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FOREIGN LANGUAGES EDUCATION

DEPARTMENT OF ENGLISH LANGUAGE TEACHING

AN EFL COURSE BOOK EVALUATION: *UNIQUE 6*,
TEACHERS' AND STUDENTS' PERSPECTIVES

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MA THESIS

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Yukarıda adı geçen öğrenci tarafından hazırlana 'An EFL Course Book Evaluation: *Unique 6*,Teachers' and Students' Perspectives' başlıklı bu çalışma 21/ 01/2013. tarihinde yapılan savunma sınavı sonucunda oybirliği ile başarılı bulunarak, jürimiz tarafından yüksek lisans tezi olarak kabul edilmiştir.

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ÖZET

İngilizce Ders Kitabı İncelemesi: *Unique 6*, Öğretmen ve Öğrenci Görüşleri

İngilizce ders kitapları bu alanda son yıllarda yeni teknolojilerin kullanıma sunulmasına rağmen halen İngiliz Dili öğretimindeki önemli rolünü korumayı sürdürmektedir. Öğretme ve öğrenme süreçlerini iyileştirme düşüncesiyle, sıklıkla tercih edilen sınıf materyallerinden olan ders kitaplarının seçimi ve değerlendirilmesi ön plana çıkmaktadır. Bu çalışma 6. sınıf öğrencileri ve İngilizce öğretmenlerinin hali hazırda kullanılmakta olan 6. sınıf İngilizce ders kitabına ilişkin ders kitabının tasarımı, konusu ve kullanılan dil gibi konularla ilgili bakış açılarını bulmayı amaçlamaktadır.

Veriler hem nicel hem de nitel metotlar kullanılarak toplanmıştır. Çalışmanın katılımcıları Konya'nın Meram, Karatay, Selçuklu ilçelerindeki farklı okullardan 100 6. sınıf öğrencisi ve 150 İngilizce öğretmenidir. Önceden belirlenmiş değerlendirme ölçütlerini içeren anketler hem öğrencilere hem de öğretmenlere uygulanmıştır. Rastgele seçilen 12 İngilizce öğretmeniyle görüşmeler yapılmıştır.

Çalışmanın sonuçları öğrenciler ve öğretmenlerin ders kitabı hakkında verilen değerlendirme ölçütleri ile ilgili düşünceleri arasındaki farkı ortaya çıkarmıştır. Öğretmenler ilgili meselelerle ilgili daha olumsuz görüşlere sahipken, öğrenciler bu ölçütlerle ilgili olumlu görüşler belirtmiştir.

Anahtar kelimeler: Ders Kitabı, Değerlendirme, Ders kitabı Değerlendirme, Materyaller, Materyal Değerlendirme, Yabancı Dil Olarak İngilizce

SUMMARY

An EFL Course Book Evaluation: *Unique 6*, Teachers' Students' Perspectives

English Language Teaching (ELT) course books still continue to keep their prominent role in the ELT classrooms despite the recent technologies introduced in the area. The selection and evaluation of course books which are frequently preferred classroom materials come to the forefront with a view to enhance teaching and learning process. The present study aims to find out the 6th grade students' and English as a Foreign Language (EFL) teachers' perspectives on the current 6th grade ELT course book related to issues like course book design, subject matter and language type.

The data were collected using both quantitative and qualitative methods. The participants of the study were 100 6th grade students and 150 EFL teachers from different schools in Meram, Karatay and Selçuklu districts of Konya. The questionnaires with a list of pre-determined evaluation criteria were administered to both students and teachers and interviews were conducted with 12 randomly chosen teachers.

The results of the study have revealed the difference between the students' and teachers' views on the course book in relation to the given evaluation criteria. The students have remarked positive views on these criteria while teachers hold more negative views on the related issues.

Key words: Course Book, Evaluation, Course Book Evaluation, Materials, Materials Evaluation, English as a Foreign Language

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CHAPTER I: INTRODUCTION

Despite recent developments in science, technology, and other fields which bring innovations in education and education materials, course books continue to keep their prominent role in the foreign language teaching and learning process. Every year, a large number of English Language Teaching (ELT) course books are prepared and published around the world for learners of different levels; however, choosing the book which best fits the needs of students, teachers and the conditions of a particular classroom environment remains a big problem. At this point, course book evaluation processes especially those including teachers and students appear as precious tools to get an insight look of benefits and shortcomings of a particular course book.

This chapter presents the background of the study along with the statement of the problem. It also states the purpose of this particular study and the research questions. Finally, the limitations of the present study are pointed out.

1.1. Background to the Study

Teaching a foreign language does not necessarily mean teaching from a course book. However using a textbook is the most widespread way of teaching English. Despite the development of the new technologies, the demand for course books continues to grow. A course book is basically a teaching and learning material for teachers and learners. Sheldon (1987:140) defines the term course book as a published book, most often produced for commercial gain, whose explicit aim is to assist foreign learners of English in improving their linguistic knowledge and communicative ability. It is one of the crucial aspects of the teaching and learning process. It is the 'visible heart of any ELT program' (Sheldon, 1988: 237); 'an almost universal element of teaching' (Hutchinson and Torres, 1994: 315).

Tomlinson defines a course book as a book "which provides the core materials for a course" and which covers many issues in a single volume by taking into consideration all the points that students are required to learn during a course period (Aytuğ: Tomlinson, 2007, 2). A book of this kind generally includes four-skill activities, grammatical information, vocabulary studies, and different language functions.

As Richards and Rodgers state, course books are an unavoidable element of the curriculum because they specify content and define coverage for syllabus items (Richards and Rodgers 2001:57). Grant mentions that course books try to solve the problem by creating opportunities for learners to use the target language in the classroom, as a sort of "halfway house" before using it in real life (Kayapınar: Grant, 2009: 1).

According to Cunningsworth course book is an effective resource for self-directed learning, an effective source of presentation of materials, a source of ideas and activities, a reference source for students, a syllabus where they reflect predetermined language objectives, and support for less experienced teachers who have yet to gain confidence (Awashti: Cunningsworth, 2006:1). This statement makes a textbook a composite whole in which even the learners find it a source of knowledge which they can acquire without any external help.

In Turkey the ELT practices frequently hold course books as only course material which has a negative influence on effective teaching and learning according to İnal. He claims that a poor selection in the course books can result in the unsuccessful implementation of the course; moreover efficient course book analysis and effective adaptation is rarely performed (İnal, 2006: 20).

However, a number of studies on course book evaluation and implementation process have been conducted. In 1996 İnözü took ELT course books up from a different view of angle under the name of "Criteria in selecting English language teaching course books". This study included teachers' and students' points of view in

the selection/evaluation processes. Onay (1998) performed a study pertaining to course book evaluation in foreign language teaching. Erentürk (1999) carried out a similar case study on a different course book involving course book evaluation in foreign language teaching.

Another study was conducted by Aydemir (2002) concerning the role of course book evaluation in foreign language education in Turkey. Besides Karababa (2005) conducted a study upon the issue, "Mother tongue teaching in Europe, comparison and analysis of course books used in Turkish and English (in England, Scotland, and North Ireland)" pursuing an aim of ascertaining the instructional activities contained mother tongue course books utilizing different approaches and of evaluating these activities from the standard point of their contribution to the mother tongue development of learners. Arıkan (2008), on the other hand, conducted a study on 4th grade ELT course book bringing about the teacher and student views on the book.

1.2. Statement of the Problem

The preparation and selection of a course book for use in a particular classroom setting is an important educational decision since it, as Sheldon (1988) pointed out, requires considerable professional, financial and even political investment. Course books are the main teaching and learning aid in our school system and in most cases they affect what teachers teach and what and even how students learn. The Ministry of National Education chooses and commissions a single ELT course book for national use in our country. In some cases these books fail to meet local needs making the teaching and learning process more challenging for both teachers and students. Teachers tend to decide on either working the units as slow as possible and even skipping some parts or not finishing the course book. Students, on the other hand, may fail to imagine themselves in the situations described in the book since they find them too unrealistic.

Despite the general agreement that nationwide course books are inefficient to meet local needs, there is no perfect course book to fit in every situation. Instead, the

book which best fits the learner and student needs and the context should be looked for. Course books, as the core course material, need to be evaluated by the actual users of them; that is, teachers and students in order to supply the awareness of the teaching and learning process and the chance of adaptation and supplementation during classroom activities. Ignoring the evaluation of a course book intended for a particular group of students may result in a general failure to provide and utilize the proper activities, tools and procedures essential to the educational progress (İnözü: McFerren, 1996: 20).

This study, therefore, explores the views of the English teachers and 6th grade students on the current 6th grade ELT course book, *Unique 6* and by doing so presents the strengths and shortcomings of the book relying on the evaluations and viewpoints of the actual users in the classroom setting.

1.3. Purpose of the Study

The present study aims to reveal the views of EFL teachers and 6th grade students on the present course book *Unique 6* in relation to the overall evaluation criteria. In its attempt to present these views this study focuses on the evaluation of the book under study through course book evaluation checklist for both teachers and students and interviews conducted with 12 teachers.

1.4. Research Questions of the Study

This study includes two research questions to be discovered;

1. What are the views of the 6th grade students on the present English course book in terms of the pre-determined criteria and questions involved in questionnaires?

2. What are the views of the 6th grade EFL teachers on the present English course book in terms of the pre-determined criteria and questions involved in questionnaires and interviews?

1. 5. Limitations

Findings and implications of this study should be viewed in the light of its limitations. First of all, this study focused on 100 students and 150 EFL teachers studying and working at the schools in the city centre of Konya. Therefore, the results may not be generalized to larger groups.

The data collection tools of this research have been determined in accordance with flexibility; however it is impossible to create a questionnaire suitable in all teaching situations.

Moreover, the personal backgrounds as age, gender, economic situations etc were not taken into consideration and the relationship between them and course book evaluation was not investigated.

CHAPTER II: LITERATURE REVIEW

The selection of a course book is one of the most important decisions made in an ELT program as it shapes the content and nature of the teaching and learning process. It requires matching a course book with the aims of the teaching program, and the context in which it is going to be used. In this chapter, the roles of course books in an EFL classroom along with their purposes and limitations are discussed. Besides, several evaluation methods provided by leading experts in the field are examined. It is followed by an overview of the foreign language education at elementary schools in Turkey.

2.1. The Role of Course books in the EFL Classroom

Despite the debate about the use of course books in teaching and learning process, they are globally regarded as one of the indispensible tools of school education. It is stated that teachers base approximately 50 percents of their weekly teaching time on course books throughout the world (Jalali: Schmidt, McKnight, and Raizen, 2011).

Chall, Conard, & Harris-Sharples point out the extensive use of ELT course books. They claim that by the time most students complete high school, they will have been exposed to over 32,000 pages in course books and that almost all of their time in reading instruction and at least three-fourths of their time in content classes will be spent with a course book (Hong Xu: Chall, Conard, & Harris-Sharples, 2004). İnal (2006) builds his view related to the role of course books upon the point stating that course books are generally viewed as a tool in realizing the goals which have already been set regarding learners' needs, thus they are inevitable components of a course.

Tandlichova believes that a foreign language course book functions are connected with its validity for teaching and learning foreign language. He mentions seven *functions* considered to be the key ones:

1 *informative function* means presentation of information about the English language, its socio cultural background and contexts of its global use within the international communication;

2 *stimulating and developing function* means the development of activity, independence and creativity of students and teachers;

3 *integrating function* means the integration of students' knowledge and experience from other subjects or students' own experience in the English language, as well as the integration of other skills (e.g. dictionary use, the use of reference books, encyclopaedias, etc.)

4*educating and motivating function* means the effort for the formation and development of learners' personalities, their moral, ethical and aesthetic features and principles, as well as students' intrinsic motivation for foreign language study and acquisition;

5 *contrastive-transformational function* means the respect for contrastive approach to the linguistic material of mother tongue and foreign languages and to both cultures, traditions and experience;

6 *facilitating and relating function* implies monitoring and facilitating role of an EFL teacher, students' active work at school and independent work at home by means of tasks, activities, exercises, etc. in the course book and in the workbook;

7 *testing function* means that there is material suitable for testing productive and receptive acquisition of linguistic and communicative competence from the viewpoint of a teacher and self-control of the student (Jalali: Tandlichova, 2011:72).

According to Jalali (2011) if the authors of a foreign language course book respect these functions, the foreign language course book enables the teachers and learners to use it effectively and it can also be very motivating for both learning and teaching foreign language.

2.2. The Advantages and Disadvantages of Course books in an EFL Classroom

The necessity of using course books in classrooms has been suggested by a number of figures. Ur (1996: 185) suggests that a book is the cheapest way of providing learning material for each learner. Harmer (1991:257) also believes that course books supply attractive, 'interesting and lively materials' which may not be produced by teachers. Also, 'course books can relieve the overburdened, as well as under-prepared, teacher of a great deal of stress, time and additional work' (Nunan, 1998:181) and by doing so, course books make it possible for teachers to 'focus on other tasks such as monitoring the progress of their students, developing revision materials and activities'.

Ur states the advantages of course books as follows:

> a) they offer a clear framework which the teacher and students know where they are going to and what is coming next,
> b) mostly, they serve as a syllabus which includes a carefully planned and balanced selection of language content if it is followed systematically,
> c) they supply ready-made texts and tasks with possible suitable level for most of the class, which save time for teacher, d) they are the cheapest way of providing learning material for each student, e) they are expedient packages whose components are bound in order, f) they are useful guides particularly for inexperienced teachers who are occasionally uncertain of their language knowledge, g) they provide autonomy that the students can use them to learn new material, review and monitor progress in order to be less teacher-dependent. (p. 185).

As Sheldon (1988) has pointed out, students often have expectations about using a course book in their particular situation and believe that published materials have more credibility than teacher-generated or "in-house" materials. Course books

are relatively inexpensive and offer lower lesson preparation time, whereas teacher-generated materials can be time consuming. In this way, course books can allow teachers the opportunity to spend their time undertaking more worthwhile pursuits (O'Neill, 1982; Sheldon, 1988).

Haycroft suggests that one of the primary advantages of using course books is that they are psychologically essential for students since their progress and achievement can be concretely measured (Litz: Haycroft, 2005: 5). The students' progress and achievement can be visibly measured through the completion of units in the course books and the performance shown by the students in them. Ur (1996), similarly, claims that without a course book learners think their learning is not taken seriously. O'Neill (1982) also points out that course books are generally sensitive to students' needs in that they are convenient for making adaptation and improvisation although they are not designed specially for them.

Besides, course books do have some disadvantages, as well. According to Richards and Renandya (2002) course books fail to contextualize language activities to address discourse competence. Awasthi (2006) mentions the limitations of course book use as following:

- They may contain non-authentic language.
- They may distort content.
- They may not reflect students' needs.
- They can deskill teachers.
- They are expensive. (p. 4)

Garinger (2002) believes that a course book can serve different purposes for teachers: as a core resource, as an inspiration for classroom activities, as a source of supplemental material, even as the curriculum itself. Awasthi (2006) states that teachers use course books as their master and follow them as their religious books, they believe that the completion of course books is the completion of the curriculums as well. This tendency makes them less creative and gets overindulged in the

prescribed course books. For many of them, an approved course book may easily become the curriculum in the classroom (Lamie, 1999) and this leads them as to what they are supposed to teach and the students in turn to learn.

In many cases teachers and students heavily rely on course books, and course books determine the components and methods of learning. 'Students learn what is presented in the textbook and the way textbook presents materials, is the way the students learn it' (Kitao and Kitao, 1997:1). The implication here is that it limits the knowledge of the students to whatever the course book offers to them. The teachers do not make any extra efforts to bring the supplementary materials for the students.

Gabrielatos (2004) also claims that teachers take textbooks as 'the bible, a guide, a crutch, a necessary evil, or a burden' (Awasthi: Gabrielatos, 2006: 1). However, majority of teachers take it as a tool to enrich their teaching while others consider it as a burden to get through. It depends on the attitude of the people who handle it. According to Awasthi (2006) teachers in many developing countries do not bother to look for the ELT curriculums for they merely use the state designed course books.

In the same way, Ur (1996) gives the following arguments against using course books:

- If every group of students has different needs,
  no one textbook can be a response to all differing needs.
- Topics in a textbook may not be relevant for and interesting to all.
- A textbook is confining i.e. it inhibits teachers' creativity.
- A textbook of necessity sets prearranged sequence and structure that may be realistic and situation friendly.
- Textbooks have their own rationale, and as such they cannot by their nature cater for a variety of levels, every type of learning styles, and every category of learning strategies that often exist in the class, and most important of all, perhaps,
- Teachers may find themselves as mediators with no free hand and

slave, in fact, to others' judgments about what is good and what is not. (p. 183-195)

Ansary and Babaii, (2002) similarly express the view that course books have their own rationale and fail to appeal to every type of learning styles, and every category of learning strategies that often exist in the class. Thus, a teacher needs to be more active in the use of a course book in the class and consider it as a mere tool requiring several other things along with it.

Allwright (1982) suggests that course books generally reflect the pedagogic, psychological, and linguistic preferences and biases of their authors, thus they are not flexible enough. Subsequently, by indirectly imposing external language objectives, the educational methodology promoted by a course book can influence the classroom setting. Course books determine and control the methods, processes and procedures of language teaching and learning. However the pedagogic principles often displayed in many course books may also be conflicting and contradicting.

Phillipson (1992) also points out the complex relationship between language course books and the target language culture and he sees the promotion of 'Western' (British) global course books as government-backed enterprises with both an economic as well as an ideological agenda. Grey (2000), on the other hand, has defended the socio-cultural components of course books. He sees English language course books are actually ambassadorial cultural artefacts and students should critically engage their course books and also view them not more than mere linguistic objects. He argues that in this way learners can improve their language skills by using their course books as useful instruments for provoking discussion, cultural debate, and a two-way flow of information.

The proponents of authentic classroom language models have argued that the problems with many course books are not the fact that they are culturally or socially biased but that they are actually too artificial in their presentation of the target language. It has been demonstrated that many scripted course book language models and dialogues are unnatural and inappropriate for communicative or cooperative

language teaching since they do not adequately prepare students for the types of pronunciation (Brazil, Coulthard, and Johns, 1980; Levis, 1999), language structures, grammar, idioms, vocabulary and conversational rules, routines and strategies that they will have to use in the real-world .They further contend that the scripted unauthentic language found in many course books can lead to an oversimplification of language and unrealistic views of real-life situations.

The theorists, Prodromou (1988) and Alptekin (1993) have focused on the use of the target language culture as a vehicle for teaching the language in course books. They argue that this process force learners to express themselves within a culture of which they have scarcely any experience and this may result in alienation, stereotyping, or even reluctance or resistance to learning.

On the other hand, Sheldon (1988) highlights both theoretical and practical problems with course books. He claims that they do not admit the winds of change from research, methodological experimentation, or classroom feedback. Hutchinson and Torres (1994), on the other hand, argue that the course book has a vital and positive role to play in the teaching and learning process, especially during period of change. They suggest that course books can support teachers during potentially disturbing and threatening change processes by demonstrating new and/or untried methodologies.

The materials have a controlling affect on the classroom dynamics since both the students and the teachers make use of them in many cases. All the approaches, methods and techniques being followed are specified in materials and the underlying philosophy of language teaching is transmitted to the students' learning in the classroom (Kitao and Kitao, 1997). Therefore in order to fulfill the requirements of a specific language program and school syllabus, the materials should include concise, accurate, informative and functional content. Richards and Rodgers (2001), remarks that the role of materials may change according to the different methodologies. In a functional /communicative methodology the leading role of the materials is to

activate students' interpretation, negotiation and expression under interactive situations.

On the other hand, different learner styles should be taken into consideration. As each student has his/her own learning rate and style, the materials should not restrict students' language learning process by specifying certain levels and the organization of the content would provide opportunities for self-study and evaluation.

2.3. Course book Evaluation

Hutchinson (1987) defines evaluation as a matter of judging the fitness of something for a particular purpose. Cunningsworth (1984) related to course book evaluation states that professional judgment backed up by practical experience, lies at the base of evaluation procedure.

Sheldon (1988) has offered several other reasons for course book evaluation. He suggests that the selection of an ELT course book often displays an important administrative and educational decision including considerable professional, financial, or even political investment. Moreover, it would provide for familiarity with a book's content and assist educators in identifying the strengths and weaknesses in course books already in use. This would ultimately assist teachers with making optimum use of a book's strong points and recognizing the shortcomings of certain exercises, tasks, and texts.

One additional reason for course book evaluation is the fact that it can be very useful in teachers' professional development and growth. Cunningsworth (1995) suggests that course book evaluation helps teachers move beyond impressionistic assessments and it helps them to acquire useful, accurate, systematic, and contextual insights into the overall nature of textbook material. Course book evaluation, therefore, can be a useful in conducting action research and at the same time a form of professional improvement.

While considering the evaluation process in language teaching, mostly, the initial analyses are conducted to understand whether the course book fits into the official curriculum or the intended language program. Moreover, the course book should meet the needs of the students by addressing their interests and abilities and it should also be consistent with the teaching style of a teacher (McGrath: Grant, 2006:12).

McGrath (2006) argues two dimensions to a systematic approach to materials evaluation: the macro and micro dimension. The macro dimension consists of a series of stages (the approach in a broad sense); the micro dimension is what occurs within each stage (the steps or set of techniques employed). In terms of when to evaluate a course book, Cunningsworth (1995) demonstrates that evaluation can be done in three types, 'pre-use', 'in-use' and 'post-use' evaluation. Pre-use is the most difficult one because it lacks any actual experience of using the course book. In-use evaluation includes matching the course book against the learner's objective, the learner's background, and the available recourses. Post-use evaluation, on the other hand, is employed after a period of continual uses which let teachers decide whether to use the same course book or not.

In reference to the pre-use evaluation of materials, Nunan points out 'while we can exercise professional judgment in answering questions such as, 'does the introduction, practice and recycling of new linguistic items seem to be shallow/steep enough for your students?', ultimately, such questions can only be settled with reference to their actual use' (McGrath: Nunan, 2006: 15).

Therefore, in use evaluation with several teachers using the same materials, focuses on questions like 'What worked well? What difficulties did learners have? And what additional help might be needed?' (McGrath, 2006:15). Finally; at the post-use evaluation stage, teachers and even students assess the effects of using the material. Thus post-use evaluation can be taken as more reliable because it involves the experiences of several teachers and groups of learners.

McDonough and Shaw (1993) suggest an external analysis of the course book. This analysis starts with the examination of the information given about the course book on the cover of students' or teachers' book and at the same time what is indicated in the introduction and table of contents. They also provide specifications for external evaluation and the main aim is to determine the real function of a specific course book because it is essential to find out whether they are used as main course materials or as supplementary sources. A teachers' book is necessary and should be available. Furthermore, vocabulary lists should be included in the course book. Other purposes of an external evaluation are to investigate a clear layout, culturally appropriate materials, adequate representations of different countries and societies. The materials should also be checked thoroughly since they may reflect a negative attitude towards women and minority groups in the materials. Additionally, it is also important to investigate what kind of tests (diagnosis, progress, or achievement) is included in teaching materials and these tests should be appropriate and useful in a particular language setting.

Grant proposes "a three-stage" approach for evaluating course books. At the first stage, the aim is to decide whether the book deserves being investigated thoroughly. The things to be done at this stage are to apply a CATALYST test. The eight criteria in this test are as follows:

'C: Communicative?

A: Aims?

T: Teachability?

A: Available Add-ons?

L: Level?

Y: Your impression?

S: Student interest?

T: Tried and tested?' (Aytuğ: Grant, 2007: 17)

According to Jalali (2011) in course book evaluation, the points as *layout and design, activities, language skills, language type,* and *subject and content* come to the fore. In layout and design, a detailed overview of the functions, structures and

vocabulary, and the organization of the course book, guidance about how the course book are important factors in assessing the value of language course books. As for activities, sufficient communicative and meaningful practice, inclusion of individual, pair and group work, creative, original and independent responses, the modification and supplement of activities are some of the key factors.

Language skills include an appropriate balance of the four language skills, the practices of natural pronunciation, and the integration of the practice of individual skills into the practice of other skills. Language type, on the other hand, deals with the authenticity of the language used in the course book, that is real-life English, the level of the language, suitability of the progression of grammar points and vocabulary items. In subject and content section, the suitability of the subject and content of the course book to students' needs, their being realistic, interesting, and challenging and non-existence of cultural biases and negative stereotypes.

Nevertheless, evaluation should be attached to its purpose. A particular language course book can appear as a success for a group of teachers since factors like the goals, curriculum of the program and needs of the learners and may match to those included in the course book. But the same course book may not match to these factors when it is used in a different educational environment. Sheldon (1988) argues that flexibility should be one of the features of a good foreign language course book and that the materials should be easy to modify or adapt to the practical constraints with which the teacher has to deal in different teaching situations.

Hutchinson & Waters (1987) state evaluation is basically a matching process, which concerns matching learners' needs to available solutions. Cunningsworth (1995) points out another benefit of material evaluation and suggests that through identifying strengths and weaknesses in textbooks, optimum use can be made of strong points, and weaker points can be adapted or substituted from other books. He illustrates that course books should: correspond to learners' needs; help to equip learner to use language effectively for their own purposes; facilitate students' learning process; have a clear role in mediating the target language and the learner.

Garinger (2002) points out that a course book should be parallel to the goals and curriculum of the program. If one of the goals of the program is to give students an opportunity to interact with authentic texts, then books using articles written for native English speakers would be appropriate. If the program focuses on developing reading fluency, books designed to support the development of reading skills would be appropriate.

Although Sheldon (1988) suggests that no general list of criteria can ever really be applied to all teaching and learning contexts without modification, most of the standardized evaluation checklists contain similar components which can be used as helpful starting points in a wide variety of situations. Preeminent theorists in the field of ELT course book design and analysis such as Sheldon (1988), Cunningsworth (1995) all agree that evaluation checklists should have some criteria related to the physical characteristics of course books like layout, organizational, and logistical characteristics. Other important criterion is whether a set of materials fits the needs of the individual teacher's approach and the overall curriculum.

Furthermore, criteria should analyze the specific language, functions, grammar, and skills content that are covered by a particular course book as well as the relevance of linguistic items to the socio-cultural environment. Finally, these criteria should observe cultural and gender components and students' personalities, backgrounds, needs, and interests as well as those of teacher and institution.

Hutchinson and Waters (1987) emphasize the importance of objectivity in evaluation. They consider evaluation as a matching process in which evaluators match needs to available solutions. With the purpose of making this matching as objective as possible, it is better to look at the needs and solutions separately. Therefore, they break up the evaluation process into four major steps, i.e. 1.defining criteria 2. subjective analysis 3.objective analysis 4.matching.

A systematic evaluation allows the managerial and teaching staff to distinguish between the entire available course books on the market. This would cover a long

way in assisting teachers with making best possible use of a book's strong points and recognizing the shortcomings of certain exercises, tasks, and entire texts. In English Language teaching the significance of material design and evaluation has grown steadily since materials, especially authentic materials are not merely the everyday tools of the language teachers: they are an embodiment of the aims and methods of a particular teaching/learning situation (Zhang, 2007).

2.4. Foreign Language Education at Elementary Schools in Turkey

The foreign languages planned to be taught at primary and high schools in Turkey are ascertained with the decision of the council of ministers (Resmi Gazete, 1983: 24). In accordance with these decisions, English, German and French are taught as foreign languages at state and private schools.

Because of globalization English is the most commonly taught and learned language in the world. Similarly, in order to keep pace with the world, English is on the foreground in Turkey. It is accepted by everyone that there is an apparent tendency to learn, speak and communicate in English. Almost all of the students at schools (%98,4) learn English as the first foreign language. German and French are not preferred as the first foreign language (% 1,6), they are frequently taught as the second foreign language (Genç, 1999: 307).

Since the first introduction of English language into Turkish education system, several changes have been observed. Robert College, an Anglo-American private secondary school founded in 1863 by an American missionary, was the first institution teaching English in Turkey (Kırkgöz, 2007:218). After the foundation of the Turkish Republic in 1923, English has become more and more important in the Turkish education system. Until 1997, English was taught at Anatolian high schools and private schools including one year English preparatory class, three year secondary and a three year high school. Kırkgöz states that students graduating from private and Anatolian high schools achieved a higher English language proficiency level since these schools help students be exposed to English for a longer period than state schools (Kırkgöz, 2007). In other state schools, on the other hand, although it is

compulsory, English language education was either ignored or given less importance. Beginning with 1980s the effects of globalization through English (Kırkgöz: Friedman 1994; Robbins 1996, 2007: 218) have more and more influenced Turkey.

In 1995, with the announcement of *Towards the Learning Society,* European Union announced that the European citizens have to learn at least two foreign languages apart from their mother languages. *European Language Portfolio* was decided to be applied in all European countries at the meeting held with the participation of the European Ministers of Education. The aim of the project was to encourage the European citizens to the multiculturalism and multilingualism. Turkey started to follow the project. In 2010 this project was replaced by *Europass*. The aim of this project was again to encourage the European citizens to learn foreign languages and with this passport they would be able to travel and work freely in those countries.

With the Education Reform implemented in 1997-1998 educational year, foreign language lessons were compulsory in the primary education beginning with fourth grade. For fourth and fifth grades two hours of foreign language lesson; for sixth, seventh and eighth grades four hours of foreign language lesson were prescribed according to the new weekly lesson schedule. Furthermore; beginning with fourth grades at least one and at most three hours of additional foreign language lesson could be chosen by the schools.

English Course books used at schools are prepared according to the education program prepared by the Ministry of the National Education. They are written by commissions including foreign language teachers and foreign advisors and are used at most of the state schools.

Since 1963, the five year development plans, decisions on education, policies about primary education, and course books have been made. The Turkish Standards Institute determined the standards needed for course books on April 21, 1992. The basic principle in the preparation of the course books is that they must include the

activities helping students gain the behaviours mentioned in the education program. In 2003-2004 educational year English course books along with others were for the first time distributed by the Ministry of The National Education. It is reported that 535million and 623 thousands course books have been distributed to the elementary school students for free until 2008 (MEB, 2008).

Another law concerning the new education system was adopted and put into action by the Turkish Grand National Assembly with a law number 6287, dated on 30.03.2012 and published in the official Journal on 11.04.2012. With this law the compulsory education in Turkey was raised to 12 from 8 years. This 12 year of compulsory education was regulated to cover 4 years of primary school, 4 years of secondary and 4 years of high school education. English was made a compulsory lesson for students beginning with 2nd grade of the first 4 year of primary education beginning with 2012-2013 educational year.

The Ministry of National Education did a research on elementary education course books to determine the ideas of students having education and teachers working at formal elementary schools of the Ministry at 2007 and 2008 educational year. The sample of the research consists of teachers working at formal elementary schools, branch teachers and students chosen randomly from every level in 81 cities all through Turkey. 803.166 students and 104.519 teachers participated in the questionnaire on course books. 7.559 of these teachers were English teachers. Students' general ideas on course books, not the English course books specially, are given. The students mentioned in the results that 'they could understand the books easily, the books promoted their learning wish, they protected their course books and also they could get their books when the schools open. They made a critic that the course books have to be more long-lasting and light (MEB, 2008: vi)'.The ideas of English teachers on English course books are summarized in the results as follows:

1. They do not find the length of the reading texts suitable   for
   students' levels

2. They think the number of pages according to the weekly lesson hour, the arrangement of the content from simple to complicated simple to difficult, concrete to abstract should be improved.

3. They think all the acquisitions are not included.

4. They want the suitability of the texts to the acquisitions to be improved

5. They do not find the correlation of the course books with other courses enough

6. They think there is unnecessary knowledge and details.

7. They think the content's correlation to real life is not enough (MEB, 2008: 420-421).

Since the It is also reported in the same study that English and Social Sciences books have same problems. The teachers criticized the measurement and evaluation part of the books, and thought that they lack reinforcement parts for the subjects and correlation with other courses (MEB, 2008). Since the publication of this research, another research of this kind has not been conducted by the ministry. Moreover, a need analyses have not been conducted before the publication of elementary ELT course books.

The literature on elementary education English course books in Turkey is not extensive and some of them are limited to focus on a single aspect of textbook element, such as culture (Turkan, 2005), or a single language skill (Arıkan: Jecksembieyva, 1993; Uslu, 2003; Gönen, 2004). In a 2008 study, *Textbook Evaluation in Foreign Language Teaching: Time for English, Grade 4, Teachers and Students' Views,* made by Arıkan (2008) attempts to reveal the 4th grade students and EFL teachers' views on the 4th grade English course book. The results of the questionnaires carried out with students and teachers revealed that the course book is not in accordance with the language proficiency and competence of students. Another criticism mentioned in the study is the inclusion of too many intricate and complicated grammar and vocabulary items. It is also claimed that more grammar and vocabulary-based activities can be included in the textbook for slow learners

since though in small percentage (9%) certain students have difficulties with the language type dealt with in the textbook.

Another study conducted on *Time for English, Grade 4* and the materials of the fourth grades through questionnaires applied to both teachers and students reveals that the course book meets the needs of both teachers and students. However; results regarding the workbook and other supporting materials are not much cheering (Sümen, 2008: 254).

2.5. An Overview to the Present Course Book –*Unique 6*- and the Current 6th Grade Curriculum

In the English Language Curriculum for Primary Education (Grades 4, 5, 6, 7 and 8), (2006) a course book is supposed to cover the following issues:

SYLLABUS FOR THE 6TH GRADE: General Introduction

For the 6th grade, students have 4 hours of compulsory and 2 hours of elective English language courses per week. The syllabus is designed accordingly. Each unit has two sections: Part A and Part B. Part A is designed for those who take 4 hours of compulsory English. Part B is designed for those who take 4 hours of English (4 + 2). Part B does not present any new information but aims to reinforce and enrich the things that have been studied in Part A. Each part is to be covered in approximately two weeks. Teachers who have not finished Part A in the allocated time can skip Part B with the students who study English for 6 hours per week. The aim is not to finish units but to teach English. Tasks (projects) that are assigned for each unit can be kept in a dossier by the students and teachers can give feedback to those in the elective course hours. Students can also share their projects with their peers in the class.

Students who complete the 6th grade are expected to show the following linguistic and sociolinguistic competence levels:

Students will

 i. Have a limited repertoire of short memorized phrases covering predictable survival situations; frequent breakdowns and misunderstandings occur in non-routine situations.

j. Have a sufficient vocabulary for the expression of basic communicative needs.

k. Have a sufficient vocabulary for coping with simple survival needs.

l. Control a narrow repertoire dealing with concrete everyday needs.

m. Show only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.

n. Copy familiar words and short phrases e.g. simple signs or instructions, names of everyday objects, names of shops and set phrases used regularly.

o. Spell his/her address, nationality and other personal details.

p. Establish basic social contact by using the simplest everyday polite forms of greetings and farewells; introductions; saying please, thank you, sorry, etc.

q. Manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.

r. Pronounce a very limited repertoire of learnt words and phrases where pronunciation can be understood with some effort by native speakers used to dealing with speakers of their language group.

s. Expand learned phrases through simple recombination of their elements.

t. Tell a story or describe something in a simple list of points.

u. Link words or groups of words with very basic linear connectors like 'and', 'then', 'but'.

v. Communicate what they want to say in a simple and direct exchange of limited information on familiar and routine matters, but in other situations they generally have to compromise the message.

In order to achieve the above mentioned levels, the following structures are suggested:

BASIC SENTENCE PATTERNS, PHRASES

Simple present tense to be: affirmative, negative, interrogative

Wh- questions: What?, How? How many?, What color?, Where?, When?, How old?, How much?, Who?, Whose?

Prepositions of place (in, on, under, next to, behind, in front of, etc.)

Have got/ has got: affirmative, negative, interrogative

Adjectives of state (hungry, thirsty, etc.)

Can for ability: affirmative, negative, yes/no questions

Simple Present Tense affirmative, negative, interrogative

Like + N; Like + Gerund

I want/he wants ………

I + V + everyday, every morning, etc., in the morning, etc., at 7, etc., by bus, on foot, etc., every summer, every Sunday, etc.

action verbs

He + Vs everyday, every morning, etc., in the morning, etc., at 7, etc., by bus, on foot, etc.,

frequency adverbs (always, usually, sometimes, seldom, never, once, twice, etc.)

How often …?

present tense for factual info

present tense + What is the weather like ….. in ….?

To be + adj.

present tense for rules and general information

Imperatives

Modals:

Can for requesting: affirmative, negative, interrogative

Should for advice: affirmative, negative, interrogative

can, could, would (for requests and possibility)

can/can't, must/mustn't

it opens/ closes

Common connectors: And, but, then

Possessive pronouns and adjectives

Possessive 's

Present Progressive Tense: affirmative, negative, interrogative

present progressive for future

Future: will, going to - affirmative, negative, interrogative

Countable and uncountable nouns

Measurements: kilometer, meter, kilograms, grams, liters, etc. How much does it weigh? How far …?

Plural nouns

Predicate adjectives

Prepositions of time on/at/ in

adj. + noun combinations

There is/ are

Quantifiers: some, any, a lot of, a little, a few

Numbers

any + sisters/brothers

nouns (occupations)

adjectives (physical description)

adjectives such as windy, foggy, snowy, sunny, etc.

adverbs

Conditionals (Zero and First types): If / when

As for contexts (situations and texts), the following can be used:

* informal inter-personal dialogues and conversations between people
* short recorded dialogs and passages
* short, simple reading texts
* visuals (pictures, drawings, plans, maps, flags, cartoons, caricatures, photos, shadows, models, Charts, puppets, etc.)
* OHP and transparencies
* phrases and sentences
* student conversations
* teacher-talk
* common everyday classroom language
* Short descriptive paragraphs
* games (TPR games, Spelling games, Categorization games, ball games, miming games, board games, group games, dicto-games, etc.)

* stories (story telling / story reading)

* drama and dramatization

* songs, chants and rhymes

* poems, riddles, jokes, tongue twisters

* handcraft and art activities

* Word puzzles, word hunts, jumbled words, word bingo

* Recorded sounds (animals, nature, etc.)

* Drawing and colouring activities

* Connect the dots and maze activities

* Various reading texts (ID forms, ID cards, Mathematical problems, symbols, invitation cards, lists, Timetables, Weather reports, TV Guides, Classroom rules, Menus, Food price lists, Personal letters, postcards, e-mails, SMS, chat messages, speech bubbles, brochures and leaflets, road signs and traffic signs newspaper headlines, extracts from magazines, etc)

* Information gap activities

* videotapes, -cassettes, -discs;

* audiotapes, -cassettes, -discs;

* registration forms (hotel/ immigration office/ custom's office, etc)

* diaries, memos, labels, signs and notices, Questionnaires, etc.

* scales, shapes, measurement units, containers, etc.

* Birth certificates

* Interviews

* photo albums

* short TV programs, video extracts

CHAPTER III: RESEARCH METHOD

This chapter includes information about the methodology followed in the research design of this particular study. The following sections present the subjects of the research, the instruments used, the data collection tools as well as the method used for data analysis.

3.1. Research Design

This study has a descriptive research design. According to Isaac and Michael a descriptive study aims 'describe systematically the facts and characteristics of a given population or area of interest, factually and accurately' (Ekmekçi: Isaac & Michael, 1997:58). This particular study uses this research design while investigating the views of EFL teachers' and 6th grade students' ideas on the present 6th grade course book –*Unique 6-*.

3.2. Participants

The participants of the study are 100 6th grade students and 150 EFL teachers who were teaching for 6th grade classes during the spring term of the 2011-2012 academic year. The participants were chosen according to convenience sampling method on the basis of their willingness and availability to study (Creswell, 2005). Both participant teachers and students of the research are selected from the elementary schools in Konya. They were all using the book, *Unique 6* delivered by the ministry of the National Education as the commissioned course book for 6th grades. The age range of the students is 12 and 13. The age and sex variables were not taken in to consideration since they are not related to the purpose of this study. The questionnaires were administered with both teachers and students. Interviews were conducted with 12 randomly chosen teachers for the purpose of obtaining further data.

3.3. Instruments

In this study, two questionnaires for teachers and students with certain evaluation criteria were involved to arrive at answers to the research questions at the core of the study. In order to collect further data semi-structured interviews were included. Following sections provide detailed information as to the instruments used for collecting data.

3.3.1. Questionnaires

As data collection instruments, questionnaires are one of the mostly used methods in survey research for they are easy and quick to conduct. Ekmekçi regards that questionnaires have a number of advantages especially for the researchers. They help researchers to 'find out the respondents' judgments and opinion on a specific topic' and 'find out a solution to an existing problem' (Ekmekçi, 1997: 18-19).

However, Robson points out the drawbacks of questionnaires stating it is not always possible to check honesty and seriousness of the responses; moreover the predetermined categories implied by the items may not be appropriate for all participants (Cabaroğlu: Robson, 1999:113).

In this particular study the questionnaires are utilized as data collection tools with the purpose of obtaining the views of EFL teachers and 6th grade students about the 6th grade course book.

3.3.1.1. Student and Teacher Questionnaires

In the student questionnaire 20 statements were addressed to the student participants. The teacher questionnaire, on the other hand, covered 42 statements directed to the participants. Both student and teacher questionnaires consist of 6 parts; layout and design, activities, skills, language type, subject and content, and conclusion. The participants were asked to respond to the statements as 'I totally

agree, I agree, I am not sure, I don't agree, and I don't agree at all'. Considering the English language level of the students, the student questionnaire items were translated into Turkish for the students.

The questionnaire items were in the form of questions to which the participants gave answers selecting from multiple choices and by doing so showing their agreements and disagreements. The items included in the questionnaires provided respondents with likert type scales ranging from "I totally agree, I agree, I am not sure, I do not agree to I do not agree at all."

The questionnaires are taken from Arıkan (2008)'s study reflecting teacher and student responses on *Time for English, Grade 4*. The questionnaires are adopted from the checklists by Matthews (1985: 206), D. Williams (1983: 255), R. Williams (1981: 159), Cunningsworth (1984: 75-79), Breen and Candlin (1987: 13-28), Sheldon (1988: 242-245) and Roberts (1990) with the addition of new items and a new scaling system (Arıkan, 2008: 34).

3.3.2. Interviews

Interviews provide an in depth analysis as to issue in concern by making use of the personal opinions of the participants. Cannell and Kahn define interview as "a two-person conversation initiated by the interviewer for the specific purpose of obtaining research relevant information, and focused by him on content specified by research objectives of systematic description, prediction or explanation." (Cohen and Manion: Cannell and Kahn, 1994:271)

Interviews have some advantages as a data collection tool. While in questionnaires respondents might complete the items carelessly or leave out some items for they find them incomprehensible, in interviews these misconceptions are resolved since the interviewees have the opportunity to ask for elaboration or clarification for questions which seem ambiguous (Ekmekçi, 1999:29). Gray further

argues that interviews are useful especially when there is a need to attain highly personalized data and a good return rate is important (Gray, 2004: 214).

In the light of these views, in this thesis semi-structured interviews are utilized as a data collection method in order to obtain further data for the evaluation of the present 6th grade English language course book, *Unique 6*. The semi-structured interviews were conducted with 12 6th EFL teachers at the end of the 2011-2012 educational year.

The interviewees were assured that the data collected will be kept confidential and anonymous. After getting permission from each interviewee, the answers of the interviewees were recorded by a small tape-recorder kept out of sight. The recordings were later transcribed. Each interviewee was informed about the basics of the study, the purpose of the interview, the number of questions to be asked, and the approximate amount of time to be spent.

3.4. Data Gathering and Analysis Process

In the data gathering process of the study as a first step, the necessary permission from the governorship of Konya was taken in the spring term of 2011-2012 educational year. During the data collection all the schools participated in the study were given a permission paper and informed as to the aim of the study. The teacher and student questionnaires were administered to 100 6th grade students and 150 English language teachers from different elementary schools in Konya.

On the first page of each questionnaire a section for participants explaining the purposes of the study, asking for their cooperation and assuring their responses would be kept confidential was included in order to make them more meaningful for the participants. In the questionnaires both teacher and student participants were asked to rate the course book. Considering the English language level of the students and with the purpose of preventing any misunderstandings the Turkish version of the student questionnaires were used for the student participants. In the analysis of the

data obtained from the questionnaires, the descriptive statistics were employed. The views of both teachers and students were reported in numerical data.

12 volunteer teacher participants were further interviewed on the present 6th grade course book they were using. All the interviewees were asked the same set of questions determined before the interviews. The data acquired from these semi-structured interviews were analyzed in order to collect further data.

CHAPTER IV: DATA FINDINGS

This study investigates the views and perceptions of English teachers and students concerning the current 6th grade course book. This chapter presents the analyses of the data obtained from questionnaires and interviews. In the first place, the data acquired from student questionnaires were analyzed. This is followed by the analysis of the data obtained through teacher course book evaluation forms and the analysis of the interviews with teachers.

4.1. Students' Perspectives on *Unique 6*

This section provides the data findings obtained from the responses of the 100 6th grade students to the 20 statements included in the student questionnaire. These statements in the questionnaire are grouped under 6 sub-headings from layout and design, the activities, the skills, the language type, and the subject and content to the overall consensus. The responses of the students given to these sub-headings are presented in frequencies and percentages in the tables.

Table 4.1.1. Students' Views About the Layout and Design of the Course Book

Items	I totally agree		I agree		I am not sure		I do not agree		I do not agree at all	
	f	%	f	%	f	%	f	%	f	%
1	29	29	35	35	21	21	8	8	7	7
2	42	42	29	29	17	17	8	8	4	4

N= 100

Item 1: The layout and design is appropriate and clear

Item 2: The course book is organized effectively

64 % of the students have responded positively as to the layout and design of the course book including the content, style, format, design, and sequence of the various typical components of a book whereas 7,5 % of them hold negative thoughts

regarding layout and design. 21 out of 100 students, on the other hand, have not expressed any idea regarding this item.

The analysis of the students' responses to item two leads us to the conclusion that a significant number of students (%71) have reported affirmative reactions regarding the organization of the course book. 42 % of the students have given a total appreciation to this item. 17 students have not given any remarks as to the organization of the course book. The total number of the students providing negative remarks to the item is 12.

Table 4.1.2. Students' Views about the Activities of Course book

Items	I totally agree		I agree		I am not Sure		I do not agree		I do not agree at all	
	f	%	f	%	F	%	f	%	f	%
3	29	29	27	27	30	30	10	10	4	4
4	35	35	23	23	17	17	10	10	15	15
5	22	22	25	25	19	19	11	11	23	23
6	25	25	32	32	24	24	10	10	9	9

N=100

Item 3: The activities encourage sufficient communicative and meaningful practice

Item 4: The activities incorporate individual, pair and group work

Item 5: The grammar points and vocabulary items are introduced in motivating and realistic context through games, songs and storytelling

Item 6: The activities promote creative, original and independent responses

The responses given to item three show that 29 out of 100 students find the course book efficient in providing communicative language teaching/learning process and engaging students in the meaningful use of the target language through meaningful activities. Similarly, 27% of the students seem to believe that the activities covered in the course book help them develop insights into communicative activities. The total number of the students who do not agree the aforementioned

features and holding counter responses is 10. Strikingly, 30 % of the students have not pointed out any idea regarding item three.

The students' responses to item four as reflected in above figures designate that 58 % of the students believe the activities of the course book provide them the opportunities for peer interaction through pair and group works along with individual activities. 35 % of the students have responded 'I totally agree' while the rest 23 % of them have responded 'I agree' holding the view that the book presents a variety of activities from individual to pair and group works promoting learner cooperation. However, 25 % of the students do not consider the activities provide work engagements among students. 15 % of the students have given a total negative response to the item while 17 % of them have not declared any opinion.

For item five, 22 % of the students hold the view that games, songs and storytelling are involved in the presentation of the grammar points and vocabulary items in a motivating and realistic context. This criterion is also supported by 25 % of the students whereas a total number of 34 (34%) students believe that the course book lacks in the implementation of the activities mentioned above in teaching/learning grammar and vocabulary process, and have expressed their disagreement. 19 % of them again have declared no opinion.

As for item six, 25 (25%) students believe the activities in the course book help them give creative, original and independent responses. 32 % of the students rated this item as 'I agree' making the total agreement of this statement 57 % of the students. 24 % of the participant students, on the other hand, have not expresses any views. However, 10 students think that the activities of the course book do not promote independence on students' side while the remaining 9 students have expressed a total disagreement.

Table 4.1.3. Students' Views About the Skills of the Course Book

Items	I totally agree		I agree		I am not sure		I do not agree		I do not agree at all	
	f	%	f	%	f	%	f	%	f	%
7	34	34	27	27	20	20	8	8	11	11
8	45	45	23	23	19	19	6	6	7	7
9	31	31	26	26	26	26	8	8	9	9

N= 100

Item 7: The materials include and focus on the skills that I need to practice

Item 8: The materials provide an appropriate balance of the four language skills

Item 9: The course book highlights and practices natural pronunciation

As for the language skills of the course book, 34% of the students have remarked that the book is successful in providing the skills they need to practice. This appreciation is followed by the 27 % of the students. 19 students, on the other hand, find the materials inefficient to highlight the skills they need to practice.

The figures concerning the balance of the four language skills show that almost half of the students (45, 45 %) are positive about this criterion and believe the materials of the course book cover all language skills -listening, speaking, reading and writing- equally. Similarly, 23 % of the students have responded positively rating the item as 'I agree'. 13 students, on the contrary, have pointed out negative remarks believing the four language skills are not covered equally.

The responses to item nine display that 31 students think that the course book manages to practice real pronunciation of spoken English. 26 % of the students also think the course book includes the natural pronunciation of the English language. Another 26 % of the students have not declared any opinion. 8 students do not agree with this issue; moreover 9 students do not agree at all.

Table 4.1.4. Students' Views About the Language Type of the Course Book

Items	I totally agree		I agree		I am not sure		I do not agree		I do not agree at all	
	f	%	f	%	f	%	f	%	f	%
10	31	31	25	25	27	27	5	5	12	12
11	36	36	20	20	16	16	8	8	10	10
12	36	36	26	26	28	28	4	4	6	6
13	29	29	23	23	18	18	12	12	18	18
14	33	33	23	23	26	26	12	12	6	6

N=100

Item 10: The language used in the course book is authentic – i.e. like real life English

Item 11: The language used is at the right level for my current English ability

Item 12: The progression of grammar points and vocabulary items is appropriate

Item 13: The grammar points are presented with brief and easy examples and explanations

Item 14: The language functions exemplify English that I will be likely to use in the future

Item ten explores students' views on the type of language in terms of its relation to real life English. The figures shaped by students' responses display that 31 % of the students believe that the language used in the course book is authentic. 25 % of the students also agree with this issue rating the item 'I agree'. 27 % of the students, on the other hand, have responded as 'I am not sure'. However, 12 % of the students do not find the language used in the course book authentic at all.

In terms of the relationship between the level of English used in the course book and the students' language ability, 36 % of the students have remarked that the language used in the course book is appropriate for them in dealing with the activities covered in the book. This appreciation is followed by 20 % of the students. A total number of 18 students (18%) have responded negatively to this item.

As for item 12, 36 % of the students appear to believe the process in which grammar points and vocabulary items are dealt appropriately with their language abilities. 26 % of the students also find this issue as satisfying. 28 % of them; however, have not expressed any views as to this criterion while a total number of 10 students do not find the level of difficulty in teaching grammar points and vocabulary items progressively built-up.

Concerning the use of brief and easy examples and explanations, 29 % of the students believe that they are actually used in the teaching process of the grammar points. 23 % of the students have followed this appreciation rating the item as 'I agree'. 18 students do not have a fixed idea. A total number of 12 students hold an opposite point of view; moreover, 18 % of the students have not shared the aforementioned ideas about the presentation of the grammar points at all.

As for the language functions in the course book 33 % of the students have given positive reactions to the course book's presentation of the language which they are likely to use in the future. 23 % of the students also believe that the functions in the course book are language focused and meet their future needs. 6 students, on the contrary, find course book inefficient in terms of providing language functions they need in future.

Table 4.1.5. Students' Views About the Subject and Content of the Course book

Items	I totally agree		I agree		I am not Sure		I do not agree		I do not agree at all	
	f	%	f	%	f	%	f	%	f	%
15	44	44	25	25	15	15	9	9	7	7
16	27	27	36	36	26	26	7	7	4	4
17	22	22	29	29	29	29	12	12	8	8
18	37	37	28	28	16	16	8	8	11	11

N= 100

Item 15: The subject and the content of the course book is relevant to my needs as an English language learner.

Item16: The subject and content of the course book is generally realistic.

Item 17: The subject and content of the materials is interesting, challenging and motivating.

Item 18: There is sufficient variety in the subject and content of the course book.

According to the figures shaped with the responses of the students, it is evident that almost half of the students (44%) believe that the subject and content is related to their needs as language learners. Another group of 25 students share these ideas finding the content of the course book suitable to meet their needs. The counter responses to this item come from a total number of 20 students considering the subject and content as insufficient to their needs.

For item 16; when the students are asked if the subject and content of the course book was generally realistic, 27 % of the students responded 'I totally agree' furthermore 36 % of the students rated the item as 'I agree'. A striking percentage of the students (26 %), on the other hand, are not sure about this item while a total number of 11 students do not find the subject and content generally realistic.

Concerning the item 17, 22 % of the students have pointed out the content and subject of the materials is interesting, challenging and motivating. This opinion is also supported by 29 % of the students rating the item as 'I agree'. However, another 29 % of the students are not sure about this issue and have not declared any opinion. 12 students, on the contrary, do not share the notion mentioned in this item while the rest 8 students take this agreement a step further rating the item as 'I do not agree at all'

As for the final item in this section, 37 students have declared that the subject and content of the course book is sufficient in variety along with 28 students following the same argument.8 % of the students have not declared any opinion whereas 11 students have expressed their total disagreement related to the item.

Table 4.1.6. Students' Views About the Overall Consensus of the Course Book

Items	I totally agree		I agree		I am not Sure		I do not agree		I do not agree at all	
	f	%	f	%	f	%	f	%	f	%
19	36	36	20	20	14	14	15	15	15	15
20	19	19	20	20	27	27	8	8	26	26

N=100

Item 19: The course book raises my interest in further language study

Item 20: I would choose to study this course book again

In the light of the figures above, 36 % of the students believe that the course book is successful in raising their attention for further English language study. 20 % of the students have expressed affirmative views on this criterion as well. A total number of 30 students; however, hold negative views on the issue believing the course book does not raise their interest for their further language studies.

The responses of the students to the final item displays that 19 % of the students prefer to use the course book again. This appreciation is followed 20 % of the students as well. However, 27 % of the students are not sure about choosing this course book to study again. 8 % of the students have expressed their disagreement on this statement while 26 % of the students have strongly declared they would not choose this course book again.

4.2. Teachers' Perspectives on *Unique 6*

Table 4.2.1. Teachers' Views About the Layout and Design of the Course Book

Items	I totally agree		I agree		I am not Sure		I do not agree		I do not agree at all	
	f	%	f	%	f	%	f	%	f	%
1	14	9.3	47	31.3	39	26	33	22	17	11.3
2	4	2.66	43	28.67	32	21.3	41	27.3	30	20
3	4	2.67	25	16.7	38	25.3	46	30.7	37	24.7
4	4	2.66	44	29.33	34	22.67	50	33.33	18	12

5	2	1.33	33	22	28	18,7	61	40.7	26	17.3
6	6	4	15	10	26	17.33	59	39.33	44	29.33
7	13	8,67	83	55.3	18	12	28	18.7	8	5.33
8	6	4	29	19.3	57	38	41	27.3	17	11.3
9	3	2	47	31.3	25	16.7	50	33.3	25	16.7
10	15	10	56	37.33	31	20.67	27	18	21	14
11	1	0,67	23	15.3	39	26	64	42.7	23	15.3

N= 150

Item 1: The course book includes a detailed overview of the functions, structures and vocabulary that will be taught in each unit.

Item 2: The layout and design is appropriate and clear.

Item 3: The course book is organized effectively.

Item 4: An adequate vocabulary list or glossary is included.

Item 5: Adequate review sections and exercises are included.

Item 6: An adequate set of evaluation quizzes or testing suggestions is included.

Item 7: The teacher's book contains guidance about how the course book can be used to the utmost advantage.

Item 8: The materials objectives are apparent to both the teacher and student.

Item 9: The course book meets the long and short term goals specific to my learners.

Item 10: The workbook includes appropriate supplementary activities.

Item 11: There is an adequate explanation to enable teachers to understand the cultural differences of the target language.

According to the figures above, 9.3 % of the teachers seem to be satisfied with the course book considering it provides a detailed overview of the aforementioned issues. 47 out of 150 teachers (31.3%) share a similar point of view rating the item as 'I agree'. 26 % of the teachers have rated the item as 'I am not sure' and they have not declared an opinion. However, a total number of 50 (33.3) teachers rating the item 'I do not agree' or 'I do not agree at all' seem to believe that the course book fails to meet such aims.

47 out of 150 teachers (31.3 %) have expressed positive remarks about the layout and design of the course book. 32 teachers (21.3 %), on the other hand are not sure about this statement. Nevertheless, 27.3 % of the teachers do not find layout and design of the course book appropriate and clear while a final figure with 20 % do not agree with issues mentioned in the item at all.

Concerning the organization of the course book, it seems from the figures that 29 (19.37 %) teachers approve the organization of the course book while 30.7 % of the teachers have contrasting opinions about this issue. Moreover, 24.7 % of the teachers rated this item negatively. 25.3 % of the teachers, on the other hand, appear not to be sure about the statement.

4 teachers have found the vocabulary list or glossary in the course book satisfactory and 44 teachers have found quite satisfactory. However, counter arguments are expressed by 33.33 % of the teachers rating the item as 'I do not agree'. Following the parallel argument 12 % of teachers believe that the course book lacks in providing an adequate vocabulary list or glossary.

The teachers' responses to the item five leads us to the conclusion that 23.33 % of the teachers believe that the course book provides adequate review sections and exercises. The following excerpt taken from an interview, conducted with one of the 6th grade EFL teachers reveals the appreciation of teachers upon the question;

> Are there enough recycling and revision activities?
> Interviewee: Yes, there are some tasks given at the end of each unit
> revising the grammar structures and vocabulary covered in that particular
> unit.
>
> (Interview 12)

However, 40.7 % of the teachers do not believe that the course book fails to serve adequately in this respect. 17.3 % of the teachers have responded to this item

with complete disagreement. The following statement exemplifies the reasons of the teachers responding the item negatively;

> Are there enough recycling and revision activities?
> Interviewee: There are lots of activities in the course book, but according to me they are not all connected to each other; therefore they fail to revise the structures covered   previously.
> …Why do you think the activities are not connected to each other?
> Interviewee: For example, the vocabulary items presented in a particular unit are rarely repeated in the following units.
>
> (Interview 9)

Item six questioning the presence of evaluation quizzes or testing suggestions in the course book have been responded affirmatively by 14 % of the students. However, 39.33 % of the teachers, on the contrary, find the course book inefficient in providing such issues. This opinion is followed by 29.33 % of the teachers rating the item as 'I do not agree at all'.

96 out of 150 teachers (63.97 %) have pointed out the teacher's book provides adequate guidance on how to use the course book for them. 18.7 % of the teachers; however, have displayed disapproval with the teacher's book while the rest 5.33 % of them have expressed their total disagreement.

As for the item eight, 35 of the 150 teachers believe that the materials objectives are apparent to both themselves and their students. A striking percentage of the teachers (38 %), on the other hand, have declared no opinion rating the item as 'I am not sure'. 27.3 % of the teachers have counter arguments related to the item believing the materials objectives are not explicit for both themselves and their students. Similarly, 11.3 % of the teachers have expressed negative opinions rating the item 'I do not agree at all'

A total number of 50 (33.3 %) teachers have expressed affirmative views as to the course book efficiency in meeting the long and short term goals specific to their learners. Another group of 50 teachers; however, do not agree with this viewpoint and 25 out of 150 teachers do not share the aforementioned issues at all.

In terms of the inclusion of the appropriate supplementary activities in the workbook, 71 (47.33 %) teachers rated the item positively: 'I totally agree', 10 %; 'I agree' 37.33 %. 18 % of the teachers, on the contrary, believe that the workbook does not contain pleasing amount of activities whereas according to 14 % of the teachers the workbook do not fulfil this criterion at all.

Concerning the final item to the section layout and design in the Teacher Questionnaire, 24 of the 150 teachers (15.9 %) find the course book sufficient in terms of this criterion. A striking number of the teachers (42.7 %), on the other hand, do not believe that the course book is sufficient in providing adequate explanation for teachers to understand the cultural differences of the target language. Following this viewpoint 15.3 % of the teachers have rated the item as 'I do not agree at all'.

Table 4.2.2. Teachers' Views About the Activities of the Course Book

Items	I totally agree		I agree		I am not Sure		I do not agree		I do not agree at all	
	F	%	f	%	f	%	f	%	f	%
12	2	1.33	27	18	42	28	54	36	25	16.7
13	8	5.33	66	44	29	19.3	29	19.3	18	12
14	3	2	30	20	31	20.7	43	28.7	43	28.7
15	4	2.7	22	15	43	29	59	39	22	15
16	1	0.67	22	14.7	52	34.7	50	33.3	25	16.7
17	5	3.33	45	30	52	34.7	27	18	21	14
18	8	5.33	36	24	25	16.7	62	41.3	19	12.7

N=150

Item 12: The activities encourage sufficient communicative and meaningful practice.

Item 13: The activities incorporate individual, pair and group work.

Item 14: The grammar points and vocabulary items are introduced in motivating and realistic contexts through games, songs and storytelling.

Item 15: The activities promote creative, original and independent responses

Item 16: The tasks are conducive to discovery learning and to the internalization of newly introduced language.

Item 17: The course book's activities can be modified or supplemented easily.

Item 18: There are interactive and task-based activities that require students to use new vocabulary to communicate.

Concerning the activities in the course book, 19.33 % of the teachers believe that the course book provides adequate communicative and meaningful practice. The following section covering the comments given during the interview reveals the appreciation of an EFL teacher related to the item;

> What opportunities exist for children to interact using English?
> Interviewee: There are a number of dialogues and discussion questions in each unit. I think they provide opportunities for students to interact English.

> (Interview 1)

36 % of the teachers have responded negatively to the criterion regarding the activities covered in the course book do not give their students opportunities to practice the target language through meaningful and communicative exercises. Similarly, another group with 16.7 % of the teachers share the same counter arguments about this issue. The statement below displays the one of the interviewee teachers' comment on the reasons lying behind;

> What opportunities exist for children to interact using English?
> Interviewee: The general structure of the book forces students to use their receptive skills. They generally don't want to speak or write because of the inadequate activities.
> …Why do you find the activities inadequate?

Interviewee: They are inadequate because they are mostly above students' levels.

(Interview 8)

According to the figures shown on table 4.8, the activities covered in the course book are considered to incorporate individual, pair and group work by a total number of 74 teachers (49.33 %). The number of the teachers having antagonistic views on the criterion is 29 (19.3 %). Moreover, 18 teachers (12 %) take the issue from a more negative perspective.

As for the item 14, a total number of 33 teachers (22 %) have displayed their approval of the course book's treatment with the grammar points and vocabulary items through games, songs and storytelling activities. 28.7 % of the teachers, on the other hand, do not find the course book's treatment successful to great extent; moreover another 28.7 % of the teachers believe the course book is not capable of involving such issues while presenting the grammar points and vocabulary items.

The analysis of the responses given to the item 15 indicates that 39 % of the teachers believe the course book provides their students with activities in which they produce their own creative responses. Reactions given by 15 % of the teachers again display this disapproval with a step further. 17.7 % of the teachers; however, have responded positively to this criterion.

The findings from the item 16 lead us to the conclusion that the teachers do not have a positive feeling as to the inclusion of the discovery learning in the course book in general. Half of the teachers (75; 50 %) believe that the course book fails to implement the discovery learning which is an inquiry based learning method. They don't believe the course book provides adequate problem solving situations in which students can use their experience and prior knowledge. Moreover, 25 of these 75 (16.7 %) teachers have enhanced the negative rating of the item to a greater extent. Strikingly, 34.7 % of the teachers have not declared any opinion in rating the item.

The total number of the teachers who have responded the statement positively is 23 (15.37 %).

Concerning the item 17, five teachers (3.33 %) strongly believe that the activities covered in the course book are convenient to be modified or supplemented. This idea is supported with a group of 45 teachers (30 %) as well. 18 % of the teachers, on the other hand, believe that the course book is not suitable for such adaptations. Similarly, another group with 21 teachers (14 %) has indicated the same negative responses to the statement. However, a striking number of teachers (52; 34.7 %) have chosen to be abstainers in rating the item.

The final item of this section on activities aims to find out whether teachers find the activities of the course book connected with task-based learning. 41.3 % of teachers believe that the course book does not present activities focusing on communicative tasks without any specific emphasis on the form. 12.7 % of the teachers also strongly believe that the course book does not provide such activities. 29.33% of the teachers; however, have responded positively to the item believing the existence of such activities in the course book.

Table 4.2.3 Teachers' Views About the Skills of the Course Book

Items	I totally agree		I agree		I am not Sure		I do not agree		I do not agree at all	
	f	%	f	%	f	%	f	%	f	%
19	7	4.67	44	29.3	30	20	52	34.7	17	11.3
20	4	2.7	38	25	32	21	46	31	30	20
21	4	2.67	31	20.7	29	19.3	48	32	38	25.3
22	6	4	36	24	38	25.3	51	34	19	12.7

N= 150

Item 19: The materials include and focus on the skills that I/my students need to practice

Item 20: The materials provide an appropriate balance of the four language skills.

Item 21: The course book highlights and practices natural pronunciation (i.e.- stress and intonation).

Item 22: The practice of individual skills is integrated into the practice of other skills.

In terms of the skills in the course book, according to 34.7 % of the teachers the materials fail to provide sufficient opportunities for students to practice the skills required by the students.11.3 % of the teachers also do not find the skills presented through the materials covered in the course book as adequate. However, there are still a group of teachers (51; 33.9 %) believing the course book fulfill such aims and rating the item positively.

Concerning the balance of the four language skills, 51 of 150 teachers appreciate the involvement of the four language skills –listening, speaking, reading and writing- in the materials. The quotation below displays the view of a teacher responding the item affirmatively;

> Are all four skills adequately covered at an appropriate level?
> Interviewee: Yes, they are. The parts focusing on four language skills are included in each unit. These activities generally focus on more than one skill at a time. For example, students are encouraged to speak at a listening activity or write a reading activity.
>
> (Interview 1)

46 teachers (31 %), on the contrary, believe that the materials do not provide issues mentioned in the item. Moreover, this disapproval is shared by 30 teachers (20 %) as well. The following comment displays the disagreement of a teacher concerning the balance of four language skills in the course book;

> Are all four skills adequately covered at an appropriate level?
> Interviewee: No, they aren't. The course book particularly focuses on reading and listening parts and listening and speaking activities are above students' levels. Especially, students have difficulties in understanding

the listening texts.

(Interview 11)

As for item 21, a total number of 35 out of 150 (23.37 %) teachers have pointed out that the course book involves the practice of natural pronunciation. 32 % of the teachers; however disagree with the statement. Another group with 25.3 % of the students has responded negatively to the item. 12.7 % of them enhanced this disagreement to a greater extent rating the item as 'I do not agree at all'.

For the final item of the section, 28 % of the teachers have responded positively to the statement. Another group with 25 % of the teachers, on the other hand, has declared no opinion related to the item while 34 % of the teachers have expressed negative views rating the item as 'I do not agree' indicating that the participants of the study find in large *Unique 6* as insufficient concerning this issue.

Table 4.2.4. Teachers' Views About the Language Type of the Course Book

Items	I totally agree		I agree		I am not Sure		I do not agree		I do not agree at all	
	f	%	f	%	f	%	f	%	f	%
23	5	3.3	40	27	25	17	67	45	13	8.7
24	5	3.33	25	16.7	28	18.7	52	34.7	40	26.7
25	6	4	33	22	17	11.3	76	50.7	18	12
26	3	2	24	16	36	24	63	42	24	16
27	4	2.67	22	14.7	47	31.3	63	42	14	9.33
28	5	3.3	28	19	31	21	65	43	21	14
29	4	2.7	41	27	35	23	51	34	19	13

N=150

Item 23: The language used in the course book is authentic - i.e. like real-life English.

Item 24: The language used is at the right level for my (students') current English ability.

Item 25: The progression of grammar points and vocabulary items is appropriate.

Item 26: The grammar points are presented with brief and easy examples and explanations.

Item 27: The language functions exemplify English that I/my students will be likely to use.

Item 28: The language represents a diverse range of registers and accents.

Item 29: The new vocabulary words and language structures are repeated in subsequent lessons to reinforce their meaning and use.

Item 23 displays the views of the teachers on the authenticity of the language used in the course book. 30.3 % of the teachers have expressed positive views as to the inclusion of such language type. The transcription below indicates the view of an interviewee regarding this issue;

> Does the course book include examples of authentic language and materials?
> Interviewee: Yes, it does. There are games and some craft activities given at the end of some units.
>
> (Interview 2)

45 % of the teachers, on the contrary, do not believe the course book presents authentic real life examples of both spoken and written discourse. This negative response is shared by another group 8.7 % of the teachers to a greater extent. Following part exemplifies one of the interviewees' viewpoints regarding the course book neglect of real life English;

> Does the course book include examples of authentic language and materials?
> Interviewee: The language used in the course book is not highly superficial but it is also not authentic enough. Although some authentic materials like letters, diary pages, recipes are included. They on the whole seem as a collection of specially written texts and dialogues.
>
> (Interview 12)

The following item aims to find out teachers' views as to the suitability of the language used in the course book for the students' language ability. 30 out of 150 teachers have pointed that it suits their students' language ability. One of the interviewees commented on the issue as the following;

What is your overall opinion about the course book you have been using?
Interviewee: I think the book is adequate and appropriate to students'
levels. Activities are adequate, too. They cover all four language skills.

(Interview 1)

52 of 150 teachers (34.7 %); on the other hand, have expressed their disagreement with the statement believing the course book does not match with the language abilities of their students. Another group with 40 teachers (26.7 %) also strongly disagrees with the item. The following statement shows the points that the interviewee finds the course book inadequate for the students' language ability;

What is your overall opinion about the course book you have been using?
Interviewee: I think the book is above students' levels. There are so
many words for them to memorize. There are so many units to be
finished throughout a year.

(Interview 7)

As for the item 25, the progression of grammar points and vocabulary items is not appropriate according to half of the teachers (76; 50.7 %). Similarly, 12 % of the teachers have shown their strong disapproval rating the item as 'I do not agree at all'. A total number of 39 teachers (26 %) have shown affirmative responses to the statement.

In terms of presentation of the grammar points, 63 teachers (42 %) have pointed out the grammar points are not thought through brief and easy examples and explanations. 16 % of the teachers are negative to the item as well. 27 students (18

%), on the other hand, are positive to the statement while 24 % of the teachers have declared no opinion to the item.

Item 27 explores teachers' views concerning the language functions of the course book. 42 % of the teachers believe that the language functions covered in the course book do not allow students opportunities to practice real life English. Another group with 9.33 %, on the other hand, has expressed their disagreement more strongly. 26 teachers; however, are positive to the criterion. The criterion has not been responded specifically by 31.3 % of the teachers rating the item as 'I am not sure'.

Concerning the presentation of different registers and accents, the responses of 43 % of the teachers lead us to negative conclusions as to inclusion of a variety of accents and registers in the course book. These negative views regarding the issue are shared by 14 % of the teachers as well. The total number of the teachers rating the item positively is 33 (22.3 %).

As for the final item of this section, 27 % of the teachers believe that the course book includes the features stated in the criterion. Another group 2.7 % of the teachers also strongly agree with the statement. However, 34 % of the teachers do not believe subsequent vocabulary and language structures are built upon the former ones. Moreover, 13 % of the teachers have responded the item more negatively believing the course book does not fulfil this criterion at all.

Table 4.2.5. Teachers' Views About the Content and Subject of the Course Book

Items	I totally agree		I agree		I am not Sure		I do not agree		I do not agree at all	
	f	%	f	%	f	%	f	%	f	%
30	3	2	23	15	32	21	58	39	34	23
31	8	5.33	64	42.7	28	18.7	32	21.3	18	12
32	6	4	27	18	27	18	68	45	22	15

33	4	2.7	38	25	33	22	57	38	18	12
34	2	1.33	67	44.7	38	25.3	30	20	13	8.67
35	2	1.33	28	18.7	25	16.7	67	44.7	28	18.7
36	1	0.67	28	18.7	48	32	52	34.7	21	14
37	2	1.33	37	24.7	29	19.3	55	36.7	27	18
38	5	3.3	42	28	51	34	34	23	18	12

N= 150

Item 30: The subject and content of the course book is relevant to my (students') needs as an English language learner(s).

Item 31: The subject and content of the course book is generally realistic.

Item 32: The subject and content of the course book is interesting, challenging and motivating.

Item 33: There is sufficient variety in the subject and content of the course book.

Item 34: The materials are not culturally biased and they do not portray any negative stereotypes.

Item 35: Students learn about the customs and cultures of English-speaking countries.

Item 36: The course book is methodologically in line with the current worldwide theories and practices of language learning.

Item 37: Compared to texts for native speakers, the content includes real-life issues that challenge the reader to think critically about his /her worldview.

Item 38: The subject and content of the course book is designed in accordance with the theory of Multiple Intelligences.

This section is devoted to teachers' views on subject and content determined as another criterion for evaluation of the course book. It is seen from the figures above that 17 % of the teachers appreciate the item believing the subject and content of the course book is in accordance with students' needs (2 % with 'I totally agree', 15 % with 'I do not agree at all'). The following interview transcription shows in which respects one of the interviewees considers the course book correspond with students' needs;

> Do the aims of the course book correspond closely with the needs of
> learners?
>
> Interviewee: Yes they do. Especially for vocabulary teaching and
>   analyzing reading texts, it can be said to correspond. Reading parts are
> very satisfying because they are accompanied with comprehension
> questions and vocabulary activities.
>
> (Interview 3)

39 % of the teachers, on the contrary, believe the subject and content of the course book including irrelevant parts fails to appeal to students' needs as language learners. 18 teachers (12 %) have rated the item as 'I do not agree at all' believing the course book do not fulfill this criterion at all. The following answer on the same question exemplifies the reasons lying behind;

> Do the aims of the course book correspond closely with the needs of
> learners?
>
> Interviewee: No they don't. Students' language abilities are insufficient
> to understand the units clearly. Students don't know most of the
> vocabulary presented in the activities, that is why they have difficulties.
>
> (Interview 11)

Concerning item 31, the subject and content of the course book is found to be generally realistic by 72 teachers (48 %). 21.3 % of the teachers, on the contrary, have expressed opposite views while 12 % of the teachers do not agree with the statement at all. 28 teachers (18.7 %), on the other hand, have not declared any opinion about this criterion.

As for the item 32, 45 % of the students do not believe that the course book fails to reach its goals related to providing interesting, challenging and motivating subject and content. This item is supported by another group with 15 % of the

teachers. However, the course book is considered to reach these goals by a total number of 22% of the teachers.

The course book provides sufficient variety in the subject and content of the course book according to 42 teachers (27.7 %). 38 % of the teachers, on the contrary, do not believe that the course book has a rich range of subject and content. This disapproval is shared by 12 % of the teachers believing the course book fails to fulfill this criterion. Another group with 22 % of the teachers has chosen to be abstainers related to the item.

69 of 150 teachers (46 %) believe that the course book do not contain any unrepresentative negative stereotypes, representation of women and men. 28.67 % of the students, however, have pointed out the course book does not pay enough attention to these issues whereas 25.3 % of the teachers have not stated any positive or negative opinions on the criterion rating the item as 'I am not sure'.

Regarding the item 35; when teachers were asked whether students learn about the customs and cultures of English-speaking countries or not, 30 teachers responded positively believing the course book enables students learn the cultures and customs of English-speaking countries. However, striking number of teachers (67; 44.7 %) do not believe that the course book does not include sources of cultural content through its subject and content. This opinion is fully supported by another 18.7 %.

According to 29 (19.37 %) teachers, the course book is not methodologically in line with the current theory and principles concerning the nature of language, language teaching and language learning. 73 out of 150 teachers (48.7), on the other hand, do not rate the course book positively in terms of this criterion (34.7 % with 'I do not agree', 'I do not agree at all'). Another group with 48 (32 %) students has declared no opinion related to this item.

Item 37 questions the inclusion of the real life issues in the course book. As indicated in the figures 29 teachers have shown affirmative views on the criterion.

36.7 % of the teachers, however, seem to hold negative views on the item whereas 18 % of the teachers have pointed the course book do not include the issues mentioned in the item at all and rated it as ' I do not agree at all'.

For the final item of this section –subject and content-, 47 of 150 (31.3 %) teachers believe that it is designed in accordance with the theory of Multiple Intelligences –Verbal/Linguistic Intelligence, Mathematical Intelligence, Musical/Rhythmic Intelligence, Bodily/Kinaesthetic Intelligence, Visual/Spatial Intelligence, Interpersonal Intelligence, Intrapersonal Intelligence, Naturalist Intelligence. 52 teachers (35 %), on the other hand, do not appreciate these aforementioned issues rating the item negatively. Another group with 51 teachers are; however, impartial regarding this criterion.

Table 4.2.6. Teachers' Views About the Conclusion of the Course Book

Items	I totally agree		I agree		I am not Sure		I do not agree		I do not agree at all	
	f	%	f	%	f	%	f	%	f	%
39	8	5.33	50	33.3	24	16	40	26.7	28	18.7
40	3	2	29	19	21	14	64	43	33	22
41	-	-	20	13	21	14	53	35	56	37
42	3	2	13	8.7	22	15	40	27	72	48

 N= 150

Item 39: The course book is appropriate for the language-learning aims of the Ministry of National Education in Turkey.

Item 40: The course book is suitable for small-medium, homogeneous, co-ed. classes of 6th grade students.

Item 41: The course book raises my (students') interest in further English language study.

Item 42: I would choose to study/teach this course book again.

The course book is appropriate for the language-learning aims of the MNE in Turkey according to 50 of 150 teachers. Similarly, 8 other teachers strongly support

this viewpoint. However, 26.7 % of teachers have expressed opposite views along with 18.7 % of the teachers rating the item negatively. Another group of teachers (16 %) have not pointed out specific views on the statement.

Regarding item 40, it is evident from the responses to the criterion that of the 150 teachers 43 % of the teachers do not believe the course book small-medium, homogenous and co-ed classes of 6th grade students. Furthermore, another group of teachers (22 %) approach the criterion presented in this item with a total dissatisfaction.

> What is your overall opinion about the course book you have been using?
> Interviewee: I think the book isn't appropriate for students. They have problems in understanding texts. There aren't enough exercises to revise the structures. And they are too boring to attract students.
>
> (Interview 10)

The number of teachers believing the course book is convenient for different types of classes, on the other hand, is 21%.The following transcription taken from the interview serves as an example supporting this ranking;

> What is your overall opinion about the course book you have been using?
> Interviewee: I think it is a nice book. It is full of colourful and enjoyable activities which attract students' attention.
> …Can you give examples to these activities?
> Interviewee: Drawings, colouring, games and experiments. Students especially enjoy the parts focusing such activities.
>
> (Interview 9)

Responses given to item 41 indicate that 35 % of the teachers do not find the course book promising for further English language study with gradually. Moreover, the ratings of 37 % teachers lead us to the conclusion that the course book does not appeal to them as they do not regard it as attention-rousing for further language

study. 13 % of the teachers, however, have rated the item positively regarding the issues given in the item.

As for the final item of the conclusion part, the responses of the teachers lead us to the conclusion that the majority of the teachers with 75 % responded to this item would not choose to study/teach this course book in the future (27 % with 'I do not agree', 48 % with 'I do not agree at all'). However, 10.7 % of the teachers are in favour of studying/teaching the course book for future use whereas 15 % have chosen to give neither positive nor negative responses.

4.3. An Overview to the Student and Teacher Questionnaires

In the data gathering process of this study, both students' and teachers' perspectives were sought to discover related to the evaluation criteria classified under 6 sub-headings including layout and design, activities, skills, language type, subject and content, and conclusion. Their responses to these headings have appeared as shown in the tables given below:

Table 4.3.1. Students' Views on the General Evaluation Criteria

Criteria	I totally agree	I agree	I am not sure	I do not agree	I do not agree at all
Layout and Design	35.5 %	32 %	19 %	8 %	5.5 %
Activities	27.8 %	26.8 %	22.5 %	10.3 %	12.8 %
Skills	36.7 %	25.3 %	21.7 %	7.3 %	9 %
Language type	33 %	23.4 %	25 %	8.2 %	10.4 %
Subject and Content	32 %	29.5 %	21.5 %	9 %	7.5 %
Conclusion	27.5 %	20 %	20.5 %	11.5 %	20.5 %

N= 100

Layout and design of the course book is the most positively rated section of the whole evaluation form. 35.5 % of the students have displayed their total content with

the section followed by another 32 % expressing their agreement. 8 % of the students, however, do not find layout and design of the course book satisfactory. 5.5 % have showed their total disagreement with the criteria covered in the section. Concerning layout and design of the course book a total number of 31.4 % of the teachers have stated positive remarks. 30.3 % of the teachers, however, have responded negatively with another group of 16.1 %.

A total number of 54.6 % of the students (with 27.8 % 'I totally agree' and 26.8 % 'I agree') seem to be content with the activities covered in the course book in general. 10.3 % of the students, on the other hand, do not approve the activities of the course book while 12.8 % do not find them satisfactory at all. As for the teachers, the activities of the course book are met with an approval by 26.6 % of them while another group of 47.4 % have displayed their disapproval on the issue.

Another general criteria presented in the questionnaire is the course books' treatment of language skills. 36.7 % of the students have stated their approval of the criterion along with another group with 25.3 %. However, 7.3 % of the students have expressed their discontent with the criteria followed by 9 % do not find the course book successful concerning this criterion at all. The criteria compiled under the sub-heading of skills are favoured by 28.3% of the teachers. However, 50.1 % are not content with the course book in terms of these criteria.

32 % of the students have displayed their content with the language type with 23.4 % responding the criterion affirmatively. However, another group with 18.6 % (8.2 % with 'I do not agree' and 10.4 % with 'I do not agree at all)' have chosen to rate the criterion negatively. Language type used in the course book is also another criterion included in the teacher questionnaire. 23.3 % have seemed satisfied with the book in terms of criterion whereas 55.8 % do not agree with this notion.

Concerning the subject and content of the course book, 32 % of the students have rated the items related to the criterion affirmatively in general together with another group of 29.5 % of the students. However, 9 % of the all students have rated

the criterion negatively along with 7.5 %. On the other hand, teachers' approval of the subject and content of the course book reaches to a total number of 28.6 %. However, 33.6 % have expressed their disapproval related to the criterion while 14.7 % have showed their total discontent.

As for the conclusion part including the items related to the students' overall opinion about the course book they have been using, a total number of 47.5 % of students have rated the criterion positively. However, another group of 32 % have rated the criterion negatively. Teachers' opinions on the final section of the questionnaire are more negative compared to students'. As opposed to the 21 % of the teachers holding affirmative views on the issue, a total number of 64 % have rated the section negatively. A number of students (21.9 %) have chosen not to declare any opinions related to the criteria presented in the questionnaire. Similarly, 22 % of the teachers have commented neither positive nor negative remarks related to the criterion in the whole questionnaire.

Table 4.3.2. Teachers' Views on the General Evaluation Criteria

Criteria	I totally agree	I agree	I am not Sure	I do not agree	I do not agree at all
Layout and Design	4.4 %	27 %	22.2 %	30.3 %	16.1 %
Activities	3 %	23.6 %	26.1 %	30.9 %	16.5 %
Skills	3.5 %	24.8 %	21.5 %	32.8 %	17.3%
Language type	3 %	20.3 %	20.9%	41.6%	14.2 %
Subject and Content	2.4 %	26.2 %	23 %	33.6 %	14.7 %
Conclusion	2.3 %	18.7 %	14.7 %	32.8 %	31.5 %

N= 150

CHAPTER V: DISCUSSIONS AND CONCLUSIONS

This chapter of the study presents the conclusions, discussion and the implications which were drawn from the data gathered by means of teacher and student questionnaires and interviews with teachers.

5.1. Summary of the Study

The present study aimed to identify the views of 6th grade students and EFL teachers regarding *Unique 6.* While doing this, it aims to investigate whether the course book answers to the needs and competence of the 6th grade students and the expectations of 6th grade EFL teachers or not. This study was conducted with 100 6th grade students and 150 6th grade EFL teachers in Konya. Thus, the study aimed to find answers to the following research questions:

1. What are the views of the 6th grade students on the present English course book in terms of the pre-determined criteria and questions involved in questionnaires?
2. What are the views of the 6th grade EFL teachers on the present English course book in terms of the pre-determined criteria and questions involved in questionnaires and interviews?

In order to obtain the appropriate data structured questionnaires and semi-structured interviews were utilized as data collection tools. The questionnaires were administered to both students and teachers and the interviews were conducted with 12 EFL teachers.

5.2. Discussions and Conclusions

Course books, as prominent ELT materials, need to undergo arduous processes from their selection until their final evaluation. Many authors contributing the field have anonymously pointed out to the necessity of teachers and students' inclusion in the whole process. This study in its attempt to reveal both negative and affirmative

views of 6th grade teachers and students on the current 6th grade English course book, utilized questionnaires and interviews as data collection tools and has made used of evaluation criteria offered by the authors like Hutchinson and Waters (1987), Sheldon (1988), Cunningsworth (1995), McDonough, J. and C. Shaw (1997).

The first research question of this study seeks to reveal the views of the 6th grade students on the current course book. The analysis of the Student Questionnaire which consists of 20 items were computed in order to find out whether the student participants consider the course book they have been using meet their needs and suits their language competencies. The questionnaire contained 6 sub-sections as layout and design, activities, skills, language type, subject and content, and conclusion aiming to identify students' views on these components of the course book evaluation.

Table 4.3.3. Students' Perspectives on the Elements of the Course book

Criteria	I totally agree + I agree	I am not sure	I do not agree + I do not agree at all
Layout and Design	67. 5 %	19 %	13.5 %
Skills	62 %	21.7 %	16.3 %
Subject and Content	61.5 %	21.5 %	16.5%
Language Type	56.4	25 %	18.6 %
Activities	54.6 %	22.5 %	23.1 %
Conclusion	47.5%	20.5 %	32 %

N= 100

The analysis of the data gathered from student questionnaires have showed that students hold both positive and negative perspectives towards the course book in relation to the given evaluation criteria. The layout and design of the course book referring to its organization and presentation of language items (Jalali, 2011:78), is the most approved component of the course book. The results have revealed the students' appreciation of pictures, illustrations and other design features of the course book.

The presentation and practice of the four language skills in the course book are also appreciated by the majority of the students. Concerning the criteria like the practice of pronunciation, the progression and presentation of grammar points, vocabulary items, and language functions covered in the course book, the majority of the participants denote an approval believing the course book suits their current language competence.

In terms of subject and content of the course book, the majority of the student participants find the subject and content relevant to their needs as English language learners, generally realistic and presenting variety. There are criticisms as well mainly rising from the lack of interesting and motivating subject and content of the materials.

The results received from the students' overall evaluation of the course book have indicated that 47. 5 % of the students have positive attitudes. 56 % of the participant students feel the course book raises their interest for further English study whereas only 36 % have pointed out positive views on studying the course book again which is actually the least positively rated criteria of the entire evaluation form.

The second research question of the study aims to find out the views of the EFL teachers on the 6th grade course book under study. The teacher questionnaire contained 42 items with the same 6 sub-sections included in the student questionnaire as well. In addition to the questionnaires, semi-structured interviews were conducted with 12 teachers for further information. The results of the data

revealed that 6th grade EFL teachers hold more negative opinions on the course book compared to their students. They have pointed out more negative responses to the evaluation criteria presented in the course book evaluation form.

Table 4.3.4. Teachers' Perspectives on the Elements of the Course book

Criteria	I totally agree + I agree	I am not sure	I do not agree + I do not agree at all
Layout and Design	31.4 %	22.2 %	46.4 %
Subject and Content	28.6 %	23 %	48.3 %
Skills	28.3 %	21.5 %	50.1 %
Activities	26.6 %	26.1 %	47.5 %
Language Type	23.3 %	20.9 %	55.8 %
Conclusion	21 %	14.7 %	64.3 %

N= 150

Teachers' disapproval reaches to the highest level in their overall opinions about the course book. They believe that the course book fails to meet the needs of small-medium, homogeneous, co-ed. classes of 6th grade students. Another failure of the course book according to the teachers is that it does not succeed in presenting interesting materials for students to encourage them for further English studies. Moreover, a great number of the teachers (% 75) prefer not to use the course book under study again.

Concerning the role of the course books, Cunningsworth has pointed out 'They should take account of students' needs as learners and should facilitate their learning process' (Cunningsworth, 1995: 15). Concluding from the analysis of the

results of the study, one of the teachers' biggest criticisms to the course book is that it does not provide the necessary materials suitable for their students' language ability. The teachers believe the book contains activities above their students' language proficiency and the grammar points and vocabulary items are not introduced in motivating and realistic contexts like games, songs or storytelling which are the most affective activities are the to be used for children in the language class in order to get them involved in the language class and to ensure a natural anxiety-free language learning environment (Ara, 2009: 168).

The analysis of the data proves that teachers have certain discontents as to the subject and content of the course book. They do not find it interesting, challenging or motivating. Moreover, they believe the book does not provide the necessary content for students to learn about the customs and cultures of English-speaking countries. According to a number of authors like Bachman (1990) in the contemporary models of communicative competence, there is much more to learning a language and they include the vital component of cultural knowledge and awareness.

The results of the data obtained in this study displays the attitudes of 6th grade students and EFL teacher towards the 6th grade English course book, *Unique 6* providing a look inside the perspectives of the actual users of it in the classroom setting. As a research design presenting the views of students and teachers on the book under study, the present study also emphasises the necessity of the further research on course book evaluation in order to aid the studies carried out in the field and discover the related issues in language course books.

5.3 Implications of the Study

This study discovering the teachers and students perspectives on the current 6th grade course book related to the issues like layout and design, the activities, the skills, the language type, the subject and content, and the overall evaluation of the course book, has several implications.

Layout and design of the course book referring the organization and presentation of the language items appears as the most appreciated feature of the course book; however, criticisms are still expressed on certain elements of the issue. One of the suggested evaluation criterion proposed by Sheldon is 'allowance made for revision, testing, and ongoing evaluation/marking of exercises and activities' (Sheldon, 1988: 237). The inclusion of more review sections and supplementary activities could help students revise the language items learned earlier at regular intervals and provide more opportunities to use the language.

The results of the study have shown once again the importance of the presentation of grammar points and vocabulary items in motivating and realistic contexts through games, songs and storytelling. These fun activities are useful in overcoming students' boredom which is believed to be one of the factors preventing children learning a language (Ara, 2009: 167). They could enhance students' learning process and enrich teaching/learning environment.

Language skills introduced in the course book have been found unsatisfactory in some respects. Pronunciation activities particularly have been met with general discontent by teacher participants. 'Pronunciation teaching is of great importance for successful oral communication to take place since it is an important ingredient of the communicative competence' (Hişmanoğlu, 2006: 1). Therefore, more pronunciation activities providing students opportunities to develop their pronunciation are vital to gain a full communicative competence.

Concerning the language type used in the course book, it should be at the right level according to students' levels and offer chances for children coming from poor educational backgrounds and for slower learners. This type of language above some students' current language ability causes anxiety and boredom among students.

As for the content and subject, the inclusion of interesting, challenging and motivating materials with sufficient variety is a necessity to help students enjoy learning a foreign language. Real content, based on the real world outside the

classroom, rather than imaginary characters and situations appealing to the students and interesting subjects should be provided in the course books.

If the same course book is going to be used in future, adaptations should be made in line with the comments of the actual users in the classroom. Moreover, it can be updated and revised in order to make it more appealing to both students and teachers.

5.4. Suggestions for Further Research

This study has revealed the perspectives of teachers and students on evaluation of the English course book, Unique 6. It was carried out with a relatively small number of students and teachers. Therefore, further studies conducted with more participants can provide more comprehensible and reliable data.

Moreover, the effect of the variables like students' age gender and social background can be further investigated. Besides the differences among teachers in terms of selected variables related to demographic information and experiences in profession can be further assessed.

Further research can also be conducted on different ELT course books in different teaching and learning environments reflecting the perspectives of the participants using them in the classroom settings providing further methodology in the field of ELT course book evaluation. Moreover, pilot implementations should be conducted before they are used nationwide.

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Appendix I:

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30 NİSAN 2012

Sayı : B.08.4.MEM.0.42.20.02-605.99/ 14242
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NECMETTİN ERBAKAN ÜNİVERSİTESİNE
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İlgi : 24/04/2012 tarihli ve B.30.2.KON.0.43.00.00/300/296 sayılı yazı

Enstitünüz Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Bilim Dalı yüksek lisans programı öğrencisi Hilal ERTÜRK'ün "İngilizce Ders Kitabı İncelemesi: Unique 6 Öğretmen ve Öğrenci Görüşleri" konulu araştırmasını uygulama talebi incelenmiştir.

Üniversiteniz tarafından kabul edilen ve onaylı bir örneği Müdürlüğümüzde muhafaza edilen araştırmanın, İlimiz Selçuklu, Karatay ve Meram ilçelerinde ekli listede bulunan ilköğretim okullarındaki öğretmen ve öğrencilere uygulanmasında sakınca görülmemektedir.

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EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İLGİ: Konya İl Milli Eğitim Md.'ne hitaben yazılan 24.04.2012 tarih ve 300/296 sayılı yazınız.

Enstitünüz Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Bilim Dalı yüksek lisans programı öğrencisi Hilal ERTÜRK'ün "İngilizce Ders Kitabı İncelemesi: Unique 6 Öğretmen ve Öğrenci Görüşleri" konulu araştırması kapsamındaki anket uygulama isteği ile ilgili Konya Valiliği İl Milli Eğitim Müdürlüğü'nün 30.04.2012 tarih ve B.08.4.MEM.0.42.20.02-605.99/14242 sayılı yazıları ekte gönderilmiştir.

Bilgilerinizi rica ederim.

Prof. Dr. Tahir YÜKSEK
Rektör a.
Rektör Yardımcısı

Ekler:
- Öğrenci Anket Formu (4 sayfa)
- Öğretmen Anket Formu (2 sayfa)
- Okul Listesi (2 sayfa)

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Correspondence with the Local Directorate of the Ministry of Education (C)

Anket Yapılması Planlanan Okullar

1- KARATAY 23 Nisan Egemenlik İlköğretim Okulu

2- KARATAY Akif Paşa İlköğretim Okulu

3- KARATAY Celal Akın İlköğretim Okulu

4- KARATAY Cengiz Topel İlköğretim Okulu

5- KARATAY Hacı Yusuf Mescit Ahmet Haşhaş İ.Ö.O

6- KARATAY Hacıveyiszade Mahallesi Ahmet Haşhaş İ.Ö.O

7- KARATAY Halil Bahceci İlköğretim Okulu

8- KARATAY İsmetpaşa İlköğretim Okulu

9- KARATAY İstiklal İlköğretim Okulu

10- KARATAY İzzet Bezirci İlköğretim Okulu

11- KARATAY Karatay Aynur Kasabalı İlköğretim Okulu

12- KARATAY Karatay Fetihkent İlköğretim Okulu

13- KARATAY Karatay Nakipoğlu İlköğretim Okulu

14- KARATAY Karkent İlköğretim Okulu

15- KARATAY Karma İlköğretim Okulu

16- KARATAY Kurtuluş İlköğretim Okulu

17-KARATAY Kuvayi Milliye İlköğretim Okulu

18- KARATAY Mustafa Aydın İlköğretim Okulu

19- KARATAY Şehit Sadık İlköğretim Okulu

20- KARATAY Ulubatlı Hasan İlköğretim Okulu

21- KARATAY Yusuf İzzettın Horasanlı İlköğretim Okulu

22- SELÇUKLU 100.Yıl Mah.Ahmet Haşhaş İ.Ö.O.

23- SELÇUKLU Adnan Hadiye Sürmegöz İlköğretim O.

24- SELÇUKLU AHMET HAZIM ULUŞAHİN İ.Ö.O.

25- SELÇUKLU Akıncılar Mah.Ahmet Haşhaş İ.Ö.O.

26- SELÇUKLU Akşemseddin İlköğretim Okulu

27- SELÇUKLU Alaeddın İlköğretim Okulu

28- SELÇUKLU Ayşe Tümer İlköğretim Okulu

29- SELÇUKLU Barbaros İlköğretim Okulu

30- SELÇUKLU Büyükbayram İlköğretim Okulu

31- SELÇUKLU Cemıle Erkunt İlköğretim Okulu

32- SELÇUKLU Dumlupınar Mah. Ahmet Haşhaş İ.Ö.O.

33- SELÇUKLU Erenköy Zeki Altındağ İlköğretim Okulu

34- SELÇUKLU Eşrefoğlu İlköğretim Okulu

35- SELÇUKLU Dr.Mustafa Öten İlköğretim Okulu

36- SELÇUKLU Dumlupınar Mah. Ahmet Haşhaş İ.Ö.O.

37- SELÇUKLU Erenköy Zeki Altındağ İlköğretim Okulu

38- SELÇUKLU İhsanıye İlköğretim Okulu

39- SELÇUKLU İbrahim Yapıcı İlköğretim Okulu

40- SELÇUKLU Kemal Rızvanoğlu İlköğretim Okulu

41- SELÇUKLU Mustafa Hotamıslı İlköğretim Okulu

42- SELÇUKLU Oğuz Kağan İlköğretim Okulu

43- SELÇUKLU Org.Bedrettin Demirel İlköğretim Okulu

44- SELÇUKLU Öğretmen Fethiye Onsun İ.Ö.O.

45- SELÇUKLU Piri Reis İlköğretim Okulu

46- SELÇUKLU Rebıı Karatekın İlköğretim Okulu

47- SELÇUKLU Öğretmen Fethiye Onsun İ.Ö.O.

48- SELÇUKLU Nesrin ve Ayşegül Kardeşler İ.Ö.O.

49- SELÇUKLU İsmail Hakkı Tonguç İ.Ö.O.

50-SELÇUKLU Kanuni Sultan Süleyman İ.Ö.O.

51- SELÇUKLU Cumhuriyet Mah. Ahmet Haşhaş İ.Ö.O.

52- SELÇUKLU Ertuğrul Gazi İ.Ö.O.

53- SELÇUKLU Kaşgarlı Mahmut İ.Ö.O.

54- SELÇUKLU Mustafa Necati İ.Ö.O.

55- SELÇUKLU Mustafa-Fevzi İ.Ö.O.

56- SELÇUKLU Necip Fazıl Kısakürek İ.Ö.O

57- MERAM Ali İhsan Dayıoğlugil İlköğretim Okulu

58- MERAM Atatürk İlköğretim Okulu

59- MERAM Mehmet Beğen İlköğ.Okulu

60- MERAM Mehmet Hasan Sert İlköğretim Okulu

61- MERAM Mehmet Karaciganlar Mevlana İ.Ö.O.

62- MERAM Meram Alparslan İlköğretim Okulu

63- Meram Harmancık TOKİ Ziya Nur Aksun İ.Ö.O

64- Meram Lalebahçe Mehmet Fevzi ve Atiye Alpay İ.Ö.O

65- Meram Mehmet ve İbrahim Çelik İlköğretim Okulu

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66- Meram Özcan-Saliha Çalıkuşu İlköğretim Okulu

67- MERAM Selcuk İlköğretim Okulu

68- MERAM Şeker İlköğretim Okulu

69- MERAM Vakıf Bank İlköğretim Okulu

70- MERAM Vali Necati Cetinkaya İlköğretim Okulu

71- MERAM Şehit Pilot Ayfer Gök İ.Ö.O.

72- SELÇUKLU Osman Gazi İ.Ö.O.

73-SELÇUKLU Ş. Mustafa Çuhadar İ.Ö.O.

74- SELÇUKLU Zeki Altındağ İ.Ö.O.

74- SELÇUKLU Abidin Saniye Erçal İ.Ö.O.

75- SELÇUKLU Ahmet Perihan Doruk İ.Ö.O.
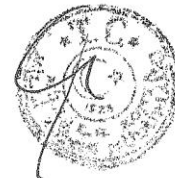
Appendix II Student Course Book Evaluation Form

Dear students,

This questionnaire aims to find out your views about the 6th English Language Course book *(Unique 6)* you have been using. Read the statements below carefully and put a tick (X) next to the item which best reflects your view. Thanks for your contribution.

Hilal ERTÜRK

Textbook Evaluation Form A/ Layout and Design	I TOTALY AGREE	I AGREE	I AM NOT SURE	I DON'T AGREE	I DON'T AGREE AT ALL
1. The layout and design is appropriate and clear.					
2. The textbook is organised effectively.					
B/ Activities					
3. The activities encourage sufficient communicative and meaningful practice.					
4. The activities incorporate individual, pair and group work.					
5. The grammar points and vocabulary items are introduced through games, songs and storytelling					
6. The activities promote creative, original and independent responses.					
C/ Skills					
7. The materials include and focus on the skills that I need to practice.					
8. The materials provide an appropriate balance of the four language skills.					

	I TOTALY AGREE	I AGREE	I AM NOT SURE	I DO NOT AGREE	I DO NOT AGREE AT ALL.
9. The textbook highlights and practices natural pronunciation					
D7 **Language Type**					
10. The language used in the textbook is authentic - i.e. like real-life English.					
11. The language used is at the right level for my current English ability.					
12. The progression of grammar points and vocabulary items is appropriate.					
13. The grammar points are presented with brief and easy examples and explanations.					
14 The language functions exemplify English that I will be likely to use in the future.					
E/ Subject and Content					
15. The subject and content of the textbook is relevant to my needs as an English language learner.					
16. The subject and content of the textbook is generally realistic.					
17. The subject and content of the materials is interesting and motivating.					
18. There is sufficient variety in the subject and content of the textbook.					
F/ Conclusion					
19. The textbook raises my interest in further English language study.					
20. I would choose to study this textbook again.					

Appendix II (B)

ÖĞRENCİ DERS KİTABI DEĞERLENDİRME FORMU

Sevgili Öğrenciler;

Aşağıdaki anket, şu an kullanmakta olduğunuz İngilizce ders kitabına (Unique 6) yönelik düşüncelerinizi ortaya çıkarmak amaçlamaktadır. Aşağıdaki cümleleri dikkatlice okuyunuz ve cümle sonunda verilen *"Tamamen katılıyorum / katılıyorum / emin değilim / katılmıyorum / hiç katılmıyorum "* seçeneklerinden size uygun olanı işaretleyiniz.

Katkılarınızdan dolayı teşekkür ederim.

Hilal ERTÜRK

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

	TAMAMEN KATILIYORUM	KATILIYORUM	EMİN DEĞİLİM	KATILMIYORUM	HİÇ KATILMIYORUM
8. Kitaptaki materyaller, dört dil becerisini (okuma, yazma, konuşma ve dinleme) dengeli olarak sunuyor					
9. Ders kitabı, İngilizce telaffuzu doğal şekliyle çalışmamızı sağlıyor.					
D/ Kitaptaki Dil					
10. Ders kitabında kullanılan dil gerçek hayatta kullanılan dili yansıtıyor					
11. Ders kitabında benim şimdiki İngilizce seviyeme uygun bir dil kullanılıyor.					
12. Kitaptaki dilbilgisi konularının ve kelimelerin öğretilme sırasını uygun buluyorum					
13. Kitaptaki dilbilgisi konuları kısa ve basit örnek ve açıklamalarla sunuluyor.					
14. Kitaptaki dil öğeleri ileride kullanabileceğim İngilizce'yi yansıtıyor					
E/ Ders Kitabının Konu ve içeriği					
15. Ders kitabının konuları ve içeriği İngilizce öğrenen birisi olarak ihtiyaçlarıma uygun.					
16. Ders kitabının konuları ve içeriği genel olarak gerçek yaşamla ilişkili					
17. Materyallerin konusu ve içeriği yeterince ilginç ve teşvik edici.					
18. Ders kitabının konularında ve içeriğinde yeterince çeşitlilik var					
F/ Genel Değerlendirme					
19. Ders kitabı beni ileride de İngilizce çalışmaya teşvik ediyor.					
20. Seçme şansım olsa, yine bu kitabı tercih ederim.					

Appendix III Teacher Course Book Evaluation Form

Dear colleagues,

This questionnaire aims to find out your views about the 6th grade English Coursebook *(Unique 6).* Read the statements below and put a tick (X) next to the item which best reflects your view. Thanks for your contribution.

Hilal ERTÜRK

Teacher Textbook Evaluation Form A/ Layout and Design	I TOTALY AGREE	I AGREE	I AM NOT SURE	I DON'T AGREE	I DON'T AGREE AT ALL.
1. The textbook includes a detailed overview of the functions, structures and vocabulary that will be taught in each unit.					
2. The layout and design is appropriate and clear.					
3. The textbook is organised effectively.					
4. An adequate vocabulary list or glossary is included.					
5. Adequate review sections and exercises are included.					
6. An adequate set of evaluation quizzes or testing suggestions is included.					
7. The teacher's book contains guidance about how the textbook can be used to the utmost advantage.					
8. The materials objectives are apparent to both the teacher and student.					
9. The textbook meets the long and short term goals specific to my learners					
10.The workbook includes appropriate supplementary					

Activities	I TOTALY AGREE	I AGREE	I AM NOT SURE	I DON'T AGREE	I DON'T AGREE AT ALL.
ll.There is an adequate explanation to enable teachers to understand the cultural differences of the target language					
B/ Activities					
12. The activities encourage sufficient communicative and meaningful practice					
13. The activities incorporate individual, pair and group work.					
14. The grammar points and vocabulary items are introduced in motivating and realistic contexts through games, songs and storytelling.					
15. The activities promote creative, original and independent responses					
16. The tasks are conducive to discovery learning and to the internalisation of newly introduced language.					
17. The textbook's activities can be modified or supplemented easily.					
18. There are interactive and task-based activities that require students to use new vocabulary to communicate					
C/ Skills					
19. The materials include and focus on the skills that I/my students need to practice					
20. The materials provide an appropriate balance of the four language skills.					
21. The textbook highlights and practices natural pronunciation (i.e.- stress and intonation).					

	I TOTALY AGREE	I AGREE	I AM NOT SURE	I DO NOT AGREE	I DO NOT AGREE AT ALL.
22. The practice of individual skills is integrated into the practice of other skills.					
D7 Language Type					
23. The language used in the textbook is authentic - i.e. like real-life English.					
24. The language used is at the right level for my (students') current English ability.					
25. The progression of grammar points and vocabulary items is appropriate.					
26. The grammar points are presented with brief and easy examples and explanations					
27. The language functions exemplify English that I/my students will be likely to use.					
28. The language represents a diverse range of registers and accents.					
29. The new vocabulary words and language structures are repeated in subsequent lessons to reinforce their meaning and use					
E/ Subject and Content					
30. The subject and content of the textbook is relevant to my (students') needs as an English language learner(s).					
31. The subject and content of the textbook is generally realistic.					
32. The subject and content of the textbook is interesting, challenging and motivating.					

	I TOTALY AGREE	IAGREE	I AM NOT SURE	I DO NOT AGREE	I DO NOT AGREE AT ALL.
33. There is sufficient variety in the subject and content of the textbook.					
34. The materials are not culturally biased and they do not portray any negative stereotypes					
35. Students learn about the customs and cultures of English-speaking countries					
36. The textbook is methodologically in line with the current worldwide theories and practices of language learning					
37. Compared to texts for native speakers, the content include real-life issues that challenge the reader to think critically about his /her worldview					
38. The subject and content of the textbook is designed in accordance with the theory of Multiple Intelligence					
F/ Conclusion					
39. The textbook is appropriate for the language-learning aims of the Ministry of National Education in Turkey					
40. The textbook is suitable for small-medium, homogeneous, co-ed. classes of 4th grade students					
41. The textbook raises my (students') interest in further English language study.					
42. I would choose to study/teach this textbook again.					

Appendix IV Teacher Interview Questions

1. a. Do the aims of the course book correspond closely with the aims in the teaching program?

   b. Do the aims of the course book correspond closely with the needs of learners?

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

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

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

5. Do the listening and speaking activities help students improve their communicative skills?

6. What opportunities exist for children to interact using English?

7. Are there enough recycling and revision activities?

8. Is the vocabulary load of the units consistent with students' levels?

9. What is your overall opinion about the course book you have been using?

T. C.
NECMETTİN ERBAKAN ÜNİVERSİTESİ
Eğitim Bilimleri Enstitüsü Müdürlüğü

Özgeçmiş

Adı Soyadı:	Hilal ERTÜRK	İmza:	
Doğum Yeri:	Konya		
Doğum Tarihi:	02/ 10/ 1983		
Medeni Durumu:	Bekar		

Öğrenim Durumu

Derece	Okulun Adı	Program	Yer	Yıl
İlköğretim	A. Hazım Uluşahin İlkokulu		Konya	1989-1994
Ortaöğretim	Karma Ortaokulu		Konya	1994-1997
Lise	Merak Konya Lisesi	Yabancı Dil Ağırlıklı	Konya	1997-2001
Lisans	Hacettepe Üniversitesi	İngiliz Dili ve Edebiyatı	Ankara	2001-2006
Yüksek Lisans	Necmettin Erbakan Üniversitesi	İngiliz Dili Eğitimi	Konya	2010-2013

Becerileri:	
İlgi Alanları:	Young Learners, Second Language Teacher Development
İş Deneyimi:	2007-2010 Van Şehit İbrahim Karaoğlanoğlu Lisesi Van İMKB Anadolu Öğretmen Lisesi 2010- Konya Karatay Kurtuluş Ortaokulu
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