are not enough to interview in English and the teachers may have felt a pressure on them while speaking English and this would affect the reliability and validity of the responses and affect the interview process negatively. Conducting the interviews in Turkish helped them to express their feeling in detail and made them feel comfortable during the interviews. It took two days to interview with the teachers and students.

3.4.4. Coursebook Metaphors

In order to understand the real attitude of the students towards the coursebook, a metaphor sentence "*Our English coursebook is like.....because.....*" was added to the checklist form of the students. After explaining how the students would fill in the checklist form, metaphor sentence was explained to the students in detail. First of all the metaphor term and the aim behind the metaphor study were explained to the students and their questions were answered in detail in order to be sure that they all understood what to do and they were warned about writing the explanation of their metaphors as the explanations would be the base of the classification. This process took ten minutes. After the explanation, all the students first started answering the open-ended questions and the items in the checklist. They finished answering the other parts between 25-30 minutes and they had nearly 15 minutes to create a metaphor.

3.4.5. The Writer's Question Form

One of the objectives of the study is to evaluate the coursebook writing process from the writer's perspective. In order to reach this aim, the publishing house

agent was called and informed about the research process. The objectives of the study were explained and the contact information of the writers was demanded from the agent. At the beginning interviews with the writers were going to be planned but as the agent of the publishing house disapproved giving the contact information of the writers, a question form (which is presented in Appendix F) was prepared and sent to the agent via e-mail. With the help of the agent the question form was sent to one of the writers and responses were returned back through e-mail.

3.5. Data Analysis

As the study has both quantitative and qualitative data, both qualitative and quantitative types of analyses were carried out.

3.5.1. Analyses of the Quantitative Data

The checklists provided the quantitative data of the study. The data were collected anonymously. After entering the data into SPSS analysis program, the frequency, percentage, means and standard deviation analyses were carried out for the items in the checklists. When it comes to analyzing the satisfaction scores and the importance weighted total scores Cummins (1997) algorithm was adapted for the analyses. For the total scores of the satisfaction the responses of each participant for every item were summed in order to have a total score. As the checklists were designed as 5 Likert Type, the highest score for an item can be 5 and the lowest can be 1. These scores help us to find the highest (5* total item number), medium (3*total item number) and lowest (1*total item number) total satisfaction scores to make an interpretation of the results within each group. When it comes to the importance weighted total scores, first the satisfaction responses need re-coding (Cummins, 1997).

Satisfaction degrees;

5	4	3	2	1
Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree

For the Importance * Satisfaction, these degrees become;

-3	-2	1	2	3
Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree

The values of importance are arranged as 1: important, 2: very important, 3: the most important. As a result of the re-coding procedure, I*S obtained for any domain changes between 9 and -9. The domain scores (Importance X Satisfaction) were calculated for each participant and highest weighted score (9*item number), medium weighted score (3*item number) and the lowest weighted score (-9* item number) were found to interpret the domain scores of the participants.

In line with the research questions, in order to find out whether there is a significant difference between the results of male teachers and female teachers, independent samples t test was conducted. In order to see whether the responses of the teachers change in line with their years of experience, textbook use in a class hour, and one way ANOVA analyses were carried out. As the demographic features of the students were not a concern for the study, only response frequencies and importance-weighted total scores of the students were calculated and interpreted as quantitative data.

3.5.2. Analyses of the Qualitative Data

The qualitative data of the study were collected through the open-ended questions in the first part of the checklists, semi-structured interviews with teachers and students, question form for the writer and metaphor collection. For the analyses of the qualitative data, content analysis technique was conducted. Being an important analysis technique for the social sciences, content analysis enables us to work on human behavior in an indirect way (Büyüköztürk, et al. (2011)). Content analysis is a procedure conducted step by step, which is summarized in Figure 11.

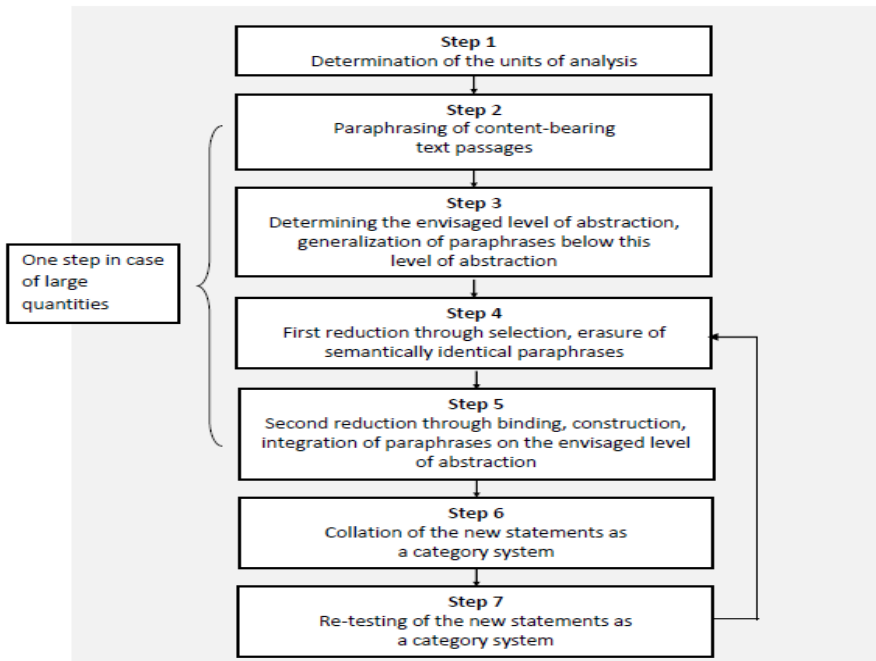


Figure 11. *Content analysis steps (Mayring, 2014, p. 66)*

The qualitative data collected with open-ended questions and metaphor study were tabulated and supported with the frequencies of the responses. For the interviews and question form, all the responses were presented in a composition and supported with direct quotations.

After the decision of content analysis, data analysis procedure for each data collection tool was started. For the open-ended questions;

1. First the responses for every open-ended question were listed down.
2. All the answers were reviewed
3. The answers that were semantically identical were determined and grouped.
4. After the categorization of the statements, the identical responses were counted and the responses were tabulated.
5. The responses were interpreted and the interpretations were supported with the frequencies and percentages.

For the interviews,

1. The transcriptions of all records were carried out.
2. The identical responses were grouped and categorized.
3. Statements under each category were reviewed.
4. The responses were presented through direct quotations and were interpreted.
5. The responses which were non-identical were also represented as extra information.

The question form of the writer;

1. As the responses of the writer were collected online, there was no need for the transcription.
2. The responses of the writer were categorized based on the questions.
3. The answers of the writer were reviewed in order to be sure about the categorization
4. The responses were analyzed and interpreted.

For the content analysis of the metaphor study;

1. First of all, all the metaphors of the students were investigated. Although number of the students participated to the study was 500, only 119 students completed the metaphor sentence in the checklist. Among these 119 metaphors, the ones without clear explanation or could not be placed under any category were eliminated. For instance, six students just wrote down “reader” as a metaphor and did not make an explanation for it. Five of the metaphors were as “*Our English coursebook is a reader as there are reading texts in it*”. These five metaphors could not be placed under any category as it was just the statement of a fact about the coursebook and did not present any attitude towards the coursebook. There was no reference for any of the categories in the framework. Five of the students used “water” as a metaphor but their explanation for the metaphor was “*it is good*”. These metaphors could show a positive attitude towards the coursebook but the explanation was not enough for the categorization. In what sense the coursebook was good, was not clear. Lastly, three of the students wrote down “*Our English coursebook is like a rectangle as it has edges and sides*”. As these statements were about the shape of the coursebook and did not refer to any attitude or the features of the categories, these metaphors were eliminated from the study. As a result of the elimination of 19 metaphors, the total 100 metaphors were left for the analysis.

2. The categorization of the metaphors was carried out. As the framework for the categorization of the metaphors was determined beforehand, the metaphors with identical themes were grouped under categories. For the content analysis,

McGrath's (2006) framework was applied. All the metaphors were analyzed in accordance with their topics, the object that students made connection with the coursebook and their explanation, the reason behind creating that specific metaphor. As the categories were stated beforehand by McGrath (2006), all the metaphors were coded and placed under the suitable category. For the placement of the metaphors, the explanations, the reason of the students in other words, were taken as a base. There were metaphors referring to the enjoyment the students had while using the coursebook, as there was no entertainment category in McGrath's (2006) framework, this category was added.

3. All the metaphors were coded.

4. According to Miles and Huberman (1994), check-coding is a good way of checking the reliability of the coding. For the internal consistency of the metaphor study, intra-coder reliability assessment was conducted. Two weeks after the coding, the researcher carried out check-coding. Miles and Huberman (1994) reliability formula was used for the assessment;

Reliability = number of agreements /total number of agreements +disagreements *100.

During the second coding, the metaphors "server with 100.000 users, empty CD and inkless pen and reader" under resource category were placed under support, boredom, worthlessness and entertainment categories. The metaphor "black page" were taken from boredom category and placed under source of anxiety and fear category. Lastly, the "rainbow" metaphor was recoded and taken from guidance category and placed under entertainment. Since the categories of these six metaphors were changed, the intra-rater reliability of the study was calculated. For the intra-coder reliability agreement is expected to be 90% or more according to Miles and Huberman (1994). The intra-coder reliability of the metaphor study was found to be 94% $(94/94+6*100)$, which is acceptable range.

5. All the responses were tabulated and frequencies and percentages of all categories were presented in the table.

6. The responses were interpreted and supported with direct quotations.

Figure 12 presents a summary of research questions, data collection tools and participants of the study.

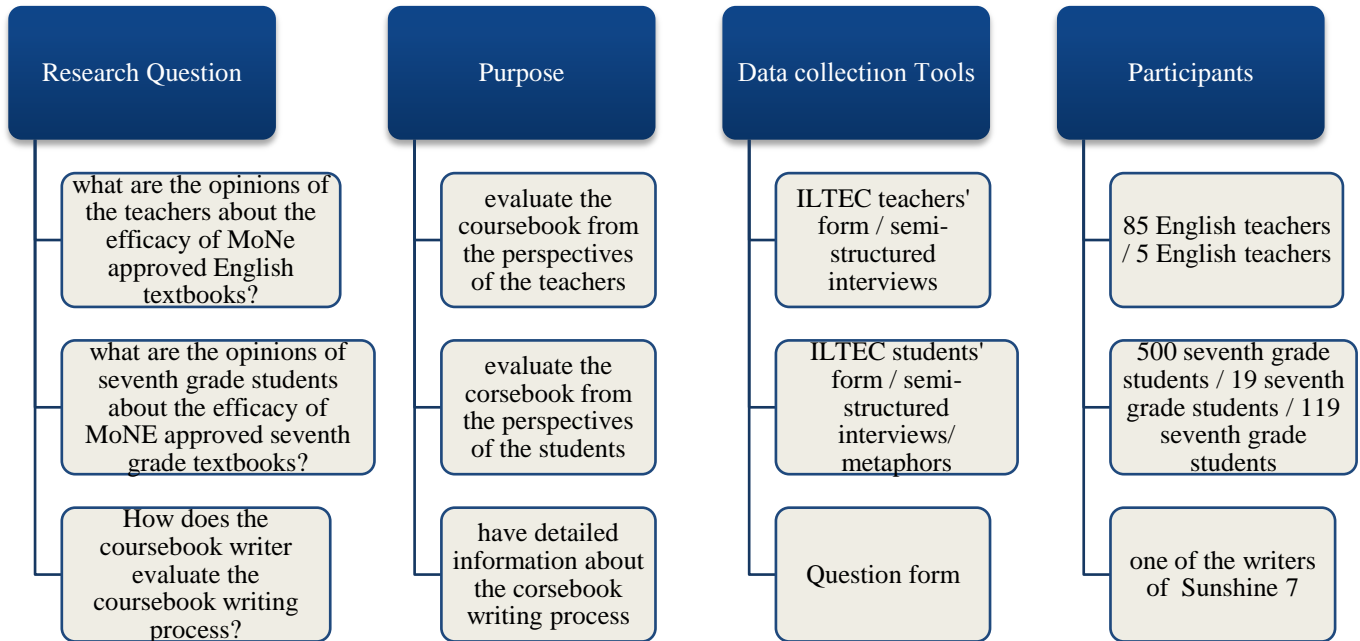


Figure 12. Summary of research design

CHAPTER FOUR

FINDINGS OF THE STUDY

4.1. Introduction

Within the scope of the present study, the main objective is to find out the opinions of Sunshine 7 English coursebook users on its capacity to meet users' needs. In order to find an answer for the first question searching how English teachers evaluate the effectiveness of Sunshine 7 English coursebook, the data were collected through Importance-weighted Local textbook Evaluation Checklist (ILTEC) teachers' form and interviews and frequency, percentage, standard deviation and mean analyses were conducted for the quantitative data collected by ILTEC teachers' form and content analysis was used to analyze the responses of the teachers given to the interview questions. As the sub goals for the first research question were to clarify whether there is an effect of gender, years of experience and duration of textbook use on the evaluation of the teachers, demographic features of the teachers were collected and t-test and ANOVA analyses were also applied. Second research question of the study tries to search for an answer for how the seventh grade students evaluate Sunshine 7 English coursebook. The data were collected by using ILTEC students' form, interviews and metaphor study. ILTEC students' form provides the quantitative data and qualitative data were collected through metaphors and interviews. Frequency, percentage, standard deviation and mean analyses were done for the quantitative data and the qualitative data were analyzed through content analysis. The last research question is to investigate the coursebook writing process from the perspective of the coursebook writer. The data were collected through question form and analyzed with content analysis. In this section of the study the findings gathered, as a result of the analyses of quantitative and qualitative data collected by ILTEC teachers' and students' forms, interviews, question form and metaphors.

4.2. The Opinions of the Teachers on the Efficacy of the Coursebook

The first research question of the study aimed to clarify the opinions of the teachers on the capacity of the coursebook to meet their students' and their demands. In order to find an answer for this research question an evaluation scale based on evaluative criteria for the coursebook was administered to 85 English teachers in Mersin, using Sunshine as a coursebook for 7th grades. The checklist consists of six sub-categories: teaching context and situations, exercises and activities, textbook content, sensitivity to socio-cultural issues, organization and visual design and supplementary materials. The responses of all participants are presented with respect to these sub categories.

4.2.1. The Teachers' Opinions on Teaching Context and Situations

Teaching contexts and situations are the atmospheres formed by the relation between the teacher and students. They can also be seen as the environment where the teaching takes place. Besides background, knowledge and needs of the teacher and students, objectives of the course, syllabus, time, and class size have a role in the construction of the teaching contexts and situations. As they have their own components with different features, all contexts and situations are unique within themselves. One of the challenges for a coursebook is whether it is suitable to the present teaching context and situation. The components may have standard names as teacher, students, objective or time but their abilities and features are different. For the evaluation of the coursebook in terms of teaching contexts and situations, the criteria is whether the content of the coursebook is adequate to the age, proficiency level and interests of the students. The objectives of the coursebook are evaluated whether they are in line with the ones of the course. The harmony between the class hours and the content of the coursebook is also a concern at this point. The applicability of the activities in the large classes is another issue covered under this category. In the teachers' form of the coursebook evaluation checklist, there are ten items to take the opinions of the teachers on "suitability to the students, learner types, aims and approaches, class hours, size of the class, syllabus". The frequencies, percentages, means and standard deviations of the teachers' responses are presented in Table 6.

Table 6. *Teachers' Responses Regarding Teaching Context and Situations*

ITEM	SD		D		NS		A		SA		M	Sd.
	f	%	f	%	f	%	f	%	f	%		
I1 The activities are adequate to be performed in the classroom environment.	22	25,9	23	27,1	17	20,0	17	20,0	6	7,1	2,55	1,26
I2 The interests of the age group are considered during the content design of the coursebook.	21	24,7	15	17,6	15	17,6	27	31,8	7	8,2	2,81	1,34
I3 The defined objectives of the coursebook are convenient for the level of the learners.	25	29,4	15	17,6	15	17,6	26	30,6	4	4,7	2,63	1,31
I4 The activities are designed carefully for the learner types.	31	36,5	36	42,4	11	12,9	6	7,1	1	1,2	1,94	,94
I5 It is obvious that level of readiness is a matter for the coursebook.	34	40	23	27,1	15	17,6	9	10,6	4	4,7	2,12	1,19
I6 The coursebook is designed in line with the language teaching approaches, approved nationally and internationally.	25	29,4	28	32,9	15	17,6	16	18,8	1	1,2	2,29	1,12
I7 The coursebook adjusts to English language teaching curriculum for 7 th grades.	18	21,2	11	12,9	6	7,1	41	48,2	9	10,6	3,14	1,37
I8 The activities are designed considering large size of classes.	40	47,1	28	32,9	13	15,3	2	2,4	2	2,4	1,80	,948
I9 The content of the coursebook is well-adjusted to the class hours.	27	31,8	18	21,2	12	14,1	23	27,1	5	5,9	2,54	1,34
I10 The coursebook is designed in line with the fact that every single student in the class has a different level of proficiency in English	31	36,5	23	27,1	18	21,2	11	12,9	2	2,4	2,17	1,13

***SD: Strongly Disagree/ D: Disagree/ NS: Not Sure/ A: Agree/ SA: Strongly Agree**

The distributions of the responses presented in Table 6 show that there is a negative tendency of the teachers' opinions. This can be interpreted as the teachers are not satisfied with the quality of the coursebook to meet the needs of their students and their classroom environment. In other words, the content of the coursebook is not designed according to the age, interests and proficiency level of their students and the activities are not suitable to be performed in their classes. According to Table 6, the most obvious deficiency is the activities' not being applicable in large sized classes. 80% of the teachers believe that the activities of the coursebook are not designed by bearing the classroom size in mind. The variety of the activities related with the learner types is the second significant deficiency of the coursebook in this category. According to 78. 9% of the participants, the activities in the coursebook are not chosen in such a way to appeal to different learner types. Another problematic issue is that the coursebook does not concern the level of readiness. 67. 1% of the teachers disagree with the statement that the level of readiness is a factor which is considered during the designation process of the coursebook. The responses given to the items covering the harmony between the methodology of the coursebook and the nationally and internationally approved language teaching approaches and different proficiency levels of the students in a classroom are close to each other. 63. 6% of the teachers think that the coursebook is not designed according to the fact that students in their classes have different levels of proficiency in English while 62. 3% of the participants state that the methodology of the coursebook is not in line with the approaches that have national and international approval. The suitability of the activities for the classroom environment and the harmony between the class hours and the content of the coursebook have equal rate of response. 53% of the teachers disagree that the activities can be performed in their classroom environment and there is a balance between their class hours and the length of the units in the coursebook. Another feature that the teachers are dissatisfied is the suitability of the educational attainments of the coursebook to the level of their students. 47% of the teachers believe that the educational attainments defined in the coursebook are not adequate to the level of their students. There seems to be proximity between the percentages of positive and negative responses given for the attractiveness of the content. 42. 3% of the teachers disagree that the content is appealing to their students while 40% of the teachers agree with it. Only one of the items in this category has a positive profile of response. 58. 8% of the teachers think that the coursebook is compatible with English curriculum for seventh grades.

4.2.2. The Teachers' Opinions on Exercise and Activities

Exercises and activities are the parts of the coursebook, where the students can actually use the target language. As the teachers need different kinds of exercises and activities in order to teach the target language, they evaluate these parts of the coursebook more carefully. The expectations of the teachers form the criteria they use during the evaluation. As the exercises and activities construct most of the lesson plan, the teachers evaluate the variety, difficulty level, the relation between the exercises and activities. Every teacher also evaluates them in terms of the interests of their students as it is important for the motivation of the learners. The checklist used in this present study helps teachers to evaluate; the motivational features of the activities (I11), the clarity of the instructions in workbook (I12), adequacy to the interests of the students (I13), variety of the activities (I14), creating and authentic language environment (I15) and supporting creative thinking (I16). Table 7 presents the responses of the teachers regarding exercise and activities sub-category.

Table 7. *Teachers' Responses Regarding Exercise and Activities*

ITEM	SD		D		NS		A		SA		M	Sd.
	f	%	f	%	f	%	f	%	f	%		
I11. The activities motivate the students for learning English.	27	31,8	22	25,9	23	27,1	13	15,3	0	0	2,25	1,07
I12. The instructions of the activities in the workbook are suitable for the level of the students.	26	30,6	18	21,2	6	7,1	27	31,8	8	9,4	2,68	1,43
I13. The activities in the workbook are chosen from the fields appealing to the interest of the students.	26	30,6	20	23,5	12	14,1	23	27,1	4	4,7	2,51	1,30
I14. The activities are varied in terms of teaching methods.	25	29,4	27	31,8	19	22,4	14	16,5	0	0	2,25	1,05
I15. The coursebook is useful for creating an authentic language teaching environment.	42	49,4	28	32,9	9	10,6	5	4,9	1	1,2	1,76	,946
I16. There are activities supporting creative thinking.	26	30,6	27	31,8	14	16,5	16	18,8	2	2,4	2,30	1,16

***SD: Strongly Disagree/ D: Disagree/ NS: Not Sure/ A: Agree/ SA: Strongly Agree**

According to Table 7 the responses of the teachers for these six items are grouped under negative statements, which mean that the activities and exercises in the coursebook are unable to satisfy the teachers. The most significant difference between the negative and positive responses can be seen in the item about the authentic language teaching environment. 82. 3% of the teachers believe that it is not possible to create an authentic language teaching environment in their classroom by using this coursebook. The second significant inefficiency of the coursebook for this category is its potential of guidance for creative thinking. 62. 4% of the teachers share the same idea that the coursebook is not capable of providing opportunities for their students to improve creative thinking. Another inefficiency of the coursebook for this category is the variety of the activities for different kinds of teaching techniques. The percentage of the teachers who think that the coursebook does not provide different kinds of activities is 61. 2%. Another feature that the teachers seem to be dissatisfied with is the capacity of the exercises and activities to motivate their students. 57. 7% of the teachers agree that the exercises and activities presented in the coursebook are far from motivating their students to learn English. Just like the motivation degree, the activities' being interesting for their students, is another feature dissatisfying the teachers. Most of the teachers think that the activities in the workbook cannot respond to the interests of their students (54. 1%). The last thing covered under this category is whether the instructions of the activities in the workbook are appropriate to the level of the students. Like the other items under this category, this feature of the coursebook also gets negative responses. The percentage of the teachers who believe that the instructions of the exercises in the workbook are not written according to the level of their students is 51. 8%. As the teachers do not give positive responses to any of the items, this situation can be interpreted as the exercises and activities as a whole are not capable enough for the teachers.

4.2.3. The Opinions of the Teachers on Textbook Content

Textbook content is the structure of the coursebook. This structure includes topic of the units, pronunciation, grammar and vocabulary. The presentation of these components is not the only consideration. The grammar structures and vocabulary of the coursebook are demanded to be meaningful for the students. The levels of the grammatical structures and lexical items are crucial, they should not be below or above the level of the students for a meaningful learning. In both cases learning and teaching processes become difficult both for the teachers and their students. Another feature under textbook content is the topic of the coursebook units. These topics are evaluated according to their level of attraction for the students. As the grammar and vocabulary are presented to the students through a defined topic in each coursebook unit, they should be chosen from the areas that the students are interested in as it is the source of motivation. Five items, the opinions of the teachers about overall design of the content, the appropriateness

of the topics to the students; the explanations of the grammar rules besides the quality of the listening texts in providing a good pronunciation model serve to survey. The responses of the participants on textbook content are summarized in Table 8. From the information below, we can confirm that there is nothing satisfying about the coursebook except the topic. In other words it is possible to say that the teachers have negative attitude towards the features of textbook content except for the topic. When we consider the items one by one, the first feature that majority of the teachers agree on is the lack of grammatical explanation in the coursebook. 76. 5% of the teachers state that there is no explanation for the grammar rules provided by the coursebook for their students. Besides its difficulty for the teachers, this deficiency also affects the self-study efforts of the students. Other negative responses are about the listening texts and detopicalized content of the coursebook. These items also have the same response percentages (49,4%). Nearly half of the teachers think that the listening texts are not efficient to be an accurate model of pronunciation and they sometimes do not know what to do as there is nothing to cover in the coursebook. In contrast to these three items, the two of the items about the topics chosen for the units received positive responses. One of them is whether the coursebook has the topics from daily life. 51. 8% of the teachers believe that the coursebook provides real life topics in each unit, which means it is easier for students to internalize what is presented by the coursebook. Although the positive responses are statistically more than the negative ones, the percentages of the negative and positive responses given to I17 are close to each other. 48. 2% of the teachers agree that the topics are chosen in relation with the interests of their students, while 47. 1% of them disagree with it.

Table 8. *Teachers' Responses Regarding Textbook Content*

ITEM	SD		D		NS		A		SA		M	Sd.
	f	%	f	%	f	%	f	%	f	%		
I17. The topics covered in the coursebook are not attractive for the students.	7	8,2	34	40	4	4,7	18	21,2	22	25,9	3,16	1,40
I18. The topics are chosen from daily life.	9	10,6	20	23,5	12	14,1	38	44,7	6	7,1	3,14	1,17
I19. The listening texts provide an accurate model of pronunciation for the students.	16	18,8	26	30,6	9	10,6	29	34,1	5	5,9	2,77	1,26
I20. There are explanations of the grammar structures in the coursebook	35	41,2	30	35,3	2	2,4	16	18,8	2	2,4	2,05	1,18
I21. I sometimes feel confused about what to teach as the content of the coursebook is oversimplified.	5	5,9	23	27,1	15	17,6	18	21,2	24	28,2	3,38	1,31

***SD: Strongly Disagree/ D: Disagree/ NS: Not Sure/ A: Agree/ SA: Strongly Agree**

4.2.4. The Opinions of the Teachers on the Coursebook's Sensitivity to Socio-Cultural Issues

This part of the checklist investigates the representations of; (1) gender roles, and (2) culture. Table 9 presents the responses of the teachers regarding sensitivity to socio-cultural issues. The responses presented in Table 9 lead us to the conclusion that the coursebook does not show any sensitivity to the socio-cultural issues according to teachers. Although the general profile of the responses for these four items are negative, the obvious deficiency under this category is that there is no information about the cultures of the countries whose native language is English. 75. 3% of the teachers stated that the cultures of the native speakers are not presented in the coursebook. These responses of the I23 also give us a clue about the opinions of the teachers on the variety of the cultures and characters from different cultures presented in the coursebook. Like I23, there are teachers who believe that there is not any variety in the cultures introduced in the coursebook (67%) and half of the teachers think that the cultures presented in the coursebook are not varied. This means that the coursebook lacks providing cultural content for the students. According to Table 9, 56. 5% of the teachers agree that the characters in the coursebook are not chosen in accordance with gender roles. The responses of the teachers show that the general attitude among the participant towards the socio-cultural sensitivity of the coursebook is negative

Table 9. *Teachers' Responses Regarding Sensitivity to Socio-Cultural Issues*

ITEM	SD		D		NS		A		SA		M	Sd.
	f	%	f	%	f	%	f	%	f	%		
I22. The distribution of the characters in the coursebook is in line with gender.	25	29,4	23	27,1	16	18,8	18	21,2	3	3,5	2,42	1,21
I23. It is possible to find information about culture of native speaker of English.	34	40	30	35,3	16	18,8	4	4,7	1	1,2	1,91	,941
I24. There are various cultures introduced in the coursebook.	28	32,9	29	34,1	19	22,4	9	10,6	0	0	2,10	,988
I25. There are characters from various cultures in the coursebook.	24	28,2	20	23,5	14	16,5	25	29,4	2	2,4	2,54	1,24

***SD: Strongly Disagree/ D: Disagree/ NS: Not Sure/ A: Agree/ SA: Strongly Agree**

4.2.5. The Opinions of the Teachers on Organization and Visual Design

This sub-category investigates (1) page design, (2) visuals, (3) layout and (4) clarity of the instructions. The order of the activities, the organization of the texts and visuals are the concerns under page design criteria. For the visuals, the evaluator investigates the quality, attractiveness and the relation between the activities and the visuals. The visual choice and the rationale behind their use are also evaluated. The attractiveness and the clarity of the coursebook as a whole, density of the subjects in a page, design of the pages and the presentation of content page, index and vocabulary list are the features constructing layout. For the clarity of the instructions, the language should be clear and appropriate to the level of the students. The opinions of the teachers on the capacity of the coursebook in terms of all these features were collected through five the items, I26, I27, I28, I29 and I30. The responses of the teachers are displayed in Table 10. When we consider the responses as a whole, it can be claimed that there is only one feature that can satisfy the teachers, that is the sequencing of the activities. The order of the activities is well-designed for 58. 8% of the teachers. All the other items in this category get negative responses from teachers. The harmony among the units of the coursebook takes most of the negative reactions. The majority of the teachers think that there is no relation among the units of the coursebook (57. 7%). When it comes to the attractiveness of the visuals, 50. 6% of the teachers believe that the visuals cannot meet the demands. The content page of the coursebook is far from being useful for the teachers, either. In addition, 43.5% of the teachers state that there is no help of the content page. The last issue covered under this category is the instructions of the coursebook. The frequencies of negative and positive responses for item I29 are close to each other. 48. 2% of the teachers think that the instructions of the coursebook are not clear enough, while 45. 8% of them think just the other way round. Although the frequencies are close to each other, it is still right to claim that most of the teachers do not find the organization and visual design of the coursebook appealing.

Table 10. *Teachers' Responses Regarding Organization and Visual Design*

ITEM	SD		D		NS		A		SA		M	Sd.
	f	%	f	%	f	%	f	%	f	%		
I26. It is hard for me to follow the order of the activities.	20	23,5	30	35,3	5	5,9	12	14,1	18	21,2	2,74	1,49
I27. The visuals are attractive.	16	18,8	27	31,8	11	12,9	27	31,8	4	4,7	2,71	1,23
I28. There is a harmony among the units.	18	21,2	31	36,5	6	7,1	26	30,6	4	4,7	2,61	1,25
I29. The instructions of the coursebook are clear.	26	30,6	15	17,6	5	5,9	32	37,6	7	8,2	2,75	1,43
I30. The content page provides beneficial information.	21	24,7	16	18,8	18	21,2	23	27,1	7	8,2	2,75	1,31

***SD: Strongly Disagree/ D: Disagree/ NS: Not Sure/ A: Agree/ SA: Strongly Agree**

4.2.6. The Opinions of the Teachers on Supplementary Materials

Teachers' Book is designed to help teachers to understand the content of the coursebook better and organize the lesson. Items I31 and I32 help to discover teachers' opinions on how beneficial teachers' book is found by the teachers. Teachers evaluated the quality of this material and the responses are presented in Table 11. According to Table 11, it is clear that almost all the participants are displeased with the Teachers' Book. 89.4% of the participants do not support the statement that teachers can find alternative exercises in teachers' book. Only 9.4% of teachers believe that teachers' book serves well for the purpose it has been designed. When the responses are considered as a whole, it appears that the majority of the participants evaluate the coursebook in a negative way, especially in the following areas; (1) presenting alternative activities in teachers' book, (2) being capable of creating an authentic language teaching environment, (3) designing the activities according to the learner types, (4) the activities' being adequate to large size classes, (5) giving grammatical explanations, (6) being suitable to the readiness level of the students, (7) giving information about the cultures of native speakers, (8) having a harmony among the units and (9) considering the different proficiency levels of the students. The teachers' checklist is designed in such a way that the teachers can also rate the items in terms of their relative importance. These importance-weights of all items enable us to identify what the most important features in a coursebook in teachers' views to determine whether the coursebook is sufficient enough to cover them or not.

Table 11. *Responses of Teachers Regarding Supplementary Materials*

ITEM	SD		D		NS		A		SA		M	Sd.
	f	%	f	%	f	%	f	%	f	%		
I31. There are alternative activities presented in teachers' book.	41	48,2	35	41,2	5	5,9	4	4,7	0	0	1,67	,792
I32. Teachers' book is designed as a survivor.	46	54,1	28	32,9	3	3,5	8	9,4	0	0	1,68	,928

***SD: Strongly Disagree/ D: Disagree/ NS: Not Sure/ A: Agree/ SA: Strongly Agree**

Table 12 displays the frequencies of the importance rates given to the evaluation criteria by the teachers. All the responses were counted and categorized under the importance labels and the order of the items are rearranged starting from the most important criteria for the majority of the teachers.

Table 12. *Importance-weighted Item Frequencies*

ITEM	IMPORTANT		VERY IMPORTANT		MOST IMPORTANT	
	f	%	f	%	f	%
I10	5	5,9	30	35,3	50	58,8
I12	12	14,1	24	28,2	49	57,6
I4	15	17,6	22	25,9	48	56,5
I28	10	11,8	27	31,8	48	56,5
I30	5	5,9	32	37,6	48	56,5
I26	13	15,3	25	29,4	47	55,3
I2	21	24,7	18	21,2	46	54,1
I8	13	15,3	26	30,6	46	54,1
I16	9	10,6	30	35,3	46	54,1
I19	12	14,1	27	31,8	46	54,1
I3	21	24,7	19	22,4	45	52,9
I20	15	17,6	26	30,6	44	51,8
I22	20	23,5	22	25,9	43	50,6
I6	13	15,3	30	35,3	42	49,4
I7	7	8,2	36	42,4	42	49,4
I18	7	8,2	36	42,4	42	49,4
I17	16	18,8	28	32,9	41	48,2
I31	16	18,8	28	32,9	41	48,2
I23	12	14,1	33	38,8	40	47,1
I24	12	14,1	33	38,8	40	47,1
I29	8	9,4	37	43,5	40	47,1
I13	9	10,6	37	43,5	39	45,9
I1	20	23,5	27	31,8	38	44,7
I5	9	10,6	38	44,7	38	44,7
I15	15	17,6	32	37,6	38	44,7
I14	10	11,8	38	44,7	37	43,5
I9	18	21,2	31	36,5	36	42,4
I11	16	18,8	34	40,0	35	41,2
I21	20	23,5	30	35,3	35	41,2
I25	12	14,1	38	44,7	35	41,2

I32	18	21,2	32	37,6	35	41,2
I27	13	15,3	38	44,7	34	40

It can be concluded from Table 12 that 13 different items in the checklist are labeled as the most important feature by over 50% of the teachers. According to the teachers, the most important criteria concern the following; consideration of different proficiency levels of the students (I10), adequate instructions' for the level of the students (I12), care for the learner types in the activities (I4), integrity among the units (I28), a useful content page (I30), order of the activities (I26), interests of the age group (I2), suitable activities for large size classes (I8), the activities for creative thinking (I16), a good model for pronunciation (I19), harmony between the educational attainments and the level of the students (I3), the explanation of the grammar rules (I20) and gender roles (I22). These items are categorized under "teaching context and situations, exercises and activities, socio-cultural issues, textbook content and visual design and organization" sub-categories. Five of the most important criteria are placed under teaching context and situations sub-category which can be interpreted as the teachers pay more attention for the features of teaching context and situations while evaluating the coursebook. When we reconsider the opinions of the teachers regarding the capacity of the coursebook for all of the most important items, we see that the coursebook is seen satisfactory for only one of these 13 items. The majority of the teachers give negative responses to all most important features of the coursebook but the order of the activities. Therefore, the coursebook is not capable of meeting what the teachers demand most.

While the un-weighted evaluation scores show us the opinions of the teachers on the coursebook as a whole, importance-weighted evaluation scores can give us information about the most important criteria and the extent of the coursebook to meet that. For this reason, importance weighting is used to compare satisfaction scores and importance weighted scores and the results from weighting analysis are presented in Table 13.

Table 13. *Weighted and Un-weighted Evaluation Scores*

Averages	Un-weighted Scores*		Averages	Importance-weighted Scores**	
	f	%		f	%
High	22	26	High	1	1
Medium	0	0	Medium	0	0
Low	63	74	Low	84	99

TOTAL	85	100	TOTAL	85	100
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** The highest un-weighted score can be given to the coursebook is 160 (giving five to all items in the checklist), the medium score can be 96 (giving three to all items) and the lowest un-weighted score is 32 (giving one to each of the items).*

*** The highest importance-weighted score, can be given, is 288 (giving 9 to all items), the medium is 96 (giving three to all items) and the lowest one can be - 288 (giving -9 to all items in the checklist).*

The un-weighted evaluation scores of the teachers change between 32 and 116. It can be understood from Table 13 that 74% of the participants give low scores to the coursebook. Only 22 teachers give more than 96 points to the coursebook. These results can be interpreted as the majority of the participants are dissatisfied with the coursebook. Importance-weighted scores can give further information about what the participants care most in the coursebook and to what extent they can meet their expectations from it. As it is seen from Table 13, only one of the participants give more than importance-weighted medium score to the coursebook. As we can see, the range of the teachers giving high scores to the coursebook nearly becomes zero when it comes to the importance-weighted scores. As the importance rates show us the primary needs of each individual, the results of importance-weighting show us that the coursebook cannot satisfy the priorities of 99% of the teachers. Among the most important items, the first three are about level of the students and learner types, for the capacity of the coursebook to cover these criteria, the teachers gave negative responses. According to the teachers the coursebook is not adequate to the level of their students and learner types were neglected during the designation of the activities. All these can be interpreted as, the coursebook fails to satisfy the most important criteria of the teachers. (See Appendix D for the comparison of weighted and un-weighted scores of each participant).

4.2.7. The Relation between the Teachers' Opinions about the Efficacy of the Coursebook and Gender

One of the research questions of the study is whether there is an effect of gender on the teachers' opinions about the coursebook. For the purpose of clarifying the role of gender on the evaluation of the coursebook, the evaluation scores of the female and male participants are analyzed through Independent samples T-test. Table 14 summarizes the t-test results of evaluation scores.

Table 14. *Coursebook Evaluation Checklist T-Test Results According to Gender*

	Gender	N	\bar{X}	S	sd	t	p>0.05
Un-Weighted	Female	48	75,89	22,7	83	.829	.409
	Male	37	79,97	22,1			
Weighted	Female	48	-5,79	76,1	83	-1,02	.308
	Male	37	11,18	75,2			

The results presented in Table 14 can be interpreted as un-weighted evaluation scores of male participants is higher (\bar{X} = 79,97) than female participants (\bar{X} = 75,89). The weighted and un-weighted scores do not show a meaningful difference in accordance with gender, $t(83) = .829$, $p (.409) > 0,05$.

Importance-weighted evaluation scores of male participants are also higher (\bar{X} = 11,18) than female participants (\bar{X} = -5,79) and importance-weighted evaluation scores also do not have a meaningful difference according to gender, $t(83) = -1,02$, $p (.308) > 0,05$. All these results show us that there is no impact of gender on the evaluation scores of the coursebook given by the teachers.

4.2.8. The Opinions of the Teachers on the Coursebook in accordance with Professional Experience

One of the purposes of the present study is to investigate whether the opinions of the teachers about the efficacy of the coursebook vary according to their years of experience. In order to analyze the results One-way variance analysis (ANOVA), was applied to understand whether there is a significant difference among the means of three or more groups. Descriptive statistics of weighted and un-weighted evaluation scores of the participants are presented in Table 15a.

Table 15a. *Descriptive Statistics of the Teachers' Evaluation Scores in accordance with Professional Experience*

	Experience	n	\bar{X}	ss
Un-weighted Scores	1-5 years	20	82,3	20,9
	6-10 years	21	73,7	23,1
	11-15 years	21	83,8	19,4
	16-more	23	71,5	24,5
Weighted scores	1-5 years	20	5,6	84,4
	6-10 years	21	.38	81,6
	11-15 years	21	22	68,3
	16-more	23	-19,4	62,6

The teachers are divided into four groups according to their experience: Group A (1-5 years), Group B (6-10 years), Group C (11-15 years), and Group D (16 and more). Most of the participants have professional experience more than 15 years ($n=23$). The teachers with 6-10 and 11-15 years of experience share the same rate ($n=21$) and 20 of the teachers have been working for 5 or less than five years. and means of each group shown in Table 15a lead us the conclusion that the teachers with 11-15 years of experience have more positive attitude towards the coursebook ($\bar{X} = 83, 8$) compared to the other groups. Having a close score to the mean value of the teachers with 11-15 years of experience, the teachers who worked less than six years have more positive attitudes towards the ones with 6-10 and 16- more years of experience ($\bar{X} = 82, 3$). The situation is the same for the weighted evaluation scores. The teachers with 11-15 ($\bar{X} = 22$) and 1-5 (5, 6) years of experiences have more positive attitude towards the coursebook compared to the ones with 6-10 and 16-more years of experiences. At this point, there is another issue to be highlighted. The positive attitude term is used only to make a comparison among the groups as none of the groups has a mean value above the medium scores of un-weighted (96) and weighted evaluations (320).

In order to understand whether there is a significant difference among the experience groups, the results of One-way ANOVA analyses can be reviewed which are presented in Table 15b.

Table 15b. *Analyses of Teachers' Opinions in accordance with Experience Years*

		Sum of Squares	df	Mean Square	F	p>0.05
Un-weighted Scores	Between Groups	2407,5	3	802,5	1,6	.189
	Within Groups	39841,2	81	491,8		
	Total	42248,7	84			
Weighted Scores	Between Groups	19275,2	3	6425,08	1,1	.344
	Within Groups	462747,1	81	5712,9		
	Total	482022,4	84			

The results of the variance analysis show that there is no significant difference between the opinions and experience years of the teachers in terms of un-weighted evaluation scores, $F(3,81)=1,6$, $p (.189) >0.05$. In other words, the opinions of the teachers on the coursebook do not change with respect to their years of experience. The situation is the same in the case of importance-weighted scores. There is also no significant difference between the opinions and

experience of the teachers in terms of importance-weighted scores, $F(3, 81)=1,1$, $p (.344) > 0.05$. Therefore, the years of experience does not influence the opinions of the teachers about the coursebook.

4.2.9. The Opinions of the Teachers on the Coursebook in accordance with Duration of Coursebook Use

The relation between the duration that the coursebook is used in a class hour and the opinions of the teachers about the coursebook is another concern of this study. In order to determine for whether the opinions of the teachers change according to their use of coursebook in a class hour, one-way variance analysis is conducted as there are four groups to be compared. Descriptive statistics of evaluation scores of the participants are presented in Table 16a.

Table 16a. *Descriptive Statistics of the Teachers' Evaluation Scores in accordance with Coursebook Use*

	Textbook use	n	\bar{X}	ss
Un-weighted Scores	10-15 min.	20	69,9	21,05
	15-20 min.	23	79,8	22,7
	20-30 min.	22	86	22,7
	30-40 min.	20	73,7	20,9
Weighted scores	10-15 min.	20	-27,3	69,5
	15-20 min.	23	15,08	75,6
	20-30 min.	22	26,5	78
	30-40 min.	20	-12,4	71,6

According to Table 16a, most of the teachers use the coursebook for 15-20, in other words for the half of the lesson ($n= 23$). The teachers using the coursebook for 30-40 minutes and 15-20 minutes have the same rate ($n=20$) and 22 of the teachers use the coursebook for 20-30 minutes. It is understood from the comparison of the un-weighted mean values of the groups that the teachers using the coursebook for 20- 30 minutes seem to be pleased with the coursebook more than the other groups ($\bar{X}=86$). The second group making more positive evaluations is the ones using the coursebook for 15-20 minutes ($\bar{X}=79, 8$). It should be reminded that none of the un-weighted mean values are above the medium evaluation scores (96). The results do not change for the mean values of importance-weighted evaluation scores. The teachers using the coursebook for 20-30 minutes again give more positive responses for the evaluation of the coursebook ($\bar{X}= 26, 5$) and the second group is still consisted of the ones using

the coursebook for 15-20 minutes in a class hour ($\bar{X}=15,08$). Still the mean values are below the importance-weighted medium scores (96).

The descriptive statistics are not enough to make an interpretation about the difference among the groups; we need to look at the one-way variance analyses, presented in Table 16b.

Tablo16b. *Analyses of Teachers' Opinions in accordance with Duration of Coursebook Use*

		Sum of Squares	df	Mean Square	F	p>0.05
Un-weighted Scores	Between Groups	19275,2	3	6425,08	1,1	.096
	Within Groups	462747,1	81	5712,92		
	Total	482022,4	84			
Weighted Scores	Between Groups	38633,7	3	12877,9	2,3	.078
	Within Groups	443388,6	81	5473,9		
	Total	482022,4	84			

The findings from the variance analysis show that the difference between the opinions and duration of coursebook use in a class hour is not significant for un-weighted evaluation scores, $F(3, 82)= 1,1$, $p (.096) >0,05$. Consequently, the duration of coursebook use in a class hour has no effect on the teachers' opinions about the coursebook. The variance analysis of importance-weighted scores does not have different results, either. According to Table 16b, the duration of coursebook use also does not change the opinions of the teachers about the efficacy of the coursebook in terms of importance-weighted scores, $F(3, 81)= 2,3$, $p (.078) >0,05$.

4.3. Teachers' Responses about Strengths and Weaknesses of the Coursebook

ILTEC teachers' form consists of two parts. In the first part of the checklist, there are open-ended questions besides demographic features. Two of the open-ended ask what the strengths of the coursebook are and what the weaknesses of the coursebook are. The aim behind these questions is that teachers can give details about their evaluations and with the help of these questions; it is aimed to

evaluate the coursebook from all aspects. The answers of the teachers are presented in Table 17.

Table 17. *Strengths and Weaknesses of the Coursebook According to Teachers*

Responses on Strengths	f	%
The coursebook does not have any strength.	40	46
The topics are interesting.	10	11
The content is clear and easy to understand.	9	10
The reading texts are suitable for the level	8	9
The number of the units is sufficient.	7	8
It covers four skills.	3	4
The vocabulary load is not heavy.	3	4
There are activities to cover grammar rules.	2	2
The visuals are qualified.	2	2
It is suitable for the level of the students.	1	1
It gives priority to speaking.	1	1
It is in line with the curriculum.	1	1
Topics are up to date.	1	1
TOTAL	88	100
Responses on Weaknesses	f	%
There are not enough numbers of the activities.	15	17
It is not suitable for the level of students.	10	12
There are so many unknown words.	9	11
There are not enough numbers of grammar activities.	8	9
Listening CDs are not provided.	8	9
There are not enough numbers of speaking activities.	8	9
The coursebook is based on grammar teaching.	7	8
There is no vocabulary list.	6	7
The reading texts are above the level of students	5	6
The visuals are not attractive.	3	4
The content is not coherent to eighth grade curriculum.	2	2
The content is similar to 6 th grade's content.	1	1
There is no link among the units.	1	1
The number of reading texts is not sufficient.	1	1
It is complex and boring.	1	1
Grammar structures are not clear.	1	1
It needs supplementary materials.	1	1
TOTAL	87	100

As some of the teachers stated more than one feature, the numbers of the weaknesses and strengths seen in Table 17 are more than the number of the participants. Compared to the teachers' opinions on the efficacy of the coursebook, it is not surprising that most of the teacher see nothing strong about the coursebook (47%). They generally believe that the deficiencies of the coursebook are much more than its qualifications. Only 30 teachers listed down some strength. Some teachers believe that the topics are chosen from the fields that attract their students (12%). The content's not being complex or above the level of their students is the second strength of the coursebook (10%). The level of the reading texts is a controversial feature. It is placed under both strengths and weaknesses. 9% of the responses support that the level of the reading texts is adequate for the students while 6% of them disagree with it. It is the same for the coursebook level. The range of the responses supporting that the coursebook is above the level of their students (12%) is more than the ones claiming the opposite way (1%). Although 2% of the responses show that the teachers are happy to see activities covering grammar in the coursebook, 9% of them state that the number of these activities is not sufficient. Another issue responded in a negative and positive way is the speaking skill. Some teachers state that the number of the speaking activities is not enough (9%) while only 1% of them disagree with that and say one of the primary aims of the coursebook is to develop speaking skill. Absence of vocabulary list (7%), the content's being similar to sixth grade's (1%), it's not preparing to 8th grade (2%) are some of the other weaknesses defined by the teachers.

The teachers were also asked what supplementary materials they use in their classes. The responses reveal that the teachers are using various materials apart from the coursebook. These materials can be grouped under "grammar based materials", "skill based materials" and lastly "interactive materials". Grammar based materials are the ones presenting mechanical activities for grammar teaching. Skill based materials provide opportunities to develop four language skills. Lastly, the interactive materials help students to use the language by providing a meaningful content. They are generally supported with technological devices. The answers of the teachers are presented in Table 18.

Table 18.*The Supplementary Materials Used by the Teachers*

	Material	f	%
GRAMMAR BASED	Worksheet	14	18
	Tests	13	16
	Reference Book	11	14
	Activities	1	1
TOTAL		39	49
SKILL BASED	Flashcards	9	11
	Video	6	8
	Visuals	4	5
	Authentic Materials	3	4
	Reading Texts	3	4
	Listening Texts	3	4
	Presentations	3	4
	Songs	2	3
	Poster	1	1
Word Box	1	1	
TOTAL		35	45
INTERACTIVE	Computer	2	3
	Websites	1	1
	Smart Board	1	1
	Games	1	1
TOTAL		5	6
TOTAL		79	100

Considering the types of the supplementary materials, the teachers generally prefer materials based on grammar teaching. The supplementary materials devoted to grammar teaching such as worksheets (18%), tests (16%) and reference book (14%) are preferred most compared to the ones for interactivity such as computers (3%), websites (1%). There can be two main reasons behind these choices. The one of them is that the teachers feel obligated to get students ready for the TEOG exams. The content of these exams are generally based on grammar and the students need to learn grammar rules very well to pass these exams. This situation can put a pressure on teachers to design their lesson plan based on grammar teaching. Another reason can be the technological infrastructure of the schools. As we can see in Table 18, only 1% of the teachers can use smart board as an educational tool. The lack of technological devices also can affect the material choices of the teachers.

Another open-ended question asked in the first part of the checklist search an answer for what is the role of the coursebook in a class according to teachers. The

teachers are asked to choose one of the four options and the answers are tabulated below.

Table 19.*The Role of the Coursebook in a Class According to Teachers*

Roles	f	%
It is just a material used for English teaching	52	61
It is an irreplaceable material for learning and teaching situations	17	20
A language cannot be taught through a coursebook	16	19
TOTAL	85	100

The responses of the teachers on the role of the coursebook in the class are mostly collected under two categories. The coursebook is generally seen as a material that teachers can sometimes use during the class hours for English teaching (61%). We can interpret the responses as teachers do not prefer organizing a lesson based on just the coursebook. Although 20% of them think the opposite way, the coursebook is not a sacred material for the majority of the teachers. The last thing to highlight here is that 19% of the teachers are against using a coursebook in a language class. They support the idea that there is no point to use a coursebook to teach a language.

4.4. Teachers' Responses to Interview Questions

In order to have a better insight into the opinions of the teachers on the coursebook, the role of this material in the class from the teachers' perspectives and their evaluation criteria, semi structured interviews were done with five English teachers from different school in Mersin. The teachers were asked the below questions.

1. Did anyone take your opinion during the selection of the coursebook?
2. What is the role of the coursebook in the class?
3. What are your criteria for the coursebook evaluation?
4. What do you think about the efficacy of Sunshine 7 English coursebook?

When we ask whether they had anything to say for the selection process of the coursebook, T1 states,

Our opinions have never been taken about the coursebook, the coursebook is just sent to our schools and we use it as always.

T2 and T5 also use similar words for the answer of this question,

I have never said anything about the coursebook before the selection. Nobody has ever asked me. (T2)

No one wants to know our opinions for the selection of the coursebook. (T5)

T3 and T4 remind the reports prepared during the group meetings about the coursebook and warn,

At the beginning of the semester, we talked about the general features of the coursebook and wrote down the strengths and weaknesses of it in our reports. Unfortunately, it seems that no one even read those reports as they sent the same kind of coursebook. (T3)

We told our opinions about the coursebook during the group meetings but no one cares what we say. We have the same troubles over and over again about the coursebook. Nothing changes. (T4)

As we can see from the answers, all teachers are unhappy with the selection procedure of the coursebook. They want their opinions to be valued. As in the past, MoNE sends them the coursebook to use in their classes without listening to them, the rationale of which makes no sense for T3,

Our evaluations are not important for them. They just send us the coursebook in accordance with the number of our students but they should remember that we are the one who use this coursebook in the class. We have firsthand experience on whether it is practical in the classes or it can appeal our students. It would be much better if they had asked me whether the coursebook was practical in our classroom environment.

We can infer from the answer that as they are the ones who try to teach a language by using the coursebook, they believe that their ideas on this material should be much more important for the authorities in order to find a solution for the troubles in the teaching learning environment caused by the coursebook.

When it comes to the role of the coursebook in the class, all interviewees share the same idea that it is not the only source they can use for their students, especially for teaching English.

Using the coursebook in the class is not a must for me. Actually I think we need some other kinds of materials such as listening texts, visuals if we want to teach English. I usually use the materials I prepared in the class. I just use the coursebook to reinforce what I taught. (T1)

The coursebook is just one of the materials I used in my classes. We should not stick to it. It is not enough for my students just to use the coursebook. It needs to be supported with extra materials as I do in my classes. (T2)

For the other lessons a coursebook can be used to have a standardized idea on what to teach but if we are talking about teaching English or another language, it is not a good decision to use a coursebook. Using the coursebook makes me feel as if I am teaching the English lesson not English language. If we want our students to speak English or understand what they hear, we should not use a coursebook. I feel much more comfortable when I use the materials I prepared. Because I know the potentials of my students and what they need. In this way my lessons become much more beneficial. (T3)

It is just a guide for me. I look at the structures to be covered in the coursebook and prepare my own materials. First I teach my students the structure then I use coursebook to reinforce what they learnt. This way is much more appropriate for my students. After using my own materials, my students can achieve the activities in the coursebook which also develop their self-confidence and make them happy. (T4)

I only use the reading parts in the coursebook. I teach grammar with my own materials and sometimes I give the meanings of the unknown vocabulary in Turkish and use tests to reinforce grammar structures. (T5)

All of the interviewees feel much better when they use the materials of their own. They believe that the coursebook is not the only resource to use in their classes. They prefer to plan a lesson with the materials suitable for their students. They demonstrate that they can continue their lesson without using the coursebook. We can conclude that the coursebook is not an irreplaceable material for the teachers.

Every teacher can evaluate the same coursebook from different perspectives as only they can know what their students need and decide whether the coursebook can meet these needs or not. The interviewees are asked about their criteria for the coursebook evaluation. They say,

The features I look at during the evaluation are whether the coursebook is suitable to the level of my students or it is possible to teach grammar structures by using this coursebook and there are too many unknown words. Most important factor for me is whether my students can speak with the help of this coursebook. Speaking is really important for me. (T1)

Generally I pay attention to the unity of grammar structures and their being parallel with other activities. In a unit covering simple past tense, students see past perfect tense and they get confused. All units should be designed carefully based on the grammar structure it covers and there must be a relation between the activities. (T2)

The visuals and listening texts are really important for me. We can teach grammar structures but listening is hard to teach without providing a variety of listening texts and activities. When it comes to the visuals, as they are sometimes the only way to attract our students, they must be proficient enough. (T3)

I generally look at the pictures, the dialogues and games while evaluating as they are the important features for my students. There must be a relation between the pictures and activities. They should not be just used as a part of decoration. There must be different kinds of games. Students can learn better if they have fun. (T4)

There must be enjoyable warm-up sections and the topics must be taken from real life situations, there is no way for an irrelevant subject to appeal to the interest of the students. The age of the students should be considered. (T5)

During the interviews the teachers generally highlight the suitability to the level of the learners, which is also among the features in the checklist labeled as the most important by the teachers. The general evaluation titles are adequacy to the students' levels and interests, listening and speaking skills, grammar teaching and entertainment. Among these features, the suitability to the learners mostly repeated by the interviewees. As we see, the responses of the teachers generally have educational concerns. Their evaluation criteria are generally about language skills, motivation, and the presentation of the grammar structures. They also evaluate the variety of the games as a fun factor to motivate their learners.

The last question of the interview is what they think about the efficacy of Sunshine 7 English coursebook. The interviewees respond,

I think the coursebook is not the right choice for our students. It is not possible to teach listening and speaking skills through this coursebook. During our lessons, students get bored; they do not like the coursebook, either. (T1)

I always must explain the unknown words for the students or they look at the dictionary all the time, which is very tiring for them. There are generally fill in the blanks, pair work activities or some dialogues in the coursebook and there is nothing more. Compared to last year, the grammar structures to be covered are less, sometime I get confused what to teach. There is no vocabulary list which is also a deficiency. There is no relation between the units. (T2)

This coursebook is not the right choice. Although in every unit there seems to be activities for four skills, they are just standing there as a title. The activities are not useful to teach language skills. It is not appealing to the students. As our students do not see any alternative, they are not aware but the only thing they do is filling the blanks and memorizing new words. The coursebook is not suitable for the objectives of English teaching. (T3)

The coursebook is not that bad but there are some points to be improved. It can be much better. Next year our students will attend TEOG exam and this year's content will also be among the exam questions. We have to teach everything, every word in the coursebook for our students to pass the exam. But the coursebook makes it really hard for us. There is no sufficient example; some of the structures are covered in such a simple way. It can be so hard for a trainee teacher to follow this coursebook. As the experienced teachers we do not need the guidance of the coursebook but a trainee needs help, which s/he cannot get from this coursebook. (T4)

There is nothing in the content of the coursebook. There is no sufficient amount of reading texts, or activities. There is only listening texts which we cannot listen to as we do not have the equipment. (T5)

As we can see the interviewees are not pleased with the coursebook, there is a need for some rearrangements in terms of the amount of the activities, reading texts. The teachers want the coursebook to give more importance to the skills. One of the teachers points out that the vocabulary list should be put at the end of the coursebook again. Comparing the responses of the teachers to the interview questions, it seems to be parallel with the results of evaluation items in the checklist, which also show that the teachers generally have negative thoughts

about the coursebook. The points, covered both in the interviews and checklist, are the unknown words, appealing content. Defining high unknown vocabulary as inadequacy to the level, these two concerns of the interviewees are determined through importance ratings to be two of the teachers' primary criteria.

4.5. The Opinions of the Students on the Efficacy of the Coursebook

One of the research questions is to find out the opinions of the students about the efficacy of the coursebook. A coursebook evaluation checklist with 21 items is developed for students and it is applied to 500 7th grade students, using Sunshine English textbook, from different neighborhoods in Mersin. Student form consists of six categories: (1) visual design, (2) cultural awareness, (3) students' needs, (4) overall construction, (5) self-instruction, (6) authenticity. As demographic features like gender or age is not a concern of the research questions of this present study, only responses of the students regarding the categories of the checklist and their interpretations are presented in this section.

4.5.1. The Opinions of the Students Regarding Visual Design

Under visual design category, outline of the pages and the illustrations are investigated. The attractiveness of the visuals or the rationale behind their use, whether they are used as a part of decoration or have a relation with the activities are the concerns of this category in terms of visuals. For the outline of the pages, the order of the activities, the density of the pages or the relation among the pages are evaluated. With the help of three items under visual design category, the opinions of the students about order of the activities, the relation among pages and the design of the pages are collected and the responses are presented in Table 20. When we consider the general profile of the students' responses presented in Table 20, it can be stated that the students are pleased with the quality of the coursebook in terms of visual design. Over 50% of the students give positive responses for three of the items. 54% of the students believe that all the pages of the coursebook are connected with each other. Another feature satisfying the students is the order of the activities. Most of the students state that the activities are well-organized (52.6%). Lastly, 51% of the students agree that page design in the textbook is suitable for them. The responses of the students show that the students find the visual design effective.

Table 20. *Students' Responses Regarding Visual Design*

ITEM	SD		D		NS		A		SA		M	Sd.
	f	%	f	%	f	%	f	%	f	%		
I1. It is hard for me to follow the order of the activities.	152	30,4	111	22,2	97	19,4	57	11,4	83	16,6	2,61	1,43
I2. The pages of the coursebook seems disconnected to each other. .	174	34,8	96	19,2	94	18,8	56	11,2	80	16,0	2,54	1,46
I3. The page design of the coursebook is confusing for me.	158	31,6	97	19,4	104	20,8	53	10,6	88	17,6	2,63	1,46

***SD: Strongly Disagree/ D: Disagree/ NS: Not Sure/ A: Agree/ SA: Strongly Agree**

4.5.2. The Opinions of the Students Regarding Cultural Awareness

The presentation of different cultures, countries and characters from other cultures are the concerns of the cultural awareness category. The responses on the variety of the cultures and information about different countries are presented in Table 21. The responses shown in Table 21 demonstrate the coursebook is inefficient for the students regarding the cultural awareness. 43. 8% of the participants state that there is no new country introduced to them in the coursebook. Also 43. 6% of the students disagree with the idea that the coursebook provide information about various cultures. On the basis of these responses, it would not be wrong to claim that the coursebook is far from meeting the needs of the students in terms of cultural awareness.

Table 21. *Students' Responses Regarding Cultural Awareness*

ITEM	SD		D		NS		A		SA		M	Sd.
	f	%	f	%	f	%	f	%	f	%		
I4. I learn so many things about the countries I have not known.	140	28,0	79	15,8	98	19,6	97	19,4	86	17,2	2,82	1,46
I5. The coursebook provides information about various cultures.	126	25,2	92	18,4	107	21,4	89	17,8	86	17,2	2,83	1,49

***SD: Strongly Disagree/ D: Disagree/ NS: Not Sure/ A: Agree/ SA: Strongly Agree**

4.5.3. The Opinions of the Students Regarding Students' Needs

In the student form of the coursebook evaluation checklists, there are seven items covering the students' needs. This category deals with the level of the students, grammar, vocabulary and developing creativity. Besides the suitability of the vocabulary, structures and the listening texts to the level of the students, covering four skills with different type of activities is also evaluated. The opinions of the students are summarized in Table 22. Table 22 shows us that some of the features are sufficient enough while some are not. The students made a negative evaluation for the features of the coursebook about creative thinking, the grammar structures and the attractiveness of the units. 42.4% of the students share the same idea that the grammar structures can be above their levels. When it comes to the activities supporting the creative thinking of the students, most of them believe that the coursebook does not have that quality (42.2%). The last thing taking negative responses is the attractiveness of the units. 41% of the students states that some of the units are not capturing their interests and they are totally lost in these lessons. The feature that most of the students are pleased with is the variety of the activities. Half of the students reject the statement that all they do is writing during the activities. Another feature that the students are satisfied with is the listening texts. Most of the students believe that the listening texts are chosen in accordance with their proficiency level (44%). The general belief among the students is that there are not so many grammar rules to be covered (42.8%) and unknown words (41.6%). Reconsidering the items about grammar structures, it seems that the students are happy with the amount of the grammar rules to be learnt but it is sometimes hard to understand them. This means that the coursebook has the appropriate number of grammar rules but not suitable for the level of the students.

Table 22. *Students' Responses Regarding Students' Needs*

ITEM	SD		D		NS		A		SA		M	Sd.
	f	%	f	%	f	%	f	%	f	%		
I6. It is hard for me to understand the listening texts of the coursebook.	137	27,4	83	16,6	103	20,6	72	14,4	105	21,0	2,85	1,49
I7. The coursebook provides opportunities for creative thinking.	133	26,6	78	15,6	110	22,0	92	18,4	87	17,4	2,84	1,44
I8. Sometimes I have difficulty in understanding grammar structures in the coursebook.	91	18,2	82	16,4	115	23,0	98	19,6	114	22,8	3,12	1,41
I9. There are so many grammar structures in the coursebook that I sometimes get tired of following the lesson.	125	25,0	89	17,8	101	20,2	75	15,0	110	22,0	2,91	1,48
I10. There are so many unknown words that I am tired of looking at the dictionary.	120	24,0	88	17,6	102	20,4	72	14,4	118	23,6	2,96	1,49
I11. All we do is filling in the blanks as an activity.	160	32,0	90	18,0	104	20,8	66	13,2	80	16,0	2,63	1,44
I12. I sometimes do not follow the lesson as some of the units are not appealing to me.	122	24,4	63	12,6	110	22,0	53	10,6	152	30,4	3,10	1,55

***SD: Strongly Disagree/ D: Disagree/ NS: Not Sure/ A: Agree/ SA: Strongly Agree**

4.5.4. The Opinions of the Students Regarding Self-Instruction

With the help of three items in this part of the checklist, the students can evaluate the opportunities provided by the coursebook for them to work on their own and the responses are presented in Table 23. The information in Table 23 point out that the coursebook is incapable of providing opportunities for self-study. Among the three self-study materials, the one demanded most is the educational CD. 63.6% of the students want to have CDs for learning English with their coursebooks. Most of the students also state that they need vocabulary posters that they can hang on their rooms' walls. Furthermore, nearly half of the students want to see the explanation of the grammar structures in their coursebook (49.6%). By looking at the overall responses, it is possible to say that the coursebook is lack of supporting self-instruction. The students are really eager to work on their own but there is nothing the coursebook can offer for this wish.

Table 23. *Students' Responses Regarding Self-Instruction*

ITEM	SD		D		NS		A		SA		M	Sd.
	f	%	f	%	f	%	f	%	f	%		
I13. I would like to have educational CDs given with the coursebook.	64	12,8	53	10,6	65	13,0	56	11,2	262	52,4	3,79	1,48
I14. I would like to have vocabulary posters given with the coursebook to hang on my room's wall.	73	14,6	54	10,8	61	12,2	68	13,6	244	48,8	3,71	1,50
I15. I wish there are grammatical explanations in each unit.	94	18,8	57	11,4	101	20,2	69	13,8	179	35,8	3,36	1,51

***SD: Strongly Disagree/ D: Disagree/ NS: Not Sure/ A: Agree/ SA: Strongly Agree**

4.5.5. The Opinions of the Students Regarding Overall Construction

There are three items under overall construction category about content, pair work and clarity of the instructions. In this category students evaluate whether various topics are presented in the coursebook or all the units are designed with similar topics, as the variety of the subjects can motivate students for the lesson. Students also evaluate the pair work activities. In order to use the language, students need to work and speak with their friends and through pair work activities students can learn from each other. The last feature covered is the clarity of the instructions. The clear instructions with an accurate level are the concerns for this feature of the coursebook. For the overall construction category, the responses of the students are shown in Table 24. The responses of the students highlights that students are only dissatisfied with the topics covered in the coursebook for this category. Most of the students believe that the coursebook does not provide different subjects for them (43. 6%). The majority of the students are pleased with is the pair work activities. 51. 4% of the students state that they can study with their desk mates through the activities in the coursebook. When it comes to the clarity of the instruction, 40% of the students think that the instructions of the activities in the coursebook are clear.

Table 24. *Students' Responses Regarding Overall Construction*

ITEM	SD		D		NS		A		SA		M	Sd.
	f	%	f	%	f	%	f	%	f	%		
I16. I sometimes feel as if we were covering the same subject over and over again.	97	19,4	92	18,4	93	18,6	95	19,0	123	24,6	3,11	1,45
I17. There are activities that I can do with my desk mate.	89	17,8	75	15,0	79	15,8	130	26,0	127	25,4	3,26	1,43
I18. I have difficulty in understanding the instructions of the activities in the workbook.	11	22,2	89	17,8	123	24,6	71	14,2	106	21,2	2,94	1,43

***SD: Strongly Disagree/ D: Disagree/ NS: Not Sure/ A: Agree/ SA: Strongly Agree**

4.5.6. The Opinions of the Students Regarding Authenticity

Authenticity of the coursebook is about the meaningfulness of the activities, visuals and topics for the students. The activities need to be realistic, including dialogues from daily life, the visuals need to be real photos and the topics must be chosen from daily life. Three items under authenticity category deal with the real-life situations provided by the coursebook. The responses of the participants are summarized in Table 25. Considering the responses, it is possible to state that the coursebook is inefficient in terms of authenticity. The students are satisfied with nothing but the topics of the coursebook. The only thing supporting the authenticity of the coursebook is that the topics are chosen from daily life for most of the students (45. 8%). However, the situation is not the same for the activities and the visuals. 46. 6% of the students state that they cannot use the activities in their daily lives. Also most of the students respond that the pictures of the coursebook are not real (39. 4%). By interpreting the responses, it is possible to say that the coursebook has some deficiencies in terms of authenticity.

Table 25. *Students' Responses Regarding Authenticity*

ITEM	SD		D		NS		A		SA		M	Sd.
	f	%	f	%	f	%	f	%	f	%		
I19. The topics of the coursebook are from real life.	71	14,2	86	17,2	114	22,8	124	24,8	105	21,0	3,21	1,33
I20. I can use the activities in my daily life.	154	30,8	79	15,8	96	19,2	82	16,4	89	17,8	2,74	1,48
I21. Real photos are used in the coursebook.	155	23,0	82	16,4	115	23,0	96	19,2	92	18,4	2,93	1,41

***SD: Strongly Disagree/ D: Disagree/ NS: Not Sure/ A: Agree/ SA: Strongly Agree**

Reconsidering all the responses given to all categories, there are some points that the coursebook is ineffective for the students although they generally see it as a sufficient material. One of the deficiencies of the coursebook for the students is that the cultures or the information about the countries seen in the coursebook do not have any variety. Providing activities for creative thinking is another incapability of the coursebook. Also students are dissatisfied with the level of the grammar structure, as they are above their level. In terms of self-instruction, there is nothing offered by the coursebook. Students need to have educational CDs or vocabulary posters or self study but none of these extra materials are provided by the coursebook or there is no grammatical explanation for the students. The last inefficiency of the coursebook is its lack of authenticity. Students believe that the coursebook has no capacity for providing real life situations to support language learning.

In order to have a better understanding of the students' evaluation and what they care most in a coursebook, importance weighted frequencies, un-weighted and weighted scores have been compared. The importance rates given by the students for each item show the most important features of the coursebook and help to make a better evaluation. Table 26 shows the importance-weighted frequencies of each item in the student's form of coursebook evaluation checklist.

Table 26. *Importance-Weight Frequencies of Students' Form*

ITEM	IMPORTANT		VERY IMPORTANT		MOST IMPORTANT	
	f	%	f	%	f	%
I14	93	18,6	105	21,0	302	60,4
I13	114	22,8	98	19,6	288	57,6
I12	138	27,6	108	21,6	254	50,8
I18	121	24,2	127	25,4	252	50,4
I17	138	27,6	119	23,8	243	48,6
I15	131	26,2	127	25,4	242	48,4
I5	137	27,4	132	26,4	231	46,2
I7	123	24,6	147	29,4	230	46,0
I10	169	33,8	103	20,6	228	45,6
I6	149	29,8	126	25,2	225	44,8
I8	141	28,2	136	27,2	223	44,6
I16	156	31,2	123	24,6	221	44,2
I2	159	31,8	126	25,2	215	43,0
I9	150	30,0	139	27,8	211	42,2
I4	160	32,0	130	26,0	210	42,0

I19	124	24,8	168	33,6	208	41,6
I20	158	31,6	136	27,2	206	41,2
I21	149	29,8	147	29,4	204	40,8
I11	152	30,4	145	29,0	203	40,6
I3	175	35,0	134	26,8	191	38,2
I1	166	33,2	151	30,2	183	36,6

Four items under self-instruction, overall construction and students' need categories are labeled as the most important features of a coursebook. In other words, students choose those four items as their primary criteria for the evaluation of the coursebook. Item I14, which is about providing a vocabulary poster as a supplementary material under self-instruction category, has the highest rate (60. 4%). The second item is also under self-instruction category. Providing educational CDs for self study is given priority by 57. 6% of the students. For the students' need category, most of the students believe that the interesting topics is seen to be crucial by half of the students (50. 8%). Clarity of the exercise instructions in the workbook from overall construction category is the last primary criteria (50. 4%). When we reconsider the evaluation responses of the students for the primary criteria, we see that the coursebook is only sufficient in terms of having clear instructions for the activities in the workbook. Other priorities of the students seem to be neglected.

Total un-weighted evaluation scores can be used to find out the satisfaction level of the students as a whole. Importance weighted evaluation scores show us to what extent the coursebook can cover the priorities of the students. The descriptive statistics of importance-weighted and un-weighted scores of the students is presented in Table 27.

Table 27. *Importance-weighted and Un-weighted Evaluation Scores of the Students*

Averages	Un-weighted Scores*		Averages	Importance-weighted Scores**	
	f	%		f	%
High	228	45	High	2	1
Medium	24	5	Medium	0	0
Low	248	50	Low	498	99

** The highest un-weighted score can be given to the coursebook is 105 (giving five to all items in the checklist), the medium score can be 63 (giving three to all items) and the lowest un-weighted score is 21 (giving one to each of the items).*

*** The highest positive importance-weighted score can be 189 (giving 9 to all items), the medium is 63 (giving three to all items) and the lowest one can be -189 (giving -9 to all items).*

The un-weighted scores of the participants for the coursebook change between 25 and 101. The rate of the participants giving low satisfaction scores is 50%. This means that half of the students are dissatisfied with the coursebook as a whole. While 5% of the students give medium score to the coursebook, the rate of the students appreciating the features of the coursebook with a high score is 45%. The importance-weighted scores change between -189 and 189. The rate of high importance-weighted scores is 1% and 99% of the students gave a low importance –weighted score for the coursebook. When we interpret the satisfaction scores and importance-weighted scores together, we see that the coursebook can be satisfactory for 45% of the students in terms of the evaluative criteria in the checklist but 99% of them dissatisfied in terms of the primary criteria defined by their importance rates. This means that almost all of the students try to learn English with a coursebook, which is far from meeting the real needs of its users. (For the comparison of weighted and un-weighted scores of each participant see Appendix E).

4.6. Students' Responses Regarding Their Favorite Features of the Coursebook

ILTEC students' form has two sections. In the first section there are the questions for demographic features of the participants and also open-ended questions. One of the open-ended questions in the first section of the checklists is about what the students like most in the coursebook. 21 different features are listed by the students in Table 28.

Table 28. *Students' Responses about Their Favorite Features of the Coursebook*

Features	f	%
The pictures of the coursebook are attractive.	105	26
There is nothing I like about the coursebook.	96	24
The reading texts are enjoyable.	35	9
The coursebook is enjoyable.	33	8
I like the activities of the coursebook.	24	6
The topics are interesting.	22	6

The coursebook is educational.	21	5
The coursebook is colourful.	13	3
The coursebook is explanatory.	12	3
I like the vocabulary parts.	8	2
I like the puzzles in the coursebook.	7	2
I like the listening texts of the coursebook.	6	2
I like the attention boxes of the coursebook.	5	1
I like the cover of the coursebook.	4	1
I like the games in the coursebook.	3	1
The dialogues in the coursebook are enjoyable.	2	1
TOTAL	396	100

As not all the students state an opinion for this question, the total frequency of the answers is not the same as the total number of the participants. The most favorite feature for the students is that the pictures in the coursebook are interesting (26%). Another issue to be highlighted is that 24% of the students do not like anything about the coursebook. The features that students generally like are about the fun factor in the reading texts (9%), the interesting topics (6%), and colorfulness (3%). Only 3% of the students believe that the coursebook is educational and explanatory. While some students like the attention boxes in the coursebook (1%), some of them tell that the cover of the coursebook is the favorite feature for them (1%).

Another open-ended question asked in the first section of the checklist is about the countries or the cities they students would like to see in their coursebook. Students listed down various countries and cities around the world. Some students want to learn something about the countries they want to go someday, while some state that they want to see pictures and information of their country, their cities and their hometown in the coursebook. From their own culture students want Turkey (f= 86), Mersin (f= 56), İstanbul (f= 19), Adana (f= 6), İzmir (f= 5), Ankara (f= 4), Antalya (f= 3), Siirt (f= 2), Şanlı Urfa (f= 1), Tokat (f= 1), Van (f= 1), Şırnak (f= 1), Bursa (f= 1) and Malatya (f= 1) to be in the coursebook. For the other countries, the students respond that they really wonder France (f= 36), Germany (f= 33), USA (f= 30), England (f= 28), New York (f= 23), Paris (f= 23), Spain (f= 13), Italy (f=10), London (f= 10), China (f= 6), Japan (f= 6), Berlin (f= 5), Canada (f= 5), Korea (f= 5), Los Angeles (f= 4), Barcelona (f= 4), Holland (f=4), Tokyo (f= 4), India (f=4), Australia (f= 3), Rome (f= 3), Sydney (f= 2), Finland (f= 2), Egypt (f= 2), Dubai (f= 1). The countries and cities in the list show us that the students want to see something related with the cultures of nearly all countries. 50 of the students respond that they want to see the whole world in their coursebook. Except their own cultures, the responses of are mostly referring to the cultures from expanding circle. Four of the students make a limitation and

state that they only want to see the countries where English is the native language. Most of the students are not pleased with the cultural background provided by the coursebook, which is also mentioned in the checklist.

4.7. Students' Responses to the Interview Questions

In order to develop the student form of evaluation checklist, interviews were carried out with 19 students. During these interviews the students were also asked whether they would like to choose their coursebook, and what their criteria would be for the selection and what they think about Sunshine 7 English coursebook. The opinions of the students on the possibility of participation in the coursebook selection procedure can be categorized under two groups. Some of them believe that they do not have the sufficient knowledge to make a judgment while others really want to take a part in selection process. Being one of the ones who do not want to be involved in the process S5 says,

I do not want anyone to ask my opinion to select the coursebook because I think people working in MoNE are more experienced for this. I do not know how to choose a coursebook or what to look at.

Eight students also share the same idea with S5; they believe that their teachers can make a better decision and they do not want to be a part of the coursebook selection process.

I do not want to select my coursebook. As I do not know what is best for me as well as my teacher, I can make a bad decision. I do not want this. (S11)

As I do not know English very well, how can I make a decision about the grammar structures in the coursebook? Without the explanation of my teacher, I cannot understand the coursebook. It would be really hard for me choose the right one. (S13)

No one ask our opinions about the coursebook before the selection and I think this is something good. As a student, I would choose the coursebook with more pictures and less writing or activities but I cannot learn English with a coursebook like that. They should ask our teachers as they know the best for us. (S14)

Because the students see their teachers as the authority in the class, they think that the judgment of their teachers is more important than theirs. They are afraid of making bad decisions. They think that they are not qualified enough to make a decision on a coursebook.

My teacher can make a better choice; they should ask my teacher not me to choose the coursebook. As our teacher prepares the lesson, she knows very well what we need. (S18)

Selection of the coursebook is the mission of people working in MoNE. They send the coursebooks to our teachers and our teachers decide how to use the coursebook. They give homework from it, we sometimes pass some pages. Our teachers decide for us. It would be better if our teachers select the coursebook. (S19)

S15, S16 and S17 prefer to answer this question with a simple “No”. As we see, half of the interviewees do not trust their judgments and want their teachers to choose, as they know what is best for their students. The rest of the interviewees believe that if they had a chance to express their opinions during the selection of their coursebook, they would choose a different one. They really want to take a role for the selection of the coursebook and they clear out what their criteria would be for the selection. S1 explains,

I wish my opinions also were taken into consideration. There are some features that I would like to see in the coursebook and I really want to talk about them for the selection. I would talk about the visuals and the topics in the coursebook. I really like looking at the visuals in a coursebook. The first thing I would evaluate would be the quality of the visuals. I would also talk about the topics. I do not want to get bored during English lessons and this is up to the topics covered in the coursebook in a way.

Just like S1, S2 says,

Not just my ideas, I want them to ask every student about their opinions because we are the one who try to learn English by using the coursebook. We can find a better coursebook for us. I would evaluate the grammar structures. I do not want to see the same structures every year all over again and this feature of the coursebook is important for me I would talk about it if I had a chance.

Some of the students respond that they want to talk about their ideas about the coursebook during the selection and the deficiencies in their present coursebook would be their criteria for the selection,

Of course, I would like to tell my opinions. Sometimes our teacher passes some pages or activities; I think they are above our levels. I do

not want this. I would talk about this during the selection. It is really important for me. I want to do all the activities in my coursebook. (S3)

I really want them to ask for my opinion before the selection. I can choose a different coursebook with more interesting subjects and more activities. The activities are not enough in this coursebook. I would like to change that. The activities, visuals and the relation between them would be my criteria. I would look at the variety in the activities and the quality of the visuals. (S4)

I would like to say something during the selection of the coursebook as this coursebook is really hard for me. Understanding the instructions would be my criteria for the selection. As I do not understand the instructions I cannot do my homework. The instructions' being suitable for my level is really important for me and I would like to talk about this. (S7)

S8 agrees with S7 in the clarity of the instructions and states,

I want to be a part of the coursebook selection, too. The first thing I would look in a coursebook would be the instructions. Every time we have to wait until our teacher explains what the instructions want us to do. At home it is really hard for me to do my homework as I do not understand the instructions. Another feature I would look is the number of listening texts. I really like listening and I would like to see more listening parts in a coursebook.

S9 and S10 talk about importance of the interesting topics for them,

Yes, I would like to select my coursebook and I would look at the cover and the topics of the units. It would be better if the units covered the things I like. If no one asks me what I want and choose the topics which are not interesting to me, I get bored and I do not want it. That's why topics would be my criteria. I also look at the cover. It should take my attention. (S9)

I would like to choose my coursebook as this one is not enough for me. I would investigate the number of the topics and the vocabulary activities. The topics should be chosen among the things I like. Another feature would be vocabulary activities. Unknown words make it hard for us to learn English. I would like to see more vocabulary activities in the coursebook. (S10)

We can interpret from the responses of the students that the evaluation criteria can change from student to student but there is one point common among all the responses. All students want to see the features they like most in the coursebook and evaluate the material in line with them. The general features that the interviewees set as evaluation criteria are the attractive visuals, grading of the grammar structures, suitability to the level, various and interesting topics, accurate level of the instructions, the number of the vocabulary activities and listening texts.

The other interview question is about the opinions of the students on the coursebook's efficiency. Although almost every interviewee states that they really like their English coursebook, they point out some features that need to be improved. For instance S12 says,

I like learning English with this coursebook, the pictures in the coursebook are really nice but I think the vocabulary is hard for us and I have difficulty in understanding the grammar structures. I feel better when my teacher organizes the lesson with the materials she prepared. The coursebook can be easier.

S10 disagrees with S12 in terms of the visuals of the coursebook and says,

There are so many pictures in the coursebook. I feel like a kid who does not know reading and the coursebook tries really hard to teach English with the pictures. In some pages there is no role of the pictures, they are just put there. I like the topics of the coursebook but it would be better for me if there are more topics that I like such as sports or football. I wish there were more speaking activities.

Unlike S10, S1 states,

The number of the visuals in the coursebook is not sufficient. There is much more writing in the pages. The coursebook should use more pictures in the pages. Also the topics can be different. For example during the unit about bacteria, I got bored and did not want to listen to the teacher. I want to see interesting topics in the coursebook.

The deficiency that almost all the interviewees agree on is the topics. Most of them believe that although there are some units taking their attention, the coursebook does not provide interesting topics.

The units are not boring but the things I like are not included and sometimes this makes it really hard for me to follow the lesson. (S2)

In every unit we learn something new and I like this but it would be better if there were some topics about the things I am interested in. (S9)

The suitability for their level is another point that the students highlighted. They believe that the coursebook is difficult for them and it is not possible for them to study this coursebook on their own.

I understand nothing from the coursebook until my teacher explains the structures in Turkish. I do not understand the instructions and the grammar structures are hard for me. Our teacher reads the listening parts from her book and I really do not get them, too. (S7)

There are too many unknown words. We always have to wait for our teacher's explanation to do the activities. I think it would be better if there are explanations in Turkish. (S18)

I like our English coursebook, it is enjoyable but there is not enough number of activities and also I can do the activities if our teacher explains them, without the explanation I cannot do anything with the coursebook. (S17)

As mentioned before the interviewees are generally pleased with the coursebook but even the ones stating they would again choose this coursebook among different options find something to change in the coursebook.

Although it is sometimes hard for me to understand the vocabulary in the units, I would also choose this coursebook among the other English coursebooks. (S13)

Just like teachers, students also state that the vocabulary list should be added to the coursebook again. They believe that the list makes it easier for them to learn the new vocabulary of the units.

Last year, there was a vocabulary list in our coursebook but this year there is not. I like that list. I could understand what are the new words I will learn in the units and I could learn them better. (S2)

As we see, the opinions of the students are not as strict as the teacher. They generally state that they like their coursebook but it needs some improvements in terms of visuals, speaking skill, listening parts, vocabulary activities and suitability to the level of the students.

4.8. Content Analysis of Students' Metaphors of the Coursebook

As stated by Huang (2013), in order to reach the desirable practicality of the coursebook, the learners' and the teachers' perceptions should be consulted as coursebook users. From this point of view, the metaphor analysis of this present study aims to pay attention to the learners' voices about their English coursebook. By analyzing the learners' metaphors on their English coursebook, their attitudes towards the material can be understood better and the metaphors can show where to find the deficiencies and provide opportunity to improve the coursebook. In order to achieve this aim, the learners are asked to complete the sentence in Turkish in the first part of the checklist “*Our English coursebook is like because.....*”. During the data collection, the participants are explained how to fill in the metaphor sentences. As the metaphor study is included in the checklist form, the participants are asked to do this part lastly. The reason behind this decision is that after answering the questions about the efficacy of their coursebook, students can make up their minds about what to write. Metaphor sentence is explained in detail to the students and examples not related with the coursebook given for a better understanding of what to do. A class hour is given to the students to answer the other questions in the checklist and write a personal metaphor. Although 500 learners attend the study only 119 of them fulfill the metaphor sentence describing Sunshine 7 English coursebook. After the data collection procedure, all the metaphors are listed down with their explanations and categorized according to McGrath's (2006) framework. The thematic labels of McGrath (2006) are “*Authority, Resource, Support, Guidance, Constraint, Boredom, Worthlessness and Source of anxiety and fear*”. Different from McGrath (2006) a new label “*Entertainment*” is added to the framework in this study. 100 different metaphors were created. 52% of the metaphors are negative, 48% of them are positive. Some students use the same metaphor to refer both negative and positive features. Table 29 presents the classifications, frequencies and percentages of the metaphors created by students and examples are shown in Table 30.

Table 29. *Classification of Learner Metaphors for the Coursebook*

Classification	Metaphor	f	%
Authority	Old wise man	1	1
Total		1	1
Guidance	Sun	8	8
	Guide	2	2
	Bulb	1	1
	Light	1	1
	Star	1	1

	Moon	1	1
Total		14	14
Support	Friend	1	1
	Helper	1	1
	Server with 100.000 users	1	1
Total		3	3
Resource	English man	8	8
	Teacher	6	6
	Empty box	3	3
	Library	2	2
	Dictionary	2	2
	Tree	2	2
	Flower garden	2	2
	Treasure	2	2
	Encyclopedia	1	1
	Reference	1	1
	Computer	1	1
	Children's book	1	1
	Novel	1	1
	Dumb teacher	1	1
	Retired teacher	1	1
	Garage	1	1
	Empty Room	1	1
	Cake without baking powder	1	1
	Half-baked meal	1	1
	Flower without petals	1	1
Total		39	39
Boredom	Math	3	3
	Tangled Rope	2	2
	History book	1	1
	Documentary	1	1
	Poison	1	1
	Black book	1	1
	Black and white television	1	1
	Extra homework	1	1
	Fake Nike shoes	1	1
	Dead place	1	1
	Empty CD	1	1
	Arabic	1	1
	Day	1	1

Total		16	16
Source of Anxiety and Fear	Hell	7	7
	Mosquito	1	1
	Prison	1	1
	A black page	1	1
Total		10	10
Worthlessness	Trash	1	1
	Wasting of tree	1	1
	Water without minerals	1	1
	Inkless pen	1	1
Total		4	4
Constraint	Cookbook	1	1
	Old talkative teacher	1	1
	Annoying mother	1	1
Total		3	3
Entertainment	Rainbow	5	5
	Toy	2	2
	Game	2	2
	Reader	1	1
Total		10	10
TOTAL		100	100

It can be observed from Table 29 that 39% of all the metaphors belong to the category of “Resource”. Then, it is followed by Boredom (16%), and Guidance (14%). Source of anxiety and fear and entertainment categories have the same amount of metaphors (10%) and Worthlessness category belongs to 4% of all metaphors. Also 3% is the range shared by Support, Constraint and categories. There is only one metaphor under authority label. McGrath (2006) labels the metaphors referring to the “information source” under Resource category. From the same point of view, both the negative and positive metaphors associated with providing information are grouped under Resource category. It is clear from Table 31 that 13% of the metaphors are easy to label as they are classic metaphors such as “teacher”, “library” referring something presenting knowledge, the rest of the metaphors (27%) in Resource category can be seen as unusual ones such as “inkless pen” and “half baked meal”.

Table 30.*Exemplars of Students' Coursebook Metaphors.*

Categories	Metaphors of the Students
Authority	Our coursebook is like an old wise man because every time it teaches us something we do not know.
Guidance	Our coursebook is like sun because it enlightens our way while learning. Our coursebook is like moon because it enlighten our road in the dark.
Support	Our coursebook is like my helper because it helps me to be better in English. Our coursebook is like a server with 100.000 users because it is not enough for us.
Resource	Our coursebook is like a library because it provides a lot of information to us. Our coursebook is like a flower without petals because there is not enough information and there are some mistakes in it.
Boredom	Our coursebook is like Math because I really get bored as it is so difficult. Our coursebook is like poison because there are only structures in it, there is nothing enjoyable.
Source of Anxiety and Fear	Our coursebook is like hell because it suffocates me when I look at it. Our coursebook is like a black page because I feel desperate when I look at it. There are so many things I do not like about it.
Worthlessness	Our coursebook is like trash because there is nothing I learn.
Constraint	Our coursebook is like a cookbook because we just follow its rules.
Entertainment	Our coursebook is like a reader because we can have so many adventures with it.

The students whose metaphors are categorized under resource label highlight the role of the coursebook in the class as the provider of the information.

Our coursebook is like a teacher because it gives information about English. (S5)

Our coursebook is like a dictionary because I can find information in it. (S17)

As we see the common word shared by the metaphors is information. When it comes to the negative metaphors, the students creating negative metaphors under the label of resource point out the lack of content in the coursebook. They believe that coursebook does not have all the necessary information;

Our coursebook is like a cake without baking powder because there is information in it but it is inefficient. It does not show everything we need. (S100)

Our coursebook is like an inkless pen because it has the cover but it is empty inside. (S28)

As for the negative metaphors of resource label, the common word is information but these metaphors define the coursebook as something incapable of doing what it is supposed to do as a part of its nature. The metaphor “English man” under resource category is both used for positive and negative attitude. Two of the students state that their coursebook is like an Englishman as it teaches English to them while other six of the students point out the fact that although the coursebook has the information they need, they cannot get it without the explanation of their teachers. At this point, students highlight the feature of being suitable for the level. They state that they cannot comprehend the content of the coursebook.

According to Table 29, second dominant category is boredom. There are 13 different metaphors under boredom category and they represent 16% of the metaphors. It is very clear that all the metaphors under this label are negative. The coursebook is criticized by the students through the metaphors because the coursebook lacks fun elements. The students do not want to see the structures or texts all the time. Besides learning, they also want coursebook to make learning process enjoyable for them. It is also possible to group the metaphors under the same label. The metaphors “Math”, “Arabic”, “Tangled Rope” indicate that the coursebook is complex and difficult. As the content of the coursebook makes no sense for the students and struggling with the coursebook to understand it is tiring and boring for the students.

Our coursebook is like Math because it is really hard and I get bored.(S47)

Our coursebook is like Arabic because I understand nothing and I get bored.(S9)

“History book” and “Documentary” metaphors also share something in common. The coursebook is defined as being too serious through these metaphors.

According to students, there are only structures to be learned in the coursebook, there is nothing to enjoyable.

Our coursebook is like a documentary because there are always serious structures, there is not any game in it.(S3)

Our coursebook is like a history book because there are serious and boring things in it.(S76)

“Black and white TV”, “Black Book”, “Fake Nike Shoes” metaphors state that the coursebook is not attractive visually. The coursebook should attract the students visually. Reading texts or the dialogues cannot capture their attention on their own. In order to motivate the learners and make them concentrate on the learning process. Students would not want to learn anything that does not take their interests.

Our coursebook is like fake Nike shoes because it is poor-looking.(S42)

Our coursebook is like a black book because there is nothing colourful in it.(S55)

Our coursebook is like black and white TV because it is supposed to be funny but it is not. (S39)

Guidance category has five positive and one negative metaphor. 14% of the total metaphors are under this category. Main theme of this category is enlightenment both for the positive and negative metaphors. Students explain the role of the coursebook in providing a light for their path of learning. They believe that the coursebook shows them what is standing in front of them and show them the way for their learning. The metaphors “sun, guide, light, star and moon” make a reference to natural and eternal source of light. The only negative metaphor of the category is “bulb” which is something artificial and instant.

Our coursebook is like a sun because it enlightens our road.(S1)

Our coursebook is like a star because it shows me the way.(S90)

Our coursebook is like a bulb because it does not provide enough light. (S73)

The themes entertainment and source of anxiety and fear have the same percentage (10%). This means that 10 students find coursebook enjoyable and 10 students are depressed about using this coursebook. For the entertainment theme there are four different metaphors focusing on fun factor. Unlike 16 students who

believe that the coursebook is boring. 10 students believe that they have a good time while studying with the coursebook.

Our coursebook is like a toy because I can play with it. (S6)

Our coursebook is like a rainbow because it is full of colours and games. (S110)

For the source of anxiety and fear theme, there are four negative metaphors as it can be understood from the name of the category, all four metaphors are negative. 10 students agree that the coursebook reminds depressive. They cannot stand learning English through this coursebook. It can be concluded for the metaphors of this category that the coursebook is something bothering for the students.

Our coursebook is like a mosquito because there are lots of things that I have to ask again and again. It is really annoying. (S235)

Our coursebook is like a prison because I cannot breathe during the lesson. (S320)

It is for sure that it's a deadening experience to see the coursebook during the class hours for ten students..

Our coursebook is like a black page because I feel desperate when I look at it. There are so many things I do not like about it. (S128)

Four metaphors are placed under worthlessness category. As it can be understood from the name of the category all the metaphors are negative. The students draw the attention to the fact that the content of the coursebook is useless. There is no meaning in using the coursebook.

Our coursebook is like inkless pen because it has the cover but the content is empty. (S267)

Our coursebook is like water without minerals because it has no use. (S98)

Constraint and Support categories also share the same amount of metaphors (3%). There are three different metaphors created by three students under support theme. While two of the students are pleased with the help provided by the coursebook, one student is unhappy with the help the coursebook provides. Positive metaphors of the support theme reveal that the coursebook does not disappoint when they need it. They trust the assistance provided by the coursebook.

Our coursebook is like a friend because it is always there for me.(S87)

The negative metaphor of support theme points out the inability to serve. According to the participant the coursebook does not provide all the necessary information and cover the language skills efficiently for the students.

Our coursebook is like a server with 100.000 users because it is not enough for us.(S62)

All the metaphors are negative under constraint theme. Three students criticize the coursebook because of its strict structure. It can be interpreted from the metaphors that the students regard the content of the coursebook as not flexible.

Our coursebook is like an old talkative teacher because we always do what it wants. (S175)

There is only one metaphor under authority theme which means that only one of the students see the coursebook as the absolute power of knowledge. The metaphor under authority theme symbolizes the power of informative.

Our coursebook is like an old wise man because every time it teaches us something we do not know. (S10)

In conclusion 52% of the metaphors are referring negative point of view and 48% of them positive. This shows that most of the students have negative attitude towards the coursebook. The positive metaphors are generally the classic ones referring the information and provided by the coursebook. Students criticize the coursebook harshly by using the negative metaphors. They believe that it is useless, inefficient and they even think that the coursebook casts a gloom over the lesson. The students' metaphors show us that Sunshine 7 is a material with a poor content and lacks visual attraction. It can include the necessary structures but there is something wrong with the way it presented these structures and it neglects the proficiency level of the students. The coursebook causes teachers to be nothing but the translator of the content because the students cannot understand the coursebook on their own. As students are the ones who use the coursebook in the class and see how effective it is in practice, the opinions of the students can guide the teachers in terms of planning their lesson. Asking about their opinions, it would be easier for a teacher to understand what troubles students have with the coursebook and can make some rearrangements and adaptations. The responses of the students suggest that English teachers using Sunshine 7 in their classes should support the coursebook with attractive supplementary materials. Instead of following the pages of the coursebook one by one, a selection can be made in accordance with the level of the students and the

teachers can make the use of other materials in order to motivate their students. They can also give further explanations about the structures covered in the coursebook.

4.9. The Content Analysis of the Writer's Answers to the Survey

One of the research questions of the study aims at understanding the coursebook writing process from the coursebook writer's perspective. For this objective of the study, a question form was prepared and sent via email to one of the writers of the Sunshine 7 English coursebook through the help of publishing house agent. The responses of the writer were sent back by the publishing house agent in three weeks. The answers of the writer were analyzed through content analysis.

The first four questions of the form are related to the demographic information such as the profession, years of experience, educational background and other published coursebooks of the writer. The writer has been teaching English for 17 years and she has MA degree. She stated in the question form that she has written five published coursebooks in *Tebliğler Dergisi*.

The writer responds when she was asked what were the factors causing her to decide to write an English coursebook,

Until 2012 I had worked at the department of coursebook investigation in Head Council of Education and Morality for two and a half year and had worked in Department of Teaching Programs for 3 years. During these years I was mentoring the state coursebooks. After leaving the Board, the "investigation" process has turned into "panel" system. As a result of the offer of my friend, we decided to write a coursebook with the new system.

As we see, the coursebook writing process is not an irrelevant field for the writer. She has other published coursebooks, too. It is for sure that she has enough experience to handle such a process like coursebook writing.

The writer thinks the problematic areas in the design of the coursebook are generally about visuals or the layout of the coursebook. She says,

Generally the main problem encountered in terms of reaching the objectives is about the pictures or the design of the coursebook but as a writer the biggest problem is the restrictive structure of the "teaching program" for the writer or the teacher as the operator. If the writer/operator is free in terms of choosing the topics or the distribution of the educational attainments, the product can be much more pleasant.

Here the writer points out the obligations she has to follow during the coursebook writing process. She states that she is not allowed to do whatever she wants for the coursebook. There are some considerations or a framework the coursebook writer has to follow. She also talks about the number of the activities and pages of the coursebook.

For this “teaching program” both the function and skills have to be given at the same time and this affects the presentation. When we look at the present coursebooks, there are so many pages and activities to be covered that it is not possible for teachers to do all the activities and cover “speaking/listening” skills effectively. During the design of this seventh grade English coursebook, we first tried to plan this. If the “listening/speaking” parts are covered efficiently this coursebook can be finished easily.

According to the writer, another problem is the teachers’ resistance to the change.

One of the biggest problems of the coursebooks is the resistance of the teachers. Some teachers believe that there is no need for “jigsaw” reading texts, games or listening. This situation can be clearly seen in the blogs of the English teachers.

The writers of the coursebook pay attention to the layout most during the writing process as the most important thing is the attractiveness of the coursebook for the learners.

First of all the coursebook must attract the learner, arouse curiosity. During the topic and visual selection, we care about this but as it is known for sure, during the printing process, the colours are not as bright as the first draft of the coursebook.

Another issue covered in the question form is the approval process. According to the information given by the writer, the coursebook is evaluated by the panelists and after getting a specific grade, the criticized points are rearranged and the coursebook is represented. If it gets the approval, the coursebook is published in *Tebliğler Dergisi*. Then, through the contract, the ones to be published are determined among the approved coursebooks.

When we ask what they she thinks about the criteria of MoNE for the coursebook, the writer states,

Before and during the panel process, it is really crucial for the critics to be based on scientific norms not personal beliefs. For instance, “the

colours are so bright” is not a right criticism as these coursebook are published more than one million; the colours do not stay the same. It is really important not to interfere to the “writers’ personal choice” when the panelist’s language teaching approach is not in line with the philosophy of the “teaching program”. For instance, one of the criticisms by the panelists was that “there is no grammar in the coursebook.” Because of this, we had to add grammar structures at the end of the coursebook during the rearrangements. However, we think that this criticism is not suitable for the nature of the coursebook and it also does not support the “teaching program”.

As it can be understood from the response of the writer, the critics may not be always correct and they sometimes can cause troubles for the writers. Understanding the coursebook and evaluating it as a whole is really important.

The writer was also questioned what she thought about the approval of MoNE lasting for five years. She states that during these years with the help of the criticisms some corrections can be done for the mistakes.

As the piloting is really important to see whether the coursebook is practical or not, one of the questions in the forms is whether there is a piloting process before the approval. The writer answers,

We did not carry out a piloting study but some topics and activity types were designed as a result of the interviews with the same age group. Language can be taught by covering any of the topics. As the writers we prefer for instance how to read “labels” instead of covering an ordinary environmental topic. We tried to raise awareness in terms of paying attention what to drink /eat with this label topic. Our choices for the topics were found interesting by the age group we negotiated.

The writer lastly states,

Coursebook writing is a really difficult process. It may help us to design more qualified coursebook if the panelists are chosen among the people who have the experience of coursebook writing or materials design. This may also provide more appropriate criticism for us.

As we see, the writers are also having troubles during the design stage. There are some rules that they have to obey, too. Also, as there is no piloting study for the MoNE approved coursebooks, the only resource providing feedback is the

opinions of the panelists which can sometimes be very personal. Regarding the responses of the writer, she thinks that the teachers and the panelists can sometimes make unfair comments, as a result of which results they had to change the structure of their coursebook. When we analyze the situation as a whole; we see that teachers are not happy with the coursebooks prepared by the writers. The writers are not pleased with some of the critics made by the teachers and panelists. Every side involved in the coursebook process is having troubles in their own way. The system goes on giving approval for the coursebooks, which are far from satisfying every side involved in the process; the writers, the teachers and the students. The answers of the writer and the importance weighted frequencies of the teachers and students reveal that the priorities of the users and the writers differ from each other as it is presented in Figure 13. If the coursebook writers can understand what the real demands of the users are, the writing and improvement process of the coursebook can be easier for them and users can show a high level of satisfaction towards the material.

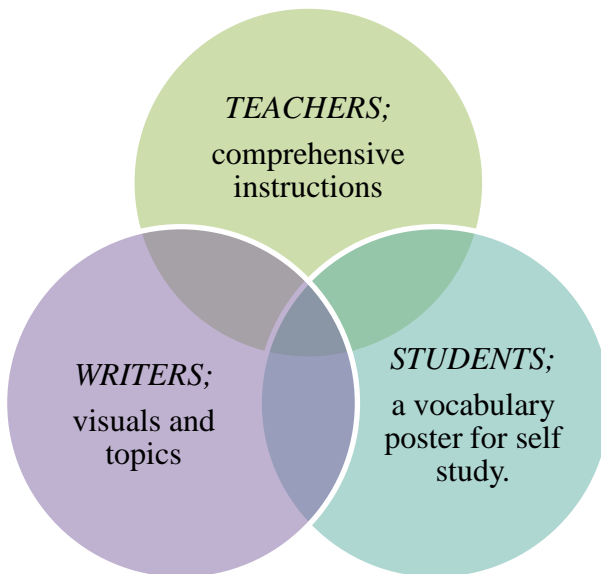


Figure 13. *The Priorities of the Coursebook Writers and User*

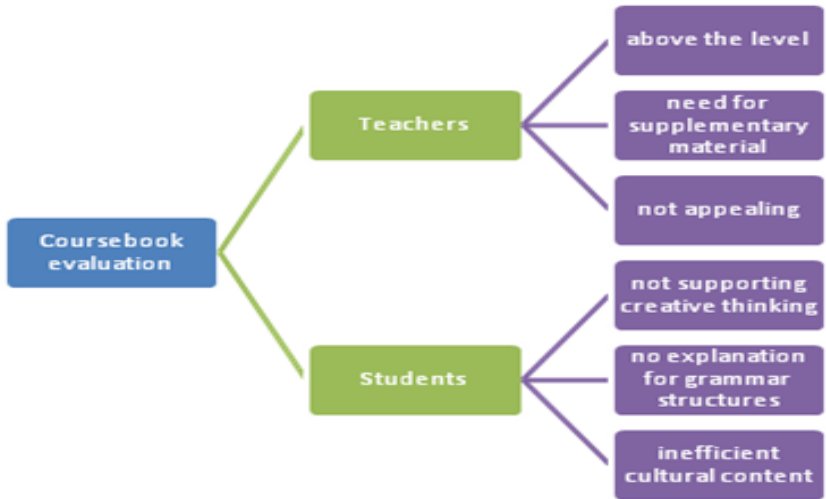


Figure 14. *Common opinions of the coursebook users about the coursebook*

When we consider all the responses of the coursebook users to the checklists and interview questions, we can see similar points highlighted by both students and teachers, which are presented in Figure 14. As we can see, the users share the same views about the inefficiency of the coursebook in terms of basic and crucial features of the coursebook.

CHAPTER FIVE

DISCUSSION

The aim of this present study was to clarify how coursebook users evaluate the effectiveness of a local, MoNE approved English coursebook, Sunshine 7 and find out how the coursebook writing process works from the writers' perspective. In order to reach these aims, the study was conducted with English teachers and seventh grade students, the users of Sunshine 7 English coursebook, from different secondary schools in Mersin and the writer of Sunshine 7. Two different checklists designed for the teachers and students, interviews and metaphors were used to collect the opinions of the coursebook users and a question form was prepared for the coursebook writers in order to identify coursebook writing process from their perspectives. During the development of the checklist forms, there were two concerns to be accomplished. One of them was developing a localized checklist. All the checklists available in the literature for the coursebook evaluation can gather information about the satisfaction level of the teachers and students about the effectiveness of English coursebooks. Here the question is whether the items in these checklists are suitable for the specific teaching and learning contexts. Only a checklist reflecting the needs of the members in that specific learning and teaching environment can collect the useful information for the coursebook evaluation. Socio-cultural backgrounds and the facilities of the classroom environment shape the demands of the coursebook users. The criteria which are predetermined and adapted from irrelevant contexts, can gather the opinions of the coursebook users but the results may not reflect the real needs of the participants. Only a localized checklist can provide the right criteria relevant to the needs of the coursebook users. Therefore, the present study aimed to develop checklists for the teachers and students, the users of MoNE approved English coursebooks, to identify what they really need and to what extent the coursebook can meet it. The objective behind using the importance rate in the checklist forms was to prioritize the criteria of the coursebook evaluation. Importance weighting shows us the priorities of the teachers and students both as a group and individuals. Importance rates can clarify the points to start for the adaptation or the rearrangement of the coursebook for the teachers and coursebook designers.

Teachers' opinions on effectiveness of the coursebook were collected through checklist with local criteria and importance rating. The items in the teachers' form seek how capable the coursebook is in terms of the teaching context and situations, exercises and activities, textbook content, socio-cultural issues, organization and visual design and supplementary materials. In terms of teaching context and situations, teachers believe that the coursebook is far from showing

sensitivity to the interests, level, learning types and readiness level of the students. According to the teachers, interests of the age group, different proficiency levels of the students or learner types are not concerns or they were neglected during the design of the content. Similarly, in Ertürk's (2013) study, where another MoNE approved English coursebook (Unique 6) was examined, the teachers shared the same idea that the content was not designed in line with the interests of their students and it was far from being adequate to the level of the learners. It is also possible to find studies, where the teachers claimed that the content of the coursebook was designed in line with the interests or the levels of the learners; the evaluation of *Spotlight on English* by Acar (2006) and *Time for English 4* by Arıkan (2008). This can be identified as a contradiction in the literature. The present study and the evaluation of Acar (2006) and Arıkan (2008) focus on different English coursebooks by different writers. As during the selection MoNE has not applied standard criteria for both the design and the content of the coursebook, it is possible to see an inconsistency among the strengths and weaknesses of MoNE approved coursebooks. Pursuing principles of the seventh grade curriculum and language teaching approaches approved nationally and internationally was also evaluated. Teachers responded that the coursebook was designed in line with seventh grade curriculum but did not follow the principles of national or international language teaching approaches. In the study of Özdemir (2007), where MoNE approved *Time for English 4* coursebook was evaluated, it is also revealed that teachers generally agree that on the coursebook is designed according to the curriculum. Ertürk (2013) share the same finding about not being in line with the principles of the current language teaching theory.

For the exercises and activities, the teachers agreed that the coursebook was not capable of providing motivational and interesting exercises and activities that are adequate to the level of the learners and can create an authentic language learning environment and support creative thinking. Similarly, the studies of Çelik (2011), Oflaz (2009) and Özeş (2012) come up with the same results. They also claimed that according to the teachers, the exercises and activities of *Breeze 9*, *Spot on 8* and *Time for English 5* did not motivate and attract the students or support their creative thinking.

For the textbook content, teachers believe that the listening texts are not sufficient in terms of providing a model of good pronunciation and the coursebook does not provide any grammatical explanations. The teachers seem to be happy with the attractiveness of the topics but the rate of the teachers who disagree with it is very close to the ones who agree. When we look at the other studies evaluating MoNE-approved coursebooks, the topics covered in those coursebooks did not arouse students' interest, there was no explanation of grammar structures or

opportunities for students to develop their pronunciation (Acar, 2006; Çelik, 2011; Özeş, 2012).

Another weakness of the coursebook according to the teachers is the socio-cultural issues. The majority of the teachers share the idea that gender is neglected considering the distribution of the characters in the coursebook. Similarly, Diktaş (2010) found out that in MoNE approved coursebooks, there is a discrimination against women and female characters. When it comes to the presentation of culture and cultural characters, the coursebook got negative responses from teachers. The results revealed that neither the target culture nor the other cultures has a worthwhile place in the coursebook. It is not possible to a variety or balance in terms of the cultural presentation. The studies on the effectiveness of MoNE approved coursebooks support the finding that the coursebook is not capable of presenting cultures from inner, outer and expanding circles (Arıkan 2008; Ertürk 2013; Iriskulova, 2012).

Organization and visual design was another deficiency. From the analysis of the findings, it was revealed that the teachers were only pleased with the order of the activities. The responses of the teachers showed that they were not satisfied with the quality of the visuals in the coursebook. According to the teachers, as the units are irrelevant, it is hard to mention inner consistency for the coursebook. Teachers believe that the instructions of the coursebook are difficult to understand and content page is not useful. In the light of these findings, it is possible to claim that the organization and visual design of the coursebook needs to be improved as it is far from meeting the expectations of the teachers. Similarly, investigating the visual design of MoNE approved coursebooks from the teachers' perspectives, Acar (2006), Aydoğanlı (2006), Çelik (2011) and Oflaz (2011) points out the dissatisfaction of the teachers with the number of the visuals and their integration into the pages and the attractiveness of the visuals.

The last feature evaluated by the teachers was related to the teachers' book. According to the responses of the teachers, it is hard to find any alternative activities for the teachers in this supplementary material of the coursebook. There is not any support or help provided by the teachers' book. Evaluating the Teachers' Book of Breeze 9 in a very detailed way, Çelik (2011) also found out that there were no extra activities for the teachers to use and it did not provide methodological support. It did not include any information about the target culture or guide teachers about how to evaluate the students, either (Çelik, 2011).

Reconsidering the items which are labeled as the most important by the teachers, it is possible to conclude that the teaching context and situations is the most important category for the teachers as five items under this category are chosen to

be the most important. The priorities of the teachers were generally about suitability of their learners. Considering the learner types, their proficiency levels, interest of the age groups were labeled as the most important features by the teachers. Comparing the importance weights with the evaluation scores for each of 13 items, it can be concluded that coursebook does not possess the features adequately that the teachers would like to see most in a coursebook. According to Pizam and Ellis (1999), satisfaction is something individual and everyone can be satisfied with something with different levels. The reason behind this difference is the effect of needs, objectives and experiences on what people wait from a service and therefore, clarifying these needs and objectives is crucial (Pizam and Ellis, 1999: 328). The rationale of using importance weighting in the measurement of customer satisfaction is as every customer has different expectations, it is crucial to understand what customers need (Pizam and Ellis, 1999). According to Naumann (1995) (as cited in Pizam and Ellis, 1999), understanding what is most important for the customer helps us to find out what is behind the decision on the efficacy of the firm. Taking the same rationale as a base for the coursebook evaluation, clarifying the most important features for the users gives us a starting point for the improvement of the coursebook. Interpreting only the satisfaction results still cannot show us what is important for the teachers. Cummins (1997:33) states that “*importance and satisfaction are independent constructs and certainly they can be independently experienced.*” Importance level of a feature does not affect the performance of that feature for the teachers. They can be satisfied with a feature but this does not mean that they also give importance to it or vice versa. Only with the help of importance weighting, we can understand the attribute behind the measurement. Importance weighting can point out what the teachers wish to have in a coursebook both individually and as a group. This clarification can show coursebook writers where to start the improvement of the coursebook. That is the reason why we need weighted scores of the individuals and importance weighted frequencies. When we reconsider the satisfaction and importance-weighted scores, we see that although they are less than the teachers who are not satisfied with the coursebook, there is a group of teachers having high satisfactions scores. For the importance-weighted scores, there is only one teacher who gave high evaluation score for the coursebook. This shows us that some of the teachers are pleased with the coursebook but the coursebook does not possess the features the teachers give priority.

The study also investigates whether the evaluation of the teachers show any difference according to their gender, years of experience and the duration of the coursebook use in a class hour. The analyses reveal that it is not correct to claim that there is an effect of gender, year of experience or the duration of coursebook use on the evaluation scores of the teachers. The responses do not change in line with these features. In other words, we cannot make an inference as gender

affects the evaluation scores of the teachers or it won't be correct to claim that teachers with ten years of experience give more negative evaluation compared to the ones with five years. Among the related studies in Turkey, a study investigating the role of gender, years of experience and duration of coursebook use has not been encountered but in the study of Çelik (2011), the effect of the region where teachers work on the evaluation responses is investigated and it is found out that there is no significant difference between the evaluation result and the regions teachers work, either.

İnal (2006: 20) claims that teaching English in Turkey is generally conducted through coursebooks which affects the process in a negative way and in many schools coursebooks have a crucial place. However, in the present study, the responses of the teachers to the question about the role of the coursebook in a class show that this material is not irreplaceable for the majority of the teacher. They only see it as a material to use from time to time in their classes. They also believe that it is better to support it with listening and speaking activities. Also, there is a group of teachers who believe that as a foreign language, English cannot be taught by using a coursebook. We can conclude that the coursebook is not as essential as it is thought to be for the teachers.

The responses of the teachers about the strengths and weaknesses of the coursebook give us a clue about the attitude of the teachers towards the coursebook. Among the teachers who wrote down an answer for the strengths of the coursebook, the majority of them state that there is not any strong feature of the coursebook. The responses about the topics and curriculum were also covered in the checklist. Teachers state the suitable topics for the students and sharing the same principles with the curriculum as strengths of the coursebook, which can also be seen from the responses given to the checklist. Some of the statements under weaknesses category can be found in the checklist, too and the teachers gave negative marks to features such as suitable to the level of the students, link among the units, unclear grammar structures. Analyzing the answers on strengths and weaknesses together, some controversial statements stand out in terms of reading texts, visuals, speaking skill and vocabulary. For instance, the level of the reading texts was presented as adequate under strengths and as above the level of the students under weaknesses. Also the attractiveness of the visuals was both placed under strengths and weaknesses. Another issue to be clarified is that the coursebook cannot prepare the students for the eighth grade and the content is similar to the sixth grade. Thus, the teachers see nothing new in the content to show their students. The responses of the teachers on the weaknesses of the material show similarities to the study of Çakıt (2006), where the weaknesses and strengths of New Bridge to Success 9 were listed by teachers and 9th grade students. The study of Çakıt (2006) also pointed out the up-to-date topics as

strength and for the weaknesses the study found out the same responses about the load of unknown words, the level of the coursebook and unclear presentation of grammar.

When we reconsider the responses of the teachers on the supplementary materials they use in their class, it is clear that there is a variety in the supplementary materials. The teachers try to enrich their teaching with various materials such as flashcards, videos, visuals, realia, posters, and presentations. Another issue to be pointed out that the teachers use not only visual but also audio materials like songs and listening texts. Worksheets, tests and reference books have the highest rate among the supplementary materials and this can be interpreted as the teachers generally organize their lessons according to the exams and prefer mechanical activities. Exams like TEOG can sometimes oblige teachers to neglect four skills especially speaking and listening and prepare a lesson based on grammar and vocabulary teaching. Finally, the rate of the materials which need technological support is very low among the responses. Computer, websites or smart board are the ones with the lowest rates. The reason behind this can be the lack of technological equipment in state schools. Many of the teachers may have difficulty in finding a computer or internet connection at their schools.

With the help of the teacher interviews, detailed information was gathered about the teachers' opinions. One of the things discussed during these interviews was the role of the teacher during the selection process. The responses of the teachers show that neither their opinions have been taken nor the report from the group meetings about the effectiveness of the coursebook has been taken into consideration. They only see the coursebooks at the beginning of the semester when they are sent by MoNE and have no other chance than using it in their classes. There can be two reasons behind this obligation. The first reason is the TEOG exam conducted by MoNE for the students to decide which high school the student can go. As the students will be responsible from the content of the coursebook, the teachers have to organize a lesson based on the coursebook. The other reason behind this obligation is the lack of supplementary equipment in the schools. None of the interviewees believes that the coursebook has an irreplaceable place in the classroom and they agree that coursebook is not enough on its own; they provide extra materials for their students. All the interviewees believe that the coursebook is just like the other materials to be used in a class, there is no need to exaggerate and put this material in the centre of the lesson organization. Some of them find the coursebook unnecessary for a foreign language teaching class. The coursebook evaluation criteria of the interviewees have much in common: the level of the students, the quality of the visuals, the importance given to listening and speaking. Besides these features, the teachers also evaluate the coursebook in terms of presentation of grammar structures,

variety of the games, interesting topics. As all the teachers evaluate the coursebook against the needs of their students, they evaluate it from different perspectives. The last thing covered during the interviews was the overall evaluation of the coursebook. Teachers share the idea that the coursebook is not the right choice for their students. They think the coursebook does not provide sufficient opportunities for speaking and listening skills. There are so many unknown words that students always have to use dictionary or the teachers explain these words. The activities are generally mechanical and the structures are not explained through sufficient examples. One of the teachers also state that the students does not see any other alternatives and that's why they cannot make an appropriate evaluation but they also get bored during the lessons. Oflaz (2009) also conducted interviews with the teachers for the evaluation of Time for English 5, another MoNE approved coursebook, and the responses of the interviewees show similarities in terms of unknown words, the interesting content and level of the students. The interviewees complained that there were lots of unknown words in TFE 5 and the grammar structures were above their students' levels, they had to skip the pages and their students got bored with the reading passages (Oflaz, 2009).

One of the objectives of the study is to find out how the students evaluate Sunshine 7 English coursebook. In order to reach this aim, importance weighted local coursebook evaluation checklist students' form was developed. As a result of the analysis of the responses for visual design as a whole, they seem to be happy with the visual design of the coursebook. In other words, the order of the activities, design of the pages and the relevance of the pages are qualified enough for the students. Similarly, Arıkan (2008), evaluating Time for English 4, found out that according to the students the organization and layout of the coursebook was effective. Ertürk (2013) and Özeş (2012) also came up with the same result that students satisfied with the visuals and layout of MoNE approved coursebooks, Spot on 8 and Unique 6.

As for developing cultural awareness, the students believe that coursebook does not introduce new countries and various cultures. The countries in the coursebook are the ones the students have already known and present nothing new. Also there is no variety in the cultures presented in the coursebook. Similarly, in the study of Iriskulova (2012), where cultural load of MoNE approved coursebook is evaluated, it is found out that the coursebook is not capable of presenting cultures of various countries.

For the students' needs category, the students believe that the grammar structures are inadequate to their proficiency levels. It is sometimes hard for them to understand the structures. They also state that as the units are not attractive, the

students sometimes do not follow the lesson. In addition, they believe that the coursebook does not enable them to develop their creative thinking ability. When it comes to the listening texts, the students think that they are at the appropriate level of understanding. They also disagree with the idea that there are only mechanical activities; the only thing they do is not filling in the blanks in the coursebook. The results show that the level of the vocabulary is also adequate. We can say the students do not have any problems with the vocabulary load or the activity types of the coursebook but besides the heavy grammar structures and boring units, the students dissatisfied with the opportunities for creative thinking.

Self-Instruction concerns the opportunities provided by the coursebook for the students to study on their own. The items under this category cover educational CDs, vocabulary posters and grammatical explanations. The majority of the students would like to see extra materials given with the coursebook such as CDs, posters or explanations of the grammar rules in their coursebook but the coursebook has nothing extra to offer to the students. This means the students really want to learn English but they need support in order to study at home. The results show similarity to the study of Çelik (2011), where the existence of a reference page that enables self study. The study reveals that there is no opportunity for the students to study by themselves.

For the overall construction, the only thing that the students are not pleased with the topics covered by the coursebook. The majority of them believe that sometimes they cover the same subject again and again. Contrary to this present study, the studies of Arıkan (200) and Ertürk (2013) reach the conclusion that the majority of the students in their studies find the topics of the coursebook interesting and motivating. With the pair work activities and the instructions in the workbook, the students give positive responses, which means that the pair work activities are satisfactory and the instructions are clear for the students. The findings of Özeş (2012)'s study show similarity with the present study in terms of the pair work activities.

The last category evaluates the authenticity of the coursebook. Students believe that the coursebook is inefficient in terms of authenticity. They think that the activities in the coursebook are not applicable outside the class and the pictures are not chosen among the real photos and these features make the coursebook impractical in real life situations. The students only appreciate the topics of the coursebook. The topics are chosen from the real life subjects according to the students. As the language is used for communication in real life, the coursebook is expected to bring real life situation into the class through the activities, visuals or reading passages. The content should be meaningful for the students. Considering their daily life during the design of the content is crucial for the

achievement of the coursebook. In terms of being connected to the real world and use of the activities from their daily life, the results of the study are in line with the studies of Çelik (2011), Çakıt (2006).

When it comes to the most important features in a coursebook for the students, the importance weighted frequencies show us that “self-instruction, overall construction and students’ need” categories include the most important features. The first two of the most important features are placed under self-instruction category. The students labeled the vocabulary poster given with the coursebook as the most important feature and chose the educational CDs provided with the materials as the second most important feature. This shows us that the students want to study by themselves but as we reconsider the responses to these two items, we see that there is no extra material supported by the coursebook. Therefore, the students’ need for studying at home by themselves is not met. The other important items are the attractiveness of the topics and clarity of the instructions. The responses of the students to these items in the checklist show us that the students are only pleased with the clarity of the instructions and they do not find the topics of the coursebook interesting. As discussed above importance-weighting help us to improve the coursebook in line with what students care most. Importance weighted results of the students enable us to find out both individual needs and demands of the students as a group. The responses of the students can guide the coursebook writers and MoNE for the improvement of the English coursebooks. In order to design an effective material, coursebook writers can prepare a coursebook package including vocabulary posters, educational CDs, as these are the priorities of the students. They can choose the topics covered in the coursebook from the fields that the age group is interested in. MoNE can add new criteria for the coursebook writers by taking these most important features as a base.

One of the open-ended questions in the first section of checklist asks for the most favorite feature of the coursebook for the students. The majority of the students wrote down an answer for this question and the responses show that the quality of the pictures is the feature that they like most. Another answer that has a high rate is that there is nothing to be liked in the coursebook. This answer is the second mostly repeated one after the quality of the visuals. Apart from these, only small groups of students state that the reading passages, vocabulary parts, attention boxes, the colours of the coursebook, listening texts are their favorite features.

Another open-ended question in the checklist deals with which countries or cities the students would like to see in their coursebook. It is possible to see various cities in Turkey including Mersin and countries from Europe, Asia, and America. The answers show us that the students really wish to see the world in their

coursebook. Some students even responded as the whole world to the question. The result is compatible with the checklist in which the students state their disagreement about the variety of the cultures presented in the coursebook, the answers seem to be parallel. Students believe that the number of the cultures presented in the coursebook is low and they want to see and know the countries all over the world. The lack of cultural presentation in a coursebook may lower the motivation of the students as language cannot be separated from its culture. Students need to see information from their own culture, target culture and other cultures to be motivated to learn the language and keep his/her interest with the coursebook (Iriskulova, 2012).

Interviews with students provide details about the perspectives of the students about the coursebook selection and overall evaluation of the coursebook. For the selection of the coursebook, half of the interviewees want to play role in the coursebook selection process. They believe that their opinions about what they would like to see in a coursebook should be taken into consideration. They state that as they are the users of the coursebook, their voices should be heard. The ones that do not want to be part of the selection believe that they are not capable of making any kind of decision about the coursebook and they do not want to make a wrong choice. The interviewees believe that their English coursebook is good but there are some features that they would like to change. One of the problems that repeated frequently is understanding the instructions. Most of the interviewees state that it is impossible for them to understand what to do with the activities without the explanation of their teachers. Like their teachers, students also state that they get tired of looking at the dictionary for the unknown words. They also mention that they pass some of the activities and it is really difficult for them to understand the grammar structures. All these responses show us that there is a problem with the level of the coursebook. The content of the coursebook should be designed according to the level of the students in order to provide meaningful information but as we see the coursebook is inefficient in terms of this feature.

Metaphor study was conducted to reveal the coursebook conceptions of the students as with the help of metaphor we can see what is behind perceptions and understandings (Lackoff and Johnson, 2003). When we categorized the metaphors through McGrath's (2006) framework, it seems that the majority of the students, who wrote down a metaphor, have negative attitude towards the coursebook. Positive metaphors are grouped under "authority, guidance, support, resource and entertainment" categories. As it can be understand from the names of the categories, the general tendency among the students creating positive metaphors is to see the coursebook as something that has all the necessary information for English, show them how to learn, help them during the learning

process, provide the necessary information and amuse them. “Guide” metaphor under guidance category, “friend” and “helper” metaphors under support category, “teacher, library, dictionary, treasure, encyclopedia, reference, and dumb teacher” metaphors under resource category can also be seen in McGrath’s (2006) study. Although they used different framework for the categorization of the metaphors, it is also possible to see “library, treasure box, encyclopedia, tree and guide” metaphors in the studies carried out by Kesen (2010) and Huang (2013). That’s to say, there are some stereotyped opinions of the students towards the coursebook. The positive metaphors under resource category have the biggest rate, so the students value their coursebook as the provider of the information. Similarly, in the study of McGrath (2006), the positive metaphors under resource category construct the majority. When it comes to the metaphors under guidance category, all the metaphors represent the source of light except one. There is a general tendency among the students to give a responsibility to the coursebook as enlightenment. In Kesen’s (2010) study, we can see that “lamp and candle”, which are also the source of light, are placed under guidance and enlightenment category. Negative metaphors are placed under “support, resource, boredom, source of anxiety and fear, worthlessness, constraint” categories. Negative metaphors under “support and resource” categories refer to the inefficiency of the coursebook. According to the students the coursebook falls short of providing help or information. For the other categories as it can be understood from their names, the students associate the coursebook with something boring, terrifying, pointless and restricting. The responses of the students show us that majority of them are not happy with using this coursebook in their classes. Besides referring to its inefficiency, the students clearly state with their metaphors how awful they feel when they use the coursebook or how they evaluate it. Among the negative metaphors, the ones under boredom category have the highest rate which means that students generally see something dull and far away from entertainment. The metaphors under source of fear and anxiety have the second rate. By these metaphors, students refer to how terrible to use this coursebook in their classes. The metaphors under worthlessness category demonstrate that the coursebook is nothing but a useless material; there is nothing in it just like trash or water without minerals. As we see through the metaphors the students criticize the coursebook harshly. These critics give us the clue about the real opinions of the students towards the coursebook and give us a good reason to care for the attitudes of the students during the coursebook selection (Kesen, 2010). Taking the discussion one step further, McGrath (2006) also points out that the reason behind the negative images can be the choice of the wrong coursebook for the students or the wrong practice of the coursebook by the teacher. Not only the inappropriate coursebook but also the way teachers integrate the coursebook as a material in the classroom is the reason of the negative attitudes of the learners

(McGrath, 2006). Either way, it seems really hard for the students to learn English with this coursebook.

Lastly, the answers of the writer about the coursebook writing process show us that the process is not easy for the writer, either. Being experienced in the evaluation of the coursebook and coursebook writing, she defined the process as hard. We see that they were not free during the design process. She demanded to have more freedom in terms of deciding which topics to use in the coursebook and stated how hard it was to design a coursebook including all the necessary educational attainments defined in the curriculum and covering four skills in a balanced way. According to the writer, teaching program should be rearranged as it is hard for them to design a coursebook with such an extensive content and also really difficult for the teachers to both cover the grammar structures and focus on the skills at the same time. Although there was no piloting study for the coursebook, the writer stated that they interviewed with seventh grade children and tried to give priority for the things they liked and chose meaningful activities for them. But she stated they are not allowed to do or add whatever they want in their coursebook. There are some rules that they have to obey. She also believes that the panelists evaluating the coursebook before the selection are not always right with their criticism and claims that it would be better to see experienced people as panelists, which can also help to design more qualified materials. As we see, the teachers or the students are not the only one dissatisfied; writers also have troubles during the designation process and they cannot design their material with the way they want it to be.

All these responses of the teachers and students about Sunshine 7 lead us the idea that although the coursebook users do not share the same opinions on the layout of the coursebook, they all believe that the content of the coursebook does not provide a satisfactory service for language teaching and learning. All participants highlight the failure of the coursebook in providing a content in which the grammar structures are selected according to the level and presented with a detailed explanation. The unknown words are the other weakness of the coursebook. All users stated their displeasure that looking at the dictionary or giving the explanations for the unknown words became the common and tiring part of the class hours. Although there is a disagreement among the teachers and students about the visual design of the coursebook, they share the same concerns about the ability of Sunshine 7 to teach language structures and skills. While the teachers would like level of the learners and learner types to be the initial criteria, the students mostly concern the opportunities provided by the coursebook for the self-instruction. Conducting an extensive evaluation of local English coursebooks, the study of Aftab (2011) share similar results in terms of the content, culture and exercises. Written by the local writers in Pakistani, "English

6” and “Everyday English 6” were found to be neither useful for teaching English nor preparing for the exams. Aftab (2011) claimed that the grammar structures in those coursebooks were limited and below the level of the students. Besides being meaningless for the students, the coursebooks also did not provide an authentic language for the students. Similar to the results of the present study about creative thinking, the researchers found out that all the activities were mechanic and they were not useful for creative thinking. In terms of culture just like the present study, Aftab (2011) stated that the coursebooks only presented the native culture of the students and ignored the target and other cultures. Similarly, Law (1995) evaluates the whole coursebook selection process from the perspectives of the teachers and specialists working in “*panel chairs*” for the selection of the coursebooks. The desire of the majority was found to be a part of coursebook selection. They believe that teachers should make the decision for which coursebook to be selected (Law, 1995). Evaluating the quality of the coursebook in terms of “*content, language, quality, design of the exercises, explanation of grammar, illustrations and examples, level of difficulty and coverage of skills*”, Law (1995) found out that the textbooks were unsatisfactory for the teachers especially in terms of the way exercises were designed and the explanation of grammar structures. The researchers stated that the coursebook evaluation criteria were decided by Curriculum Development Institute (CDI) and the voice of the teachers were totally neglected although specialists in CDI claimed that they gave equal chance for the teachers to tell their opinions. Although the textbooks were chosen as a result of the negotiations with schools, panelists made the last decision most of the time (Law, 1995). Comparing the teachers’ and CDI’s primary criteria, Law (1995) claimed that the teachers and CDI had totally different priorities, which means teachers have to use a coursebook which is not capable of meeting their real demands, in their classes. On the contrary, the study of Alamri (2008) found out that the textbook designed for sixth grade Saudi boys were found to be satisfactory by the teachers. The researcher stated that the textbook got positive responses from teachers in terms of its design and illustrations, supplementary materials, objectives, critical thinking, language components, socio-cultural context, development of skills. The only criteria that the textbook failed to be efficient was the language teaching methods. The researcher pointed out that the teaching methods in the coursebook were outdated, they were not learner centered and it did not provide a variety of activities.

It is also possible to find coursebook evaluation from the students’ perspectives in different local contexts in the literature. Evaluating the textbook attitude of the learners, Ravelonahary (2007) claimed that the students had negative opinions on their textbook. They believed that the coursebook was not relevant to their daily lives. The number of the topics covered in the textbook was limited and they had no relation to their lives, which means they are meaningless for the

students. Besides it was not found to be effective in terms of language development, types of the activities did not present a variety, either (Ravelonahary, 2007). On the contrary, Al-Yousef (2007), who evaluated the local English coursebook from the students' perspectives regarding "*grammar, content, vocabulary, phonology, language skills, methodology, study skills, visuals, practice and testing, supplementary materials, objectives, grading and recycling*", found out that the students found the coursebook adequate except the supplementary materials and phonology. According to Al-Yousef (2007) the visuals and the content were the two categories that got most of the positive responses. Lastly, in their study based on action research Duarte and Escobar (2008) pointed out that local coursebooks were much more effective in terms of motivating the students for learning English. Evaluating the global English coursebooks used in Colombian University, the researchers found out that the global or present coursebooks were not related to the socio-cultural background of the students. Conducting an adaptation in order to localize the coursebooks, the researchers claimed that the students were much more motivated to do the activities in the adapted version of the coursebook and found the coursebook effective in terms of real life situations, problem solving, appealing and relevant topics, games and creative thinking (Duarte and Escobar, 2007: 71).

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

The study aimed to explore how coursebook users evaluate MoNE approved English coursebook Sunshine 7 and clarified the satisfaction levels of them. The overall satisfaction scores of the teachers and students show us that the coursebook users share the same idea about the effectiveness of Sunshine 7. Although their criticisms focus on different features of the coursebook, the general perception is that the coursebook does not possess the necessary features to be used in language teaching class.

The opinions of the students and teachers are in line with each other regarding the satisfaction level but there is a difference between the primary criteria of the students and teachers. For the teachers the first thing to evaluate is the suitability of the students' level, while the students concern the opportunities provided for the self-instruction. Coursebook users have different demands from the coursebook. When we evaluate its capacity to meet these demands, the results show that teachers did not give positive responses for the coursebook in terms of their primary criteria. The situation is the same for the students; the coursebook does not provide materials for self-instruction. This is another reference to the inefficiency of the coursebook.

The results show that socio-cultural issues are totally neglected in the coursebook. The cultures presented in the coursebook are restricted and there is discrimination in terms of gender. Teachers and students agree that the coursebook is ineffective in terms of providing sufficient information about the cultures of inner, outer and expanding circles. There are many countries and cultures all over the world the students demand to see in their coursebook but the coursebook fails to present them.

The coursebook is irrelevant to the real life situations and lacks authenticity. It was demonstrated that the activities in the coursebook were just mechanical and the students could not relate these activities to their own lives. Authenticity is the key for the meaningful learning but the coursebook was given negative responses for the authenticity. This means that the coursebook cannot provide an authentic content for meaningful learning. It is also have no contribution for the development of four skills and the activities covering language skills are not distributed in a balanced way. The teachers believe that although the activities are claimed to be designed for language skills, they only see the names of skills in the instruction of the activities. The content of them still provide mechanical activities supporting grammar teaching.

There is an obvious problem with the supplementary materials. The coursebook package includes students' book, workbook and teacher's book. The teachers expect an effective guidance from the teacher's book but the findings reveal that there is nothing extra in this supplementary material. Use of teacher's book makes no difference for the teachers in terms of the organization of the lesson. It lacks alternative activities and further explanations for the teachers on grammar structures and does not provide cultural information, either.

6.2. Recommendations for Further Studies

1. This study was based on Sunshine 7 English coursebook. Further studies can be carried out for local coursebooks designed for different grades.
2. The participants of the study were teachers, students and coursebook writer. The opinions of the school principals, parents, publishing houses and panelists evaluating the coursebook before the selection, can also be taken with a further study.
3. Coursebook content can be designed and suggested in line with the prior criteria of the teachers and students in another study.

6.2.1. Recommendations for MoNE

1. The primary criteria stated by the teachers and students through importance-weighted checklists can provide guidance for the development of new local English coursebooks.
2. The coursebook selection criteria defined by MoNE can be renewed according to the primary criteria of the teachers and students.
3. As it is seen, pre-use evaluation is not enough to choose the right coursebook for the students and teachers. The evaluation process for MoNE approval can be more comprehensive through in-use and post-use evaluation procedures.

6.2.2. Recommendations for Coursebook Writers

1. In order to meet the demands of the users, a survey can be conducted by the writers to find out what the teachers and students really want from a coursebook.
2. The satisfaction results and primary criteria of the teachers and students can guide the writers for the improvement of the material they wrote. The deficiencies defined by the coursebook users can show from which feature to start for the development of the material.

6.2.3. Recommendations for English Teachers

1. With the opinions of the students and their individual evaluation, the teachers can have a better understanding of the deficiencies of the coursebook and know how to support the lesson.
2. Clarifying the demands of the students can be helpful for the adaptation process of the coursebook.
3. The teachers can gather detailed information and know the weaknesses and strengths of the coursebook sent by MoNE, which can be useful for the selection of the supplementary materials.

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APPENDIX A PERMISSION FORM



T.C.
MERSİN VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : 34776202/605/170969
Konu: Anket Çalışması

08/01/2015

VALİLİK MAKAMINA

İlgi: Mersin Üniversitesi'nin 25.12.2014 tarih ve 15302574-605.01-1110/18073 sayılı yazısı.

Mersin Üniversitesi Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı yüksek lisans öğrencisi Esin DÜNDAR'ın "**MEB Onaylı 7.Sınıf İngilizce Ders Kitaplarına İlişkin Kullanıcı Görüşlerinin Ağırlıklandırılmış Yerel Kontrol Listesi Kullanılarak Değerlendirilmesi**" konulu Araştırma izin talebi ile ilgili 07.01.2015 tarihli komisyon görüşü ve çalışma programı ilişikte sunulmuştur.

Mersin Üniversitesi Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı yüksek lisans öğrencisi Esin DÜNDAR'ın **2014-2015** eğitim öğretim döneminde İlimiz Merkez ilçelerinde bulunan ortaokullardaki 7.sınıf İngilizce öğretmenlerine ve öğrencilere gönüllük esasına dayalı olarak ve eğitim öğretimi aksatmadan (**Mühürlü ve onaylı soruları kullanarak**) uygulama sonucunun bir suretinin İl Millî Eğitim Müdürlüğümüze vermek kaydı ile uygulaması uygun görülmektedir.

Makamlarınızca da uygun görüldüğü takdirde olurlarınıza arz ederim.

Hasan GÜL
Millî Eğitim Müdürü

EKLER :
1- Dilekçe ve Ekleri (8 sy.)
2- Komisyon Görüşü

OLUR
08/01/2015

Nihat KARABİBER
Vali a.
Vali Yardımcısı

Güvenli Elektronik İmza
Aşlı ile Aynıdır.
..08.01.2015..
Mehmet ŞİMŞEKKAYA
Şerif

Mersin İl Millî Eğitim Müdürlüğü Dumlupınar Mahallesi GMK. Bulvarı Yenişehir / MERSİN Bilgi İçin : Mehmet ŞİMŞEKKAYA / Canan YAŞA / VHKİ Strateji 2 (Araştırma Planlama İstatistik Hizmetleri Birimi) Telefon: 0 (324) 329 14 81- 84 Dahili Tel: 120 Faks: 0 (324) 327 35 18 – 19 E-Posta: mersinmem@mcb.gov.tr – istatistik33@hotmail.com Elektronik Ağ: http://mersin.meb.gov.tr

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APPENDIX B

ILTEC TEACHERS' FORM

Sevgili meslektaşım

Bu ölçek okumakta olduğunuz İngilizce ders kitabınızı değerlendirmek amacıyla oluşturulmuştur. Lütfen aşağıdaki ifadeleri dikkatlice okuyunuz. Ölçeğin ikinci bölümünde önem düzeyi sütununda her bir madde için ders kitabında yer alan özellikler açısından 1'den 3'e kadar bir değer işaretleyiniz (1: Önemli, 2: Çok Önemli, 3: En Önemli). Daha sonra her bir ifade için düşüncenizi yansıtan yargıyı "X" ile işaretleyiniz (1: Kesinlikle Katılmıyorum, 2: Katılmıyorum, 3: Karasızım, 4: Katılıyorum, 5: Kesinlikle Katılıyorum). Vereceğiniz cevapların gerçek düşüncelerinizi yansıtmaması araştırmamızın bilimsel değeri açısından önemlidir. Bu nedenle soruları samimiyetle cevaplamanızı rica ederim. Cevaplarınızdan elde edilecek veriler yalnızca bilimsel çalışmamızın verilerini oluşturacak olup gizlilik esastır. Çalışmamıza sağladığınız katkılar için teşekkür ederiz.

Arş. Gör. Esin DÜNDAR
Mersin Üniversitesi
Eğitim Fakültesi

A. Kişisel Bilgiler

1. Cinsiyetiniz: Kadın () Erkek ()
2. Mesleki Tecrübeniz: 1-5 yıl () 6-10 yıl () 11-15 yıl () 16- ve üstü ()
3. Eğitim Durumunuz: Lisans () Yüksek Lisans () Doktora ()
4. 7. Sınıf seviyesinde okutmakta olduğunuz İngilizce ders kitabı:
.....
5. 7.sınıf İngilizce ders kitabının güçlü yönlerini birkaç kelime ile tanımlayınız:
.....
...
6. 7.sınıf İngilizce ders kitabının zayıf yönlerini birkaç kelime ile tanımlayınız:
.....
7. İngilizce dersinin bir ders kitabına bağlı kalarak işlenmesi konusundaki fikriniz
 - a. Olmazsa olmaz ()
 - b. İngilizce öğretiminde kullanılan herhangi bir materyal ()
 - c. Dil kitapla öğretilemez ()
8. İngilizce dersinizde ders kitabını hangi sıklıkla kullanırsınız? Ne tür ek materyallerden faydalanırsınız?
.....
9. 7.sınıf İngilizce ders kitabı beklentinizi karşılıyor mu? Evet () Hayır ()
10. Bir ders saatinde ders kitabını ne kadar kullanıyorsunuz?
a. 10- 15dk () b.15-20dk () c.20-30dk () d.30-40dk ()

B. Ders Kitabı Değerlendirme

	Önem Düzeyi			Kesinlikle Katılmıyorum	Katılmıyorum	Karasızım	Katılıyorum	Kesinlikle Katılıyorum
1. Kitaptaki etkinlikler sınıf ortamında uygulamak için uygun.	1	2	3					
2. Kitabın içeriği hazırlanırken yaş grubunun ilgi alanları gözötilmiş	1	2	3					
3. Kitapta belirlenmiş olan kazanımlar öğrenci seviyesine uygundur	1	2	3					
4. Kitaptaki etkinlikler her bir öğrenci türü dikkate alınarak hazırlanmıştır.	1	2	3					
5. Kitabın öğrencilerin hazır bulunuşluk düzeyi dikkate alınarak hazırlandığı çok açık.	1	2	3					
6. Kitap ulusal ve uluslar arası düzeyde kabul görmüş dil öğretim yaklaşımına göre hazırlanmıştır.	1	2	3					
7. Kitap 7.sınıf ders müfredatıyla örtüşmektedir.	1	2	3					
8. Kitaptaki etkinlikler kalabalık sınıflar göz önünde bulundurularak hazırlanmış.	1	2	3					
9. Kitabın içeriği ders saatleri gözötilerek hazırlanmış.	1	2	3					
10. Kitap sınıftaki her öğrencinin farklı İngilizce yeterlik düzeyine sahip olduğu olgusu göz önünde bulundurularak hazırlanmıştır	1	2	3					
11. Kitaptaki etkinlikler öğrencilerin İngilizce öğrenme isteğini artırıyor.	1	2	3					
12. Çalışma kitabındaki etkinlik yönergeleri öğrenci seviyesine uygun	1	2	3					

13. Çalışma kitabındaki etkinlikler öğrencilerin ilgi alanlarına hitap ediyor.	1	2	3					
14. Kitaptaki etkinlikler kullanılan öğretim teknikleri açısından çeşitlilik sunmaktadır.	1	2	3					
15. Gerçekçi bir dil öğretim ortamı yaratmak açısından kullanışlı bir kitaptır	1	2	3					
16. Kitapta öğrencileri yaratıcı düşünmeye yönlendiren etkinlikler yer alıyor.	1	2	3					
17. Kitapta işlenen konuların öğrencilere hitap etmediğini düşünüyorum.	1	2	3					
18. Kitapta gerçek yaşamdan konular ele alınıyor.	1	2	3					
19. Kitabın dinleme metinleri öğrencilere doğru telaffuz örnekleri sunuyor.	1	2	3					
20. Öğrenci kitabında dilbilgisi konularına yönelik açıklamalar yer almaktadır.	1	2	3					
21. Kitabın içi o kadar boşaltılmış ki bazen sınıfta ne işleyeceğimi şaşırıyorum	1	2	3					
22. Kitaptaki rollerin dağılımında toplumsal cinsiyet göz önüne bulundurulmuştur.	1	2	3					
23. Kitapta İngilizceyi anadil olarak konuşan her kültürle ilgili bilgiler bulmak mümkündür.	1	2	3					
24. Kitapta çok çeşitli kültürler tanıtılmaktadır	1	2	3					
25. Kitapta çeşitli kültürlerden karakterler yer alıyor.	1	2	3					
26. Kitaptaki etkinlik sırasını takip etmekte zorlanıyorum.	1	2	3					
27. Kitabın kullandığı resimler ilgi çekici.	1	2	3					
28. Kitaptaki üniteler arasında bir bütünlük var	1	2	3					
29. Kitaptaki yönergeler açık bir şekilde ifade edilmiş	1	2	3					
30. Kitabın içindekiler bölümü içerik hakkında faydalı bilgiler sunuyor.	1	2	3					
31. Öğretmen kitabında uygulanabilecek alternatif etkinlikler bulunmaktadır	1	2	3					
32. Öğretmen kitabı bir kurtarıcı olarak tasarlanmıştır.	1	2	3					

APPENDIX C
ILTEC STUDENTS' FORM

Sevgili öğrenci,

Bu ölçek okumakta olduğunuz İngilizce ders kitabınızı değerlendirmek amacıyla oluşturulmuştur. Lütfen aşağıdaki ifadeleri dikkatlice okuyunuz. Ölçeğin ikinci bölümünde önem düzeyi sütununda her bir madde için ders kitabında yer alan özellikler açısından 1'den 3'e kadar bir değer işaretleyiniz (1: Önemli, 2: Çok Önemli, 3: En Önemli). Daha sonra her bir ifade için düşüncenizi yansıtan yargıyı "X" ile işaretleyiniz (1: Kesinlikle Katılmıyorum, 2: Katılmıyorum, 3: Karasızım, 4: Katılıyorum, 5: Kesinlikle Katılıyorum). Vereceğiniz cevapların gerçek düşüncelerinizi yansıtmaması araştırmanın bilimsel değeri açısından önemlidir. Bu nedenle soruları samimiyetle cevaplamanızı rica ederim. Cevaplarınızdan elde edilecek veriler yalnızca bilimsel çalışmanın verilerini oluşturacak olup gizlilik esastır. Çalışmamıza sağladığınız katkılar için teşekkür ederiz.

Arş. Gör. Esin DÜNDAR
Mersin Üniversitesi
Eğitim Fakültesi

A. Kişisel Bilgiler

1. Cinsiyetiniz: Kız () Erkek ()
2. Sınıf / Şube adı:
3. İngilizce öğrenmeyi seviyor musunuz? Evet () Hayır ()
4. İngilizce Ders Kitabınızın Adı:
5. İngilizce ders kitabının en sevdiğiniz özelliği nedir?
.....
6. İngilizce ders kitabında hangi konuları görmek sizi daha çok mutlu eder?
.....
7. İngilizce kitabında tanıtılan ülkeler çeşitlilik gösteriyor mu?
.....
8. İngilizce kitabınızdan hangi ülkelerle ilgili bilgiler öğrendiniz?
.....
9. İngilizce kitabınızın hangi ülke ve şehirlerle ilgili bilgiler vermesini isterdiniz?
.....
10. Sizce neden İngilizce öğrenmeliyiz? Size göre İngilizce öğrenmek gerekli midir?
11. İngilizce derslerinizde ders kitabını ne sıklıkla kullanıyorsunuz?

a) Her zaman b) genellikle c) Sık sık d) bazen öğretmenimizin hazırladığı diğer materyallerle dersi işleriz
Lütfen aşağıdaki cümleyi ders kitabını tanımlayacak bir metaforla tamamlayınız.

12. İngilizce ders kitabımız..... gibi çünkü

B. Ders Kitabı Değerlendirme

	Önem Düzeyi			Kesinlikle Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle Katılıyorum
1. Kitaptaki etkinlik sırasını takip etmekte zorlanıyorum.	1	2	3					
2. Kitaptaki her bir sayfa birbirinden alakasız gibi görünüyor.	1	2	3					
3. Kitabın sayfa düzeni kafamın karışmasına neden oluyor.	1	2	3					
4. Kitabım sayesinde hiç bilmediğim ülkelerle ilgili bilgiler edindim.	1	2	3					
5. Kitap çok çeşitli kültürlerle ilgili bilgiler edinmemizi sağlıyor.	1	2	3					
6. Kitabın dinleme metinlerini anlamakta zorlanıyorum.	1	2	3					
7. Kitap yaratıcılığımı geliştirebileceğim etkinlikler sunuyor.	1	2	3					
8. Bazen kitaptaki dilbilgisi konularını anlamakta zorluk çekiyorum.	1	2	3					
9. Kitaptaki dilbilgisi konuları o kadar çok ki bazen dersi takip ederken yoruluyorum.	1	2	3					
10. Kitaptaki bazı üniteler ilgimi çekmediğinden dersten kopuyorum.	1	2	3					
11. Kitapta boşluk doldurma dışında yaptığımız pek bir şey yok.	1	2	3					

	Önem Düzeyi			Kesinlikle Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle Katılıyorum
12. Kitapta bilmediğim kelimeler o kadar çok ki sözlüğe bakmaktan yoruluyorum.	1	2	3					
13. Kitapla birlikte içinde İngilizce eğitim videolarının olduğu bir CD verilsin isterdim.	1	2	3					
14. Kitapta evde odama asabileceğim kelime posterleri olsun isterdim.	1	2	3					
15. Her üniteye dilbilgisi konularının anlatımları olsun isterdim.	1	2	3					
16. Bazen sürekli aynı konuyu işliyormuşuz gibi hissediyorum.	1	2	3					
17. Kitapta sıra arkadaşım ile birlikte çalışabileceğimiz etkinlikler var.	1	2	3					
18. Çalışma kitabındaki etkinliklerin açıklamalarını anlamakta zorluk çekiyorum.	1	2	3					
19. Kitapta gerçek yaşamdan konular ele alınıyor.	1	2	3					
20. Kitaptaki etkinlikleri günlük yaşamımda da kullanabiliyorum.	1	2	3					
21. Kitapta gerçek resimler kullanılmış.	1	2	3					

APPENDIX D
WEIGHTED AND UNWEIGHTED SCORES OF THE TEACHERS

Participant No.	Un-weighted Scores	Weighted Scores	Participant No.	Un-weighted Scores	Weighted Scores
P1	49	0	P45	100	-22
P2	108	-35	P46	79	47
P3	90	142	P47	36	6
P4	77	30	P48	57	-59
P5	82	-11	P49	83	-38
P6	51	-67	P50	60	-22
P7	32	-105	P51	87	-71
P8	116	-84	P52	74	82
P9	57	128	P53	41	-77
P10	36	-45	P54	64	-119
P11	103	-60	P55	109	-61
P12	91	69	P56	54	58
P13	59	33	P57	100	-103
P14	51	-105	P58	101	38
P15	89	-102	P59	54	47
P16	74	57	P60	83	-90
P17	106	-48	P61	106	84
P18	102	-20	P62	99	60
P19	67	98	P63	62	94
P20	39	-141	P64	65	-50
P21	85	-19	P65	87	-89
P22	43	40	P66	95	71
P23	107	-68	P67	93	80
P24	83	68	P68	60	82
P25	101	-15	P69	74	-37
P26	79	84	P70	90	-24
P27	61	-26	P71	110	-35
P28	103	-47	P72	99	133
P29	65	68	P73	45	57
P30	79	-50	P74	84	-60
P31	83	-13	P75	69	4
P32	69	91	P76	76	-68
P33	98	-7	P77	49	32
P34	112	33	P78	107	-38
P35	92	181	P79	89	165

P36	107	94	P80	63	58
P37	58	82	P81	73	-26
P38	110	-24	P82	59	-32
P39	74	180	P83	40	-94
P40	69	-84	P84	75	-70
P41	89	-111	P85	49	21
P42	32	-22			
P43	116	-67			
P44	73	100			

APPENDIX E
WEIGHTED AND UNWEIGHTED SCORES OF THE STUDENTS

Participant No.	Un-weighted Scores	Weighted Scores	Participant No.	Un-weighted Scores	Weighted Scores
P1	68	42	P41	76	70
P2	55	-27	P42	56	-12
P3	43	-44	P43	68	42
P4	64	13	P44	48	-77
P5	62	-14	P45	66	7
P6	58	-3	P46	75	21
P7	66	16	P47	52	-30
P8	63	-7	P48	75	70
P9	46	-72	P49	44	-97
P10	42	-96	P50	49	-38
P11	78	30	P51	61	21
P12	54	-19	P52	63	19
P13	42	-27	P53	71	30
P14	73	33	P54	59	-21
P15	60	0	P55	63	5
P16	59	-8	P56	50	-16
P17	76	68	P57	52	-48
P18	42	-90	P58	48	-58
P19	63	14	P59	74	65
P20	50	-10	P60	41	-93
P21	71	27	P61	68	0
P22	60	13	P62	89	79
P23	63	39	P63	66	0
P24	73	44	P64	43	-87
P25	49	-22	P65	53	-15
P26	73	58	P66	25	-57
P27	41	-91	P67	56	-36
P28	42	-42	P68	56	-21
P29	85	46	P69	62	-10
P30	66	24	P70	78	48
P31	35	-122	P71	59	-17
P32	57	-28	P72	44	-63
P33	57	-18	P73	46	-63
P34	45	-72	P74	65	34
P35	48	-50	P75	62	0

P36	63	7	P76	68	29
P37	74	53	P77	49	-61
P38	58	-4	P78	70	6
P39	56	-23	P79	74	53
P40	76	58	P80	67	21
P81	63	13	P125	50	-47
P82	67	36	P126	60	-12
P83	53	-49	P127	79	46
P84	53	-22	P128	47	-37
P85	53	-8	P129	57	-34
P86	66	36	P130	33	-75
P87	58	-30	P131	78	52
P88	73	45	P132	45	-54
P89	59	4	P133	61	0
P90	68	29	P134	57	-25
P91	62	9	P135	42	-72
P92	53	-28	P136	65	11
P93	58	-5	P137	64	28
P94	71	22	P138	64	-6
P95	60	-4	P139	71	15
P96	62	-5	P140	48	-13
P97	58	-34	P141	63	1
P98	51	-33	P142	50	-7
P99	77	63	P143	52	-37
P100	66	15	P143	70	8
P101	65	15	P144	75	28
P102	56	-5	P145	57	-2
P103	40	-106	P146	60	0
P104	54	-32	P147	67	30
P105	50	-37	P148	68	37
P106	45	-66	P149	68	34
P107	52	-26	P150	77	41
P108	69	42	P152	64	3
P109	46	-43	P153	61	-13
P110	40	-89	P154	56	0
P111	62	32	P155	72	35
P112	65	26	P156	63	4
P113	72	25	P157	85	79
P114	45	-40	P158	61	17
P115	67	11	P159	60	0

P116	49	-23	P160	82	65
P117	85	84	P161	78	26
P118	55	-27	P162	60	24
P119	65	21	P163	54	-41
P120	70	36	P164	61	-6
P121	44	-58	P165	93	97
P121	38	-58	P166	85	68
P122	58	-22	P167	71	47
P123	58	-11	P168	65	7
P124	63	-5	P169	77	46
P170	81	59	P215	63	20
P171	75	77	P216	66	-9
P172	75	37	P217	40	-77
P173	73	51	P218	70	26
P174	75	48	P219	66	9
P175	69	35	P220	81	79
P176	76	44	P221	64	4
P177	50	-19	P222	49	-61
P178	72	42	P223	65	21
P179	70	27	P224	57	-24
P180	27	-56	P225	44	-83
P181	65	20	P226	70	47
P182	55	-39	P227	50	-48
P183	61	11	P228	59	-27
P184	73	24	P228	54	-19
P185	76	21	P229	64	14
P186	55	-33	P230	54	-27
P187	76	46	P231	73	63
P188	54	-16	P232	61	24
P189	50	-64	P233	58	-33
P190	70	42	P234	76	51
P191	74	70	P235	59	-21
P192	73	45	P236	66	20
P193	52	-41	P237	69	22
P194	61	-12	P238	59	-19
P195	53	-18	P239	55	-19
P196	53	-37	P240	63	10
P197	46	-72	P241	49	-52
P198	31	-135	P242	73	37
P199	60	6	P243	54	-37

P200	71	45	P244	61	-3
P201	62	18	P245	58	-2
P202	60	-11	P246	55	-34
P203	60	-17	P247	76	62
P204	45	-61	P248	64	9
P205	76	71	P249	59	13
P206	42	-73	P250	50	-33
P207	59	-6	P251	67	19
P208	63	7	P252	75	57
P209	74	48	P253	51	-42
P210	62	-7	P254	39	-102
P211	38	-72	P255	70	38
P212	52	-37	P256	66	2
P213	63	4	P257	63	39
P214	54	-15	P258	63	20
P259	43	-81	P304	66	25
P260	60	-10	P305	69	27
P261	74	53	P306	65	0
P262	52	-39	P307	45	-75
P263	68	28	P308	58	3
P264	30	-150	P309	66	44
P265	66	24	P310	65	52
P266	73	52	P311	56	-12
P267	59	-23	P312	57	-15
P268	79	50	P313	58	0
P269	46	-63	P314	61	14
P270	59	0	P315	72	23
P271	65	10	P316	66	12
P272	75	29	P317	59	14
P273	66	-20	P318	44	-63
P274	67	11	P319	55	-20
P275	84	68	P320	43	-39
P276	51	-32	P321	61	28
P277	69	35	P322	61	-10
P278	83	84	P323	76	55
P279	83	52	P324	77	63
P280	85	57	P325	59	-10
P281	101	158	P326	56	-13
P282	56	-4	P327	82	61
P283	73	38	P328	55	-36

P284	74	48	P328	58	-11
P285	54	-13	P329	74	30
P286	77	43	P330	63	6
P287	83	57	P331	58	-11
P288	82	91	P332	71	44
P289	79	61	P333	56	-24
P290	57	-27	P334	86	56
P291	80	46	P335	60	9
P292	44	-71	P336	67	39
P293	66	11	P337	67	19
P294	81	62	P338	55	-32
P295	68	30	P339	76	65
P296	69	50	P340	49	-27
P297	76	23	P341	74	11
P298	71	-3	P342	74	36
P299	86	98	P343	46	-62
P300	62	16	P344	41	-66
P301	42	-96	P345	65	21
P302	64	-1	P346	70	27
P303	85	99	P347	66	25
P348	61	12	P393	67	15
P349	42	-80	P394	55	-20
P350	68	31	P395	56	-5
P351	59	-18	P396	74	56
P352	71	50	P397	67	30
P353	54	-23	P398	61	11
P354	54	-19	P399	56	12
P355	57	0	P400	65	3
P356	59	-9	P401	65	11
P357	70	35	P402	58	-7
P358	74	36	P403	60	-10
P359	74	23	P404	74	38
P360	72	19	P405	66	28
P361	66	-5	P406	72	41
P362	80	35	P407	61	-17
P363	90	60	P408	55	-5
P364	63	9	P409	67	28
P365	76	24	P410	73	49
P366	79	53	P411	66	6
P367	69	4	P412	70	12

P368	63	14	P413	56	-9
P369	54	-15	P414	60	-7
P370	63	11	P415	61	-11
P371	65	18	P416	59	-4
P372	51	-47	P417	50	-11
P373	78	39	P418	71	54
P374	62	0	P419	67	1
P375	78	45	P420	50	-29
P376	66	25	P421	93	135
P377	56	20	P422	66	8
P378	46	-64	P423	74	45
P379	64	26	P424	78	66
P380	59	8	P425	63	1
P381	61	-2	P426	69	9
P382	64	9	P427	59	6
P383	63	21	P428	60	30
P384	64	7	P429	70	57
P385	52	-17	P430	56	-5
P386	62	10	P431	48	-52
P387	62	3	P432	85	99
P388	63	4	P433	46	-67
P389	63	-2	P434	54	0
P390	67	20	P435	59	13
P391	62	35	P436	48	-24
P392	72	43	P437	75	65
P438	70	14	P483	65	9
P439	76	41	P484	43	-67
P440	77	21	P485	63	7
P441	67	36	P486	72	41
P442	76	43	P487	58	-4
P443	78	78	P488	56	-23
P444	60	5	P489	77	60
P445	59	6	P490	76	68
P446	60	9	P491	56	-12
P447	51	-31	P492	68	42
P448	73	0	P493	48	-77
P449	65	14	P494	66	7
P450	85	95	P495	67	9
P451	56	-19	P496	52	-30
P452	53	-19	P497	75	70

P453	67	36	P498	44	-81
P454	59	-15	P499	49	-38
P455	52	-46	P500	62	24
P456	81	77			
P457	67	20			
P458	73	53			
P459	57	-30			
P460	40	-96			
P461	63	8			
P462	66	24			
P463	66	-13			
P464	82	54			
P465	79	13			
P466	57	-11			
P467	58	-17			
P468	66	14			
P469	60	5			
P470	55	-10			
P471	54	-17			
P472	60	10			
P473	58	-17			
P474	64	22			
P475	70	26			
P476	48	-63			
P477	67	36			
P478	53	-49			
P479	53	-22			
P480	53	-8			
P481	66	41			
P482	58	-24			

APPENDIX F
QUESTION FORM OF THE WRITER

Sayın Hocam,

Aşağıda belirtilen sorular 7. Sınıf İngilizce ders kitaplarını incelemek amacıyla yürütülen bilimsel çalışma kapsamında kullanılacaktır. Sorulara içtenlikle cevap vermeniz araştırmanın bilimsel değeri açısından önem taşımaktadır. Çalışmamıza sağladığınız katkılar için teşekkür ederiz.

Arş. Gör. Esin DÜNDAR

Mersin Üniversitesi

1. Mesleğiniz:
2. Mesleki Tecrübeniz:
3. Eğitim Durumunuz:
4. Basılmış olan başka ders kitabı çalışmalarınız var mı? Varsa bu kitapların isimleri nelerdir?
5. Ders kitabı yazma kararınızın temelinde hangi etmenler yer almaktadır?
6. Sizce İngilizce ders kitapları açısından alanda var olan problem ya da aksaklıklar nelerdir?
7. Ders kitabının tasarım aşamasında en çok hassasiyet gösterdiğiniz noktalar neler oldu? Bunun temelinde yer alan nedenler nelerdir?
8. Kitabın yazım ve tasarım boyutunda sizi en çok hangi unsurlar zorladı?
9. Ders kitabı tasarım sürecinde öncelikli olarak karar verilmesi gereken hususlar neler oldu?
10. Kitabınızın basım aşaması ve Milli Eğitim Bakanlığınca incelenmesi süreci hakkında bilgi verebilir misiniz?
11. Milli Eğitim Bakanlığının ders kitabı ölçütleri hakkında neler düşünüyorsunuz? Sizce bu ölçütler yeterli mi?
12. Milli Eğitim Bakanlığınca onay verilen kitapların 5 yıl boyunca kullanılabilir olması konusunda düşünceleriniz nelerdir?
13. Kitabınız onaylanmadan önce herhangi bir pilot uygulama gerçekleştirildi mi? Eğer yapıldıysa ne tür geri dönütler edindiniz?
14. Eklemek istediğiniz bir husus var mı ?

TEŞEKKÜR EDERİZ

APPENDIX G
INTERVIEW QUESTIONS FOR TEACHERS

1. Kullanmış olduğunuz 7.sınıf İngilizce ders kitabının seçim aşamasında söz hakkınız oldu mu?
2. Sizce ders kitabının sınıf içindeki rolü nedir?
3. Ders kitabını değerlendirirken bakacağınız ilk özellik nedir?
4. Kullanmakta olduğunuz ders kitabının doğru bir tercih olduğuna inanıyor musunuz? Neden?
5. Kullandığınız 7.sınıf İngilizce ders kitabını bütün olarak değerlendirdiğinizde kitapla ilgili görüşleriniz nelerdir?

APPENDIX H
INTERVIEW QUESTIONS FOR STUDENTS

1. İngilizce dersi için kullanacağın ders kitabını sen seçmek ister miydin? Neden?
2. Ders kitabını seçerken en çok nelere dikkat ederdin?
3. Kullandığınız İngilizce ders kitabını bir bütün olarak değerlendirdiğinde kitapla ilgili görüşlerin nelerdir?
4. Sence İngilizce ders kitabınızın güçlü ve zayıf yönleri neler?

APPENDIX I
CONTENT PAGE OF SUNSHINE 7

CONTENT

UNIT 1	APPEARANCE AND PERSONALITY	7
UNIT 2	BIOGRAPHIES	16
UNIT 3	SPORTS	25
UNIT 4	WILD ANIMALS	34
UNIT 5	TELEVISION	43
UNIT 6	PARTIES	52
UNIT 7	SUPERSTITIONS	61
UNIT 8	PUBLIC BUILDINGS	70
UNIT 9	ENVIRONMENT	79
UNIT 10	PLANETS	88
ATTENTION	97
CAN DO CLUB	107
BIBLIOGRAPHY	111
VISUAL BIBLIOGRAPHY	112

APPENDIX J EXPLORATORY FACTOR ANALYSIS

Goodness of Fit Statistics

Degrees of Freedom = 173

Minimum Fit Function Chi-Square = 303.68 (P = 0.00)

Normal Theory Weighted Least Squares Chi-Square = 299.80 (P = 0.00)

Chi-Square Difference with 1 Degree of Freedom = 12.68 (P = 0.00037)

Estimated Non-centrality Parameter (NCP) = 126.80

90 Percent Confidence Interval for NCP = (82.64 ; 178.82)

Minimum Fit Function Value = 1.02

Population Discrepancy Function Value (F0) = 0.42

90 Percent Confidence Interval for F0 = (0.28 ; 0.60)

Root Mean Square Error of Approximation (RMSEA) = 0.050

90 Percent Confidence Interval for RMSEA = (0.040 ; 0.059)

P-Value for Test of Close Fit (RMSEA < 0.05) = 0.52

Expected Cross-Validation Index (ECVI) = 1.39

90 Percent Confidence Interval for ECVI = (1.24 ; 1.56)

ECVI for Saturated Model = 1.55

ECVI for Independence Model = 6.30

Chi-Square for Independence Model with 210 Degrees of Freedom = 1843.11

Independence AIC = 1885.11

Model AIC = 415.80

Saturated AIC = 462.00

Independence CAIC = 1983.89

Model CAIC = 688.62

Saturated CAIC = 1548.57

Normed Fit Index (NFI) = 0.84

Non-Normed Fit Index (NNFI) = 0.90

Parsimony Normed Fit Index (PNFI) = 0.69

Comparative Fit Index (CFI) = 0.92

Incremental Fit Index (IFI) = 0.92

Relative Fit Index (RFI) = 0.80

Critical N (CN) = 216.81

Root Mean Square Residual (RMR) = 0.14
 Standardized RMR = 0.065
 Goodness of Fit Index (GFI) = 0.91
 Adjusted Goodness of Fit Index (AGFI) = 0.88
 Parsimony Goodness of Fit Index (PGFI) = 0.68

The Modification Indices Suggest to Add the

Path to	from	Decrease in Chi-Square	New Estimate
M46	C	54.2	0.87
M46	O	18.6	0.82
M46	A	42.7	0.81
M14	C	25.1	0.68
M14	A	17.8	0.58

The Modification Indices Suggest to Add an Error Covariance
Between and

		Decrease in Chi-Square	New Estimate
M46	M41	12.6	0.40
M54	M49	12.9	0.40
M37	M39	10.1	0.37
M14	M44	8.8	0.30
M14	M46	10.4	0.38

Time used: 0.188 Seconds

Curriculum Vitae

ESİN DÜNDAR

Mersin University
Faculty of Education FLED
Yenişehir/MERSİN
esin.dundar@hotmail.com

- Fields of Interest
Language teaching, culture, linguistics

- Academic Positions
Since 2013, Research Assistant at Mersin University Faculty of Education Foreign Language Education Department

- Education
2013- 2015, MA degree in English Language Teaching, Mersin University Faculty of Education Foreign Language Education Department

2005-2009, Bachelor's degree in English Language Teaching, Çukurova University Faculty of Education Foreign Language Education Department

- Teaching Experience
2009- 2013, English teacher in Ministry of National Education

- Articles
Şimşek, M. ve DüNDAR, E. (2015). Yabancı dil olarak Türkçe ders kitaplarının kültürel içeriğinin üç çevre modeline göre çözümlenmesi. *Turkish Studies*, 10 (3), 891-906. DOI Number: <http://dx.doi.org/10.7827/TurkishStudies.7882>.