

**AKDENİZ UNIVERSITY**

**THE INSTITUTE OF SOCIAL SCIENCES**

**Sezen TOSUN**

**A COMPARATIVE STUDY ON EVALUATION  
OF TURKISH AND ENGLISH FOREIGN LANGUAGE TEXTBOOKS  
FROM THE PERSPECTIVES OF STUDENTS AND TEACHERS**

**Foreign Language Teaching Department**

**MA Thesis**

**Antalya, 2011**

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**Foreign Language Teaching Department**

**MA Thesis**


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Akdeniz Üniversitesi  
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## **LIST OF ABBREVIATIONS**

**CEF:** The Common European Framework

**CEFR:** The Common European Framework of Reference for Languages

**ELT:** English Language Teaching

**EFL:** English as a Foreign Language

**TFL:** Turkish as a Foreign Language

**TEFL:** Teaching English as a Foreign Language

**USA:** United States of America



## ABSTRACT

Evaluation and selection of suitable materials that best fit the learners' needs is becoming more and more important for all levels in language teaching. Especially, textbooks are one of the most commonly used teaching and learning materials in today's education system. Therefore, this comparative study focuses on the perceptions of undergraduate and graduate students as well as teachers regarding the effectiveness of Turkish and English foreign language textbooks currently used by most of the universities in Turkey and in the USA.

In order to identify teachers' and students' beliefs regarding "Turkish Elementary Textbook by Kurtuluş Öztopçu" and "English Textbook Face to Face", a questionnaire which consists of 30 statements with two open-ended questions was administered to both teachers and learners. The statements were categorized under such headings as activities and tasks, linguistic and thematic content, layout and design. SPSS pocket programme 11.0 was used for statistical analysis; the questionnaires were analyzed by calculating the percentages and the numbers. The two- open ended questions were analyzed using content analysis. The findings of this research are as follows;

1. The views of the teachers and the students in terms of the efficiency of Turkish foreign language textbook are differentiated in all dimensions. Students generally have more positive attitudes towards textbook than teachers have.
2. A significant difference is found in the dimension of language skills. Teachers do not think that Turkish FL textbook provides an appropriate balance of five language skills.
3. According to both groups of participants, the most effective aspect of Turkish FL textbook is to present grammar explanations that help students learn structural units.
4. There is no significant difference between the views of the teachers and students in terms of the efficiency of English foreign language textbook. However, teachers show high rate of uncertainty in all dimensions.
5. According to both groups of participants, the most effective aspect of English foreign language textbook is the illustrations that help learners understand the printed text.

This study closes with suggestions based on the teachers' and the students' preferences that may help textbook writers, education researchers to acquire useful and accurate insight into the nature of the existing textbooks. The study sheds light on the necessity of material adaptation as well.

## ÖZET

Yabancı dil öğretiminde öğrencilerin gereksinimlerine yönelik uygun ders materyallerinin değerlendirilmesi ve seçimi gittikçe önem kazanmaktadır. Özellikle yabancı dil ders kitapları, günümüz eğitim sisteminde yaygın olarak kullanılan materyallerin başında gelmektedir. Bu karşılaştırmalı çalışma, Amerika Birleşik Devletleri'nde ve Türkiye'de çeşitli yüksek öğretim kurumları tarafından yaygın olarak kullanılan Türkçe ve İngilizce yabancı dil ders kitaplarına ilişkin öğrenci ve öğretmen görüşleri alınarak hazırlanmıştır.

Öğretmen ve öğrenci görüşlerine ilişkin veriler, araştırmacının geliştirdiği beşli likert tipi derecelendirme ölçeğine göre hazırlanmış açık uçlu sorularında içinde bulunduğu 30 maddelik ‘ Ders Kitabı Değerlendirme Anketi’ ile sağlanmıştır. İstatistiksel analizler için SPSS İstatistik Paket Programı 11,0 kullanılmış ve maddelerin sayısal ve yüzde değerleri kullanılmıştır. Açık uçlu soruların içerik analizleri yapılmıştır.

Araştırmada elde edilen sonuçlar şunlardır:

1. Öğretmen ve öğrencilerin Türkçe yabancı dil ders kitabına ilişkin görüşleri tüm boyutlarda istatistiksel açıdan farklıdır. Öğrencilerin öğretmenlere oranla daha olumlu görüşlere sahip oldukları saptanmıştır.
2. Dil becerileri boyutunda anlamlı bir farklılık bulunmuştur. Öğretmenler, Türkçe yabancı dil ders kitabını beş dil becerisini dengeli bir biçimde sunma konusunda yetersiz görmektedir.
3. Öğretmen ve öğrencilere göre, Türkçe yabancı dil ders kitabının en etkili yönü ise öğrencilerin yapısal öğeleri öğrenmesine yardımcı olan dilbilgisel açıklamalardır.
4. İngilizce yabancı dil ders kitabına ilişkin öğretmen ve öğrenci görüşlerinde anlamlı bir fark bulunamamıştır. Ancak öğretmenlerin tüm boyutlarda yüksek düzeyde belirsizlik gösterdiği saptanmıştır.
5. Öğretmen ve öğrencilerin görüşlerine göre, İngilizce yabancı dil ders kitabının en etkili yönü yazılı öğelerin anlaşılmasına yardımcı olan görsel öğelere yer vermesidir.

Araştırmanın sonuç kısmında, yazarlar ve araştırmacılar için mevcut ders kitaplarına ilişkin öneriler yer almaktadır. Bu araştırma aynı zamanda materyal uyarlamasının gerekliliğine ve önemine de ışık tutmuştur.

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# CHAPTER I

## INTRODUCTION

The chapter presents an overview of the particular study which aims to assess the efficiency of English and Turkish foreign language textbooks from the perspectives of teachers and students. Firstly, the background to the research problem and the reason for the choice of this research will be explained. The purpose and the significance of the study are also presented in this part of the study. In addition, definitions of textbook, coursebook, material evaluation and adaptation will be mentioned. Finally, in the last section, limitations of the study will be stated.

### **1.1 Background to the Study**

Learning a foreign language is an inevitable part of the educational life for any individual who aspires to be intellectual and thus fit in the current globalized society. It is not surprising that teaching and learning English as a foreign language is encouraged in the first place because of the dominance of English as a lingua franca in all international contexts. It is the language of science, aviation, computing, diplomacy, and tourism. In academic contexts, Swales (1987) estimates that more than 50% of the millions of academic papers published each year are written in English, and the percentage is growing year by year. English plays a part in the cultural, political or economic life of many countries worldwide. It plays a crucial role as a medium of instruction in many schools around the world and the students who understand the English language are more advantageous as the language is internationally recognized, therefore they can further their studies in any country as long as understand the English language (Sheldon, 1988). Kachru (1985) drew attention to the spread of English and classified it in three categories: the inner circle, the outer circle and the expanding circle. He (1989, p. 16) states, “these circles represent the types of spread, the patterns of acquisition, and the functional allocation of English in diverse cultural contexts.” The inner circle consists of the countries where English is the primary language such as United Kingdom, America and Australia. The outer circle refers to the countries where English is used as a second language, basically the countries having colonial history such as India, Kenya, and Malaysia. The expanding circle, on the other hand, involves the countries where English is primarily taught as a foreign language because of its importance in global context. Germany, France, Russia

and Turkey can be classified in this category. (see Figure 1) Therefore, the place of English within education system in Turkey is not more different than the other countries in the expanding circle. In the 1980s, English became the dominant foreign language due to “increasing contact with the free market economies which brought into Turkey many new brands of products, new concepts and terminologies, and popular American culture and media” (Dogancay-Aktuna, 1998, p. 29) In relation to the increase of English due to the economic integration of Turkey into global economy, Acar (2004) draws attention to the employment pages in Turkish daily newspapers, such as *Hürriyet*, *Milliyet*, *Sabah*, and *Radikal*, and daily-regional newspapers like *Yeni Asır*, and shows that many companies with international connections require their personnel to have knowledge of foreign languages. Among these, the most required language appears to be English.

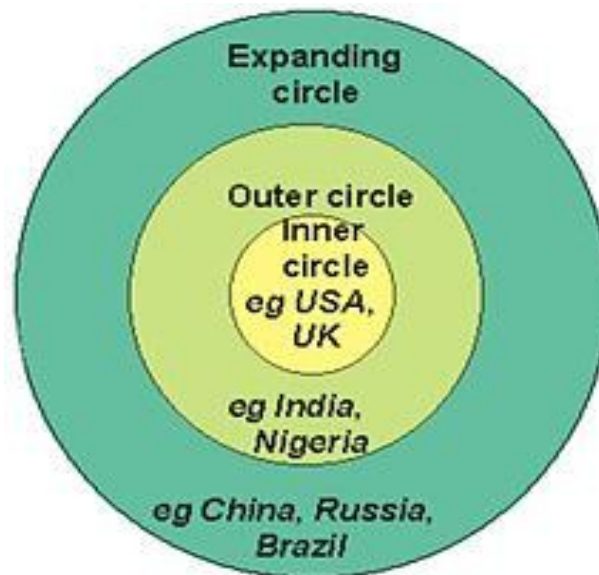


Figure 1: The Three Circles of English as Conceived by Kachru (1985)

Due to the above reasons, the importance of English as a global language has had a great impact on students' attitude in Turkey. In her research related to the language attitudes of Turkish students towards the English language, Karahan (2007) found out that the students generally were aware of the importance of the proficiency level in English helpful in understanding other cultures and consequently, they wished to have more fluent and accurate English speaking skills. Similarly, Çetinkaya (2005) conducted a study on college students in Turkey to find out their perceptions towards communication in English. Results indicate that students in general are willing to communicate in English. Even the less willing students have

a desire to communicate with a foreign friend to speak English. In recent years, parents have also begun to take part in their children's education because of the huge demand for English as a foreign language. A tremendous amount of money has been spent on textbooks every year to make language learning easier and more practical. As English language has such an important place all around the world, the materials used in the learning and teaching process vary from textbooks, videotapes, pictures to the internet. There is a significant number of English textbooks on the commercial market as well, which make the English language accessible to all students and teachers.

Turkish, on the other hand, as a least widely spoken language around the world, is generally offered at several universities as a language requirement for students' major. As a result of the above reason, there are not as many teaching materials in Turkish as in English language. In relation to Turkish teaching materials, Kuruoğlu et al (1996) state that most materials which are available are marginal and are not compatible with the particular needs of language programs. Teachers spend a lot of time developing their own materials in order to meet the needs of their program. Some of those who develop their own materials do not know what other additional teaching aids and materials are available nationwide. Pala (2005) claims that the internet offers large amounts of authentic language in many languages. However, this is not true for less commonly taught languages, such as Turkish. There is a need for more focused attention to develop pedagogically and methodologically sound online materials in Turkish.

The selection of textbook represents one of the most crucial decisions that administrators and teachers have to make, as there are many issues which will affect the development of not only English foreign language textbooks but also Turkish foreign language textbooks in the near future. Cunningsworth (1984) states that most teachers use published teaching materials at some stage in their teaching career. No matter where they teach, what they teach and to whom, they use some coursebooks or other published material for it is time and money saving. Therefore, they have to evaluate the materials to make judgments and to reach sound decisions about them. When taken up in this respect, it is beyond argument that not only textbooks but also other teaching materials have great influence on foreign language learning. In order to find out the best teaching materials, there are some key factors not only teachers and administrators but also textbook authors need to take into account before adopting teaching materials for their learners.

## 1.2 Statement of the Problem

The foreign language textbooks, while not always convenient, are a valuable resource for learners and teachers. If chosen properly, it can serve as a core source or as a supplementary material to support learning and teaching process. Despite the current rich array of foreign language textbooks, selecting the right textbook is still considered as crucial as using the right teaching method. Prior to choosing a textbook, there is a number of questions that not only teachers but also administrators have to ask.

First of all, it is of great importance to determine the course objectives and the content. Matching textbook to the needs of the students, program and the course requires a comprehensive evaluation process. The textbooks need to address specific course objectives which are based on powerful set of educational principles. Evaluating textbooks in terms of its objectives assists teachers to determine the knowledge and skills that students are expected to demonstrate by the end of a course. Since its publication, the Common European Framework of Reference for languages: Learning, Teaching and Assessment has become a valuable guide for teachers, administrators and textbook writers who are directly involved in language teaching and learning process. By the help of proficiency levels, competences and skills that learners need to develop, CEFR helps teachers define what teaching/ learning objectives need to be covered during the course. In this way students also develop their ability to assess their own progress and become more autonomous. Therefore, the foreign language textbooks compared in this particular study will be evaluated in accordance with the principles of the CEFR.

Proficient user	C2	Mastery
	C1	Effective Operational Proficiency
Independent user	B2	Vantage
	B1	Threshold
Basic user	A2	Waystage
	A1	Breakthrough

Figure 2. Proficiency Levels Described in the CEFR

Another important factor that relates to the choosing of a textbook is the format and the organization, which refer to the presentation of the objectives, language items and the topics in each unit. The textbooks which are designed to motivate and engage learners make the material memorable and effective. Mostly, overall layout and design reflect the features of the textbook, including other course components such as workbook, teacher's book and evaluation book. Hence, the overview and the structure of the units need to be taken into account before selecting a textbook.

Based on the variables above, this study intends to answer the question "What do students and teachers think about the textbook they use to teach and learn Turkish and English as a foreign language?" The sub research problems are as follows:

1. What is their opinion about their textbook as a teaching/learning material in terms of its teaching objectives and the content?
  - 1.1. In terms of communicative development
  - 1.2. In terms of intercultural development
  - 1.3. In terms of the development of skills and competences
  - 1.4. In terms of linguistic content
  - 1.5. In terms of thematic content
2. What is their opinion about their textbook's format and the organization?
3. What is their opinion about their textbook as a pedagogical tool which is based on a particular educational theory or principles?
4. To what degree is the evaluation of Turkish foreign language textbook similar to that of English foreign language textbook?
5. What are the strengths and weaknesses of both foreign language textbooks based on the evaluation results?
6. What further suggestions, if any, could be made to improve the current foreign language textbooks in general?



### 1.3 Purpose of the Study

Choosing the suitable textbook for a particular group of learners is a ritual that many teachers are involved in sooner or later although few attach importance on the evaluation. In recent years, enormous arrays of commercial textbooks have been served so perfectly that both teachers and administrators of the schools are easily convinced by the promotions of the publishers, and so ignoring the real mission of the language programs completely. The more diversity and the complexity of materials packages increase, the more evaluation process is ignored. The adoption decisions are highly affected by the efforts of the authors and the publishers who try to make books visually appealing with a wide range of supplementary materials including workbooks, audio materials accompanying CD-ROM and extra photocopiable activities. Among all these factors affecting decision making process for textbook adoption, it is not surprising that the key questions to ask “Why are students taking this course and what are their needs?” are overlooked. Learners, on the other hand, provide significant parameters in the textbook selection process. As teachers and administrators, it is better to look at these parameters such as needs, age, learning styles and levels of the learners to determine the objectives and the content of the language program.

With this purpose in mind, the present study aims to reveal language learners and teachers’ views on foreign language textbooks. It first examines Turkish language learners and teachers’ perception of “Elementary Turkish Textbook” used commonly in most of the American universities. Then it looks into English language learners and teachers views’ of “Face to Face English Textbook” used commonly in most of the Turkish universities. As a conclusion, it compares similarities and differences between both groups of teachers and learners in efficiency of Turkish and English foreign language textbooks and concludes giving some suggestions concerning adaptation of foreign language textbooks to fit the requirements of particular learning situations.

The main goal of this paper is not to criticize textbooks but, on the contrary, to present their current quality, strengths and weaknesses in terms of their teaching objectives and the content from the perspectives of learners and teachers of English and Turkish languages as a foreign language. To avoid the possibility of selecting unsuitable materials resulting in the demotivation of learners towards foreign language learning, it is the main responsibility of teachers and program administrators to examine the textbooks as rigorously as possible.

#### **1.4 Significance of the Study**

The foreign language textbook has been at the center of the classroom curriculum in most of the schools. Textbooks provide teachers adequate guidance on how to organize and plan the content of the lesson. Authentic texts and different kinds of activities which appeal to every kind of learners directly affect students' involvement and performance to the lesson in a positive way. Since language textbooks are still widely used materials in language classes, it is worth evaluating and analyzing these commonly used textbooks so as to find out their strengths and weaknesses.

Language teachers generally attach great importance on providing students best learning environment with effective language materials. Contrary to the textbooks aimed at teaching least widely spoken languages, English textbooks have a considerable impact on all parties involved in learning and teaching process around the world. Due to the global role of English, huge efforts are made to update and improve English textbooks to keep them competitive in the world market. On the other hand, Turkish as a least widely spoken language has been offered at several universities for years. But still, most of the textbooks prepared to teach Turkish language and culture are away from the modern foreign language teaching techniques. Lexical and grammar translation methods are generally applied, which limits the potential improvement of language skills. Furthermore, from Turkish to English translations are frequently given to make the explanations more clear. The textbook titled "Elementary Turkish textbook by Kurtuluş Öztopçu" has been used at more than 30 universities at graduate and undergraduate level in the USA. The situation is also the same for English textbook titled "Face to Face" in Turkey's context. It has been used by some major Turkish universities such as Akdeniz, Dokuz Eylül and Ege University. Selection of the most appropriate textbook is probably one of the most crucial decisions to be made. It is important to weigh up the benefits and costs of a textbook before starting to use it. The textbooks which are away from the traditional teaching methods and implementations provide multiple exposures to the target language and numerous opportunities to practice. In order to find the textbooks which emphasize the importance of the learners' individual needs, systematic evaluation is needed. Comparing both commonly used language textbooks enables teachers, administrators and textbook writers to gain more insight into the nature of the existing textbooks.

### 1.4.1 The Importance of Plurilingualism

The idea of teaching least widely spoken languages is often a neglected issue among educational institutions in different countries. However, in recent years, the concept of plurilingualism has gained importance by the help of Council of Europe in order to promote linguistic diversity in Europe. From this perspective, the aim of language education is profoundly modified. It is no longer seen as simply to achieve ‘mastery’ of one or two , or even three languages, each taken in isolation, with the ‘ideal native speaker’ as the ultimate model. Instead, the aim is to develop a linguistic repertory, in which all linguistic abilities have a place. (CEFR, p.4) Learning a least widely spoken language is a valuable asset for any individual who wants to develop individual skills and competences by helping to increase international and cross cultural tolerance and understanding. Therefore, it is not important whether it is a national language or a minority language; educational authorities, policy makers, researchers and even teachers have the responsibility to promote and facilitate language learning to develop plurilingual competence.

As a least widely spoken language, Turkish is becoming popular day by day in many of the universities in the United States and some other countries as well. However, as all other ‘small’ languages around the world, the people studying and teaching Turkish as a foreign language encounter some problems. One of the most significant problems faced in teaching of Turkish is the inadequacy of teaching materials such as textbooks, exercise books, teachers’ guides and so on. In this research, so as to find out the efficiency of the existing Turkish foreign language textbook, it is compared with an English textbook which is commonly used in many educational settings. Such a comparative study will support the foreign language textbook development and the quality of language teaching regardless of the fact how widely they are spoken all over the world.

### 1.5. Definitions

**Textbook:** Cunningsworth (1995) identifies a textbook as a resource in presenting the material, a source for learners to practice and do the activities. Sheldon (1987), on the other hand, defines the textbook 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/or communicative ability.

Textbooks in traditional pedagogy have evolved into a great variety of resources used in language classrooms such as audio cassettes, videos, CD-ROMs, dictionaries, grammar book, readers, workbooks, teacher's books, photocopied materials, flashcards, and other authentic materials, such as newspaper, photographs, advertisements, radio/TV programs, etc. In many cases the term "materials" is used in place of "textbooks", which refers to anything that is used by teachers or students to facilitate the learning of a language. The term "textbooks" is still widely used, but its reference has expanded from books to all the materials used around or independent of the books.

**Material Evaluation:** Various definitions are given for "material evaluation" in foreign language teaching. Tomlinson (1998) describes it as "the systematic appraisal of the value of materials in relation to their objectives and to the objectives of the learners using them". Kitao (1998, p.1) also defines materials "as the center of instruction and one of the most important influences on what goes on in the classroom." Hutchinson and Waters (1987, p. 97) state that evaluation is basically a matching process, which concerns matching learners' needs to available solutions. Ellis (1997, p.36) expresses two types of material evaluation and names predictive evaluation, which is to make a decision what materials to use, and retrospective evaluation, which is to examine materials that have actually been used. In this research, retrospective evaluation is applied to both textbooks.

**Material Adaptation:** When instructional materials set a barrier to student learning, teacher can adapt it to allow the learners reach greater success. This may be defined as changing the level, context or additions of an activity in order to cover the needs of the learners in an improved way (Mısırlı, 2010). O'Neill (1982, p.153) suggests that the textbook can only provide props and framework for classroom teaching; and no textbook can expect to appeal to all teachers or learners at a particular level. Therefore, adapting their materials allows them to achieve more compatibility and fitness between the textbook and the teaching environment, and maximize the value of the book for the benefit of their particular learners and for the most effective teaching outcomes to achieve. It would consequently lead to the improvement of the textbook in the sense of being able to suit the particular situation and empowering and reskilling the teachers (Apple and Jungck, 1990; Shannon, 1987). Madsen and Bowen (1978, p.7) state that the good teacher is constantly adapting. He adapts when he adds an example not found in the book or when he telescopes an assignment by having students prepare "only the even numbered items". He adapts even when he refers to an exercise covered earlier, or when he introduces a supplementary picture.

## **1.6. Limitations of the Study**

It should be acknowledged that there are some limitations of this research. The relationship between such variables as gender and age and textbook evaluation has not been analyzed. Additionally, this research was focused on a specific group of teachers and students. The results derived from this study can not be generalized as teacher questionnaire is administered to only 22 EFL teachers and 23 Turkish teachers. Student questionnaire is administered to 62 English learners and 35 Turkish learners. Therefore, conclusions need to be confirmed with the similar studies across different universities in Turkey and the USA.

The credibility of the information presented by students and teachers is questionable, as it depends, like all other data collection instruments, on the truthfulness and proper understanding of the respondents. In spite of such limitations due to the lack of student and teacher population, the present study provides valuable information regarding the strengths and weaknesses of existing foreign language textbooks.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **2.1 Foreign Language Textbooks**

Foreign language learning materials play a vital and positive role in the regular teaching and learning process. Students benefit from being involved in language classes while using different kinds of education materials. According to a study done at the University of Texas, people remember 10% of what they read; 20% of what they hear; 30% of what they see; 50% of what they see and hear; 70% of what they say; and 90% of what they do and say (Metcalf 1997).

Among the all teaching and learning materials, it is widely acknowledged that textbooks are one of the most essential and basic tools used in the language classes. According to Richards (2001), they serve as the basis for much of the language input learners receive and for the language practice that occurs in the classroom.

##### **2.1.1 The Roles of Textbooks in Foreign Language Teaching and Learning**

There is a number of reasons why textbooks play a significant role in foreign language teaching. Harmer (1991, p. 257) claims that where a textbook is involved there are obvious advantages for both teachers and students. Good textbooks often contain lively and interesting material; they provide a sensible progression of language items, clearly showing what has to be learnt and in some cases summarizing what has been studied so that students can revise grammatical and functional points that they have been concentrating on. Textbooks can be systematic about the amount of vocabulary presented to the student and allow students to study on their own outside the class. Good textbooks also relieve the teacher from the pressure of having to think of original material for every class. Richards (2001) states that in some situations they may provide the basis for the content of the lessons, the balance of skills taught and the kinds of language practice the students take part in.

Cunningsworth (1995) identifies several points in favor of the use of coursebook. He argues that they are an effective resource for self-directed learning, an effective resource for presentation material, a source of ideas and activities, a reference source for students, a syllabus where they reflect pre-determined learning objectives, and support for less experienced teachers who have yet to gain in confidence.

Regarding the advantages of textbooks, Ur (1996) cites two more benefits of textbooks in relation to meeting the curriculum objectives: a) they provide a clear framework which the teacher and the students know where they are going and what is coming next, b) they serve as a syllabus which includes a carefully planned and balanced selection of language content if it is followed systematically.

Similarly, Bell and Gower (1998) state that coursebooks provide teachers and learners with a range of professionally developed materials within tried and tested syllabus structures, allowing teachers to spend their valuable time more on facilitating learning than materials production. They also note that coursebooks can provide a useful resource for teachers. In some cases, teachers get trained while using foreign language textbooks as tools for passing knowledge. This, however, is through the assistance of a teaching manual which should always be the teacher's main instrument while planning lessons for their students. In the process of acquiring knowledge themselves, teachers would in turn be more informed and thus become effective in teaching (Brophy, 1982). Generally if a teacher becomes more educated in the process of using a foreign language textbook, it is to the advantage of the student as they would be taught more efficiently. This is what a good foreign language textbook should entail together with the other characteristics mentioned above so as to make it as effective as it is intended to be.

Richards (2001) states that without textbooks, a program may have no impact, therefore, they provide structure and a syllabus. Besides, the use of a textbook in a program can guarantee that students in different classes will receive similar content and therefore, can be evaluated in the same way. In other words, textbooks provide the standards in instruction. Moreover, they include a variety of learning resources such as workbooks, CDs and cassettes, videos, etc., which makes the learning environment interesting and enjoyable for the learners. An effective or rather good foreign language textbook published in a way that students can use it even without the presence of the teacher also provide students with the self study opportunities. This is because, sometimes teachers give students assignments required to be done at home. This means that the students would have to carry out the assignments at home and thus would be required to carry the textbooks with them (Harmer, 1991). Since at home there would not be any assistance from the teachers, the textbooks' content may help to understand thus allowing students to use them on their own. This reduces much dependency on teachers hence giving the students a chance to educate themselves. This creates a sense of being dependent and autonomous.

Betsy Parrish (2004, p.227) also identifies following benefits of using a coursebook:

- It assures a measure of structure, consistency, and a logical progression in a class.
- It minimizes preparation time for teachers.
- It allows learners to review material or preview other lessons.
- It meets a learner's needs or expectations of having something concrete to work from and take home for further study.
- It provides novice teachers with guidance in course and activity design.
- It may provide multiple resources: tapes, CDs, videos, self-study work books etc.

While many language teaching professionals present the benefits of using coursebooks in foreign language teaching and learning, some scholars object to the idea of relying on textbooks on grounds that published materials do not always provide types of texts and activities that a teacher is seeking for a given class (Block, 1991). Therefore, various problems concerning using textbooks in language classes have been addressed by a number of researchers.

Allwright (1982) suggests that textbooks are too inflexible and generally reflect the pedagogic, psychological and linguistic preferences and biases of their authors. He emphasizes the limited usefulness of published materials with the following words "...the whole business of the management of language learning is far too complex to be satisfactorily catered for by a pre-packaged set of decisions embodied in teaching materials..." Allwright (1981, p.9) also maintains that given the complexity of the whole business of the management of language learning, even with the best intentions no single textbook can possibly work in all situations.

Similarly, McGrath (2006) notes that coursebooks are seen to have a tendency to dictate what are taught, in an intentional order, and they have a serious impact on how teachers use them. People's perceptions are different and are at times affected by the prejudices that people have. In many situations, people who write textbooks have different perceptions towards the intended audience. Some traditions emphasize on conservation of certain languages such that people should not get to know their language (Littlejohn 1996). The books written with such ideologies are not comprehensive and one ends up formally reading the book and conversing poorly. In other cases, some write books with the highest comprehensive terms possible in the



intention that the audience will spend the least time and efforts possible to fully understand and apply the respective language.

Regarding the inefficiency of textbook use in the classroom, many teachers and researchers complain about the artificiality of the language used in the textbooks. Richards (2001) claims that textbooks sometimes present inauthentic language since texts, dialogues and other aspects of content tend to be specially written to incorporate teaching points and are often representative of real language.

In his investigation into the discourse features of seven dialogues published in coursebooks, Gilmore (2004) also supports the idea of inauthentic language use in textbooks by finding that the textbook dialogues differ considerably from their authentic equivalents across a range of discourse features. Many language textbooks are based on the grammatical and logical facts and they tend to overlook the locality context of application of these languages (Low 1987). In many circumstances, students learn new languages and still face many difficulties in conversing with people in the locality of those same languages especially when cracking jokes. In other words, one needs to learn people's culture besides their language as many language textbooks fail to teach the culture of the language.

Concerning with the place of teachers in using textbooks, Hutchinson & Torres (1994, p. 315) claim that the danger with ready-made textbooks is that they can seem to absolve teachers of responsibility. Instead of participating in the day-to-day decisions that have to be made about what to teach and how to teach it, it is easy to just sit back and operate the system, secure in the belief that the wise and virtuous people who produced the textbook knew what was good for us. Unfortunately this is rarely the case. On the same issue, Richards (2001) also states that if teachers allow textbooks to make most of their decisions for them and if teachers see their role as primarily managing the students through the materials, teaching is trivialized and the level at which teachers are engaged in teaching is reduced to a very superficial one. Teachers have little need to reexamine their goals, methodology, and instructional processes and to become engaged in ongoing critical reflection on their teaching.

One of the most debatable issues in textbooks is the avoidance of such themes as politics, alcohol, pork and smoking. As far as a textbook is concerned, these themes are generally the ones being avoided, because they are seen as inappropriate in most classroom settings. Hill (2005) suggests that these themes include many important aspects of life that must be

included in a language course. Sheldon (1988, p.239) also addresses lack of cultural appropriacy of some textbooks, i.e. the thinking underlying the textbook writing may be different from or in conflict with the assumptions held by the teachers.

More recently, Tomlinson (2008, p. 3) has argued that “many ELT materials (especially global coursebooks) currently make a significant contribution to the failure of many learners of English as a second, foreign or other language to even acquire basic competence in English and to the failure of most of them to develop the ability to use it successfully. They do so by focusing on the teaching of linguistic items rather than on the provision of opportunities for acquisition and development. And they do this because that’s what teachers are expected and required to do by administrators, by parents, by publishers, and by learners too.”

Richards (2001) also cites a few more potential negative effects of using textbooks:

- 1) They may distort content as they often present an idealized view of the world or fail to represent real issues.
- 2) They may not reflect students’ needs and interests due to the fact that textbooks are often written for global markets.
- 3) They can deskill teachers. If teachers use textbooks as the primary source of their teaching leaving the textbook and teacher’s manual to make the major instructional decisions for them, the teachers’ role can become reduced to that of a technician whose primary function is to present materials prepared by others.
- 4) Commercial textbooks may represent a financial burden for students in many parts of the world.

It is very obvious that there is a number of variables that affect the success or failure of the coursebooks when it comes to teach a foreign language. Even if there are a few arguments against the use of coursebooks due to being inflexible or presenting inauthentic language, they are still seen as an indispensable tool in most foreign language programs.

Despite a popular belief that textbooks reduce initiative and creativity in the classroom, and that they will gradually become redundant, “the textbook not only survives, it thrives” (Hutchinson and Torres 1994, p.316). As Cunningsworth (1995) points out that no coursebook designed for the general market will be absolutely ideal for your particular group of learners, but the aim is to find the best possible fit what the coursebook offers and what we

as teachers and students needs. For instance, Mirici et al (2007) have written a TFL coursebook at A1 level of the CEFR for Erasmus Intensive Language Turkish courses within the frame of ERASMUS projects.

Regarding with the relevance of the materials to their particular teaching context, Hill (2005) also claims that due to the wide range of contexts in which coursebooks are used, it is clearly impossible for the writer to ensure that it is perfectly suited for a particular class that a teacher may be using it with. Therefore, what is important for teachers is to find the textbook which is relevant to a specific teaching context and meet the needs of the learners, and help them to create more effective lessons. At this point, evaluation of a textbook becomes more of an issue.

### **2.1.2. The Evaluation and Adaptation Process of Foreign Language Textbooks**

It is highly crucial that educators, administrators and policy makers evaluate and select the most appropriate foreign language textbooks which address to the needs and interests of the learners. Regarding the evaluation of textbooks, Low (1987, p.21) points out that “teachers generally need to screen materials, in order to predict their suitability for particular classes”.

Cunningsworth (1995) and Ellis (1997) suggest that textbook 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. In relation with the benefit of textbooks in terms of helping teachers to gain insight into what they are teaching, Hutchinson (1987) also states that:

“...Materials evaluation do not only serves the immediate practical aim of selecting teaching materials, but also plays a critical role in developing teacher’s awareness in a number of ways, which are teachers being able to analyze their own presuppositions about the nature of language and learning, forcing teachers to set their prerequisites and helping them to see materials as an essential part of the whole teaching/learning situation....”

Evaluation of coursebooks is necessary to reduce the factor of making wrong decisions and wasting time and energy selecting them. Mc Donough and Shaw (1998) point out that evaluating the coursebook is important because an inappropriate choice may waste time and

funds and this may have a demotivating effect on both students and other teachers who will have to use the coursebook for many years.

Cunningsworth (1984) states that most teachers use published teaching materials at some stage in their teaching career. No matter where they teach, what they teach and to whom, they use some coursebook or other published material for it is time and money saving. Therefore, they have to evaluate the materials to make judgments and to reach sound decision about them. He also emphasized that it would not be sensible for teachers to spend long hours duplicating one another's efforts by creating huge quantities of individually material.

A through evaluation pave the way for teaching staff of each organization and policy makers to have this ability to discriminate amongst all the available books in the market and considering weak, as well as strong points of each book educators can choose the most appropriate book. Thus, through identifying strengths and weaknesses in textbooks, optimum use can be adapted or substituted from other books (Cunningsworth 1995, p.14).

In spite of the fact that textbook writers put great effort to meet the needs of the students and teachers, it is clearly impossible to ensure that it can be used for any classroom context. As Williams (1983) claims, any textbook should be used judiciously, since it can not cater equally to the requirements of every classroom setting. Thus, it is necessary that they are adapted in accordance with the unique needs of each language classroom. According to McDonough and Shaw (2003, p. 73), there is clearly a direct relationship between evaluating and adapting materials, both in terms of the reasons for doing so and the criteria used. They put forward the idea that evaluation as an exercise can help us develop insights into different views of language and learning and into the principles of materials design, and is something we do against the background of knowledge of our learners and of the demands and potential of our teaching situation.

Teachers, with direct personal knowledge of their classroom teaching, should see textbooks as their servants instead of masters; as a resource or an 'ideas bank' which can stimulate teachers' own creative potential (Cunningsworth, 1984, p. 65). Edge and Wharton (1998, p.300) state that experienced teachers do not tend to follow the script of a coursebook inflexibly. They add, delete and change tasks at the planning stage, and they reshape their plans during the lesson in response to the interaction that takes place. Richards (1998, p.135) also argues that teachers should approach textbooks with the expectation that deletion,

adaptation, and extension will be normally needed for the materials to work effectively with their class. Unfortunately, teachers generally feel pressure as they are required to use specific textbooks in class which are mostly determined by administrations.

### **2.1.3 Types of Material Evaluation in Language Teaching**

In “Choosing your Coursebook”, Cunningsworth (1995) offers two-stage approach to coursebook evaluation, which are impressionistic view and in depth evaluation. The first stage gives a general introduction to the material such as layout and visuals and the second stage provides how specific items are dealt with, particularly those which relate to students’ learning needs, syllabus requirements, how different aspects of language are dealt with, etc. Regarding these approaches, Cunningsworth (1995) suggests that a combination of both approaches, involving an impressionistic overview of the whole and an in-depth examination of representative samples of the material will form a sound basis for evaluation.

Ellis (1997) also defines two types of material evaluation concerning with the selection of textbooks, which are called “predictive evaluation” and “retrospective evaluation. Predictive evaluation is done before selecting an appropriate textbook for a particular class. According to Mukundan (2007), this kind of evaluation has some drawbacks as it mostly depends on teacher intuitions. He states the problems faced while doing predictive evaluation as;

- The lack of time which is presented to the teacher assigned to the job,
- Teachers’ dependence on publishers comments about the textbook
- Unreliable evaluation instruments

Retrospective evaluation, on the other hand, involves continuous evaluation of the textbook after it is selected and while it is used. Retrospective evaluation of books is done for several reasons some of the important ones being:

- The book that has been selected can be evaluated throughout the period it is used and re-evaluated to determine suitability.
- The results of the while-use evaluation can force it out of the classroom if it is found to be unsuitable.

Teachers can use the results of while use evaluation to make the book more productive and their teaching more effective by identifying parts of the textbook that need adaptation. When the book is used again in another session or term or year in a new class, the teacher would be able to optimize use of the book. Unsuitable parts are deleted and new material found to substitute them. Then other processes of adaptation like simplification are also carried out (Mukundan, 2007).

Apart from these approaches, Cunningsworth (1995, p.14) also points out three types of material evaluation: pre-use evaluation, in-use evaluation and post-use evaluation. Tomlinson (2003, p.23) describes pre-use evaluation as making predictions about the potential value of materials for their users. Cunningsworth claims that this kind of evaluation tends to be the most difficult one since there is no actual experience of using the coursebook. In-use evaluation, on the other hand, involves “matching the coursebook against a specific requirement including the learners’ objectives, the learners’ background, the resources available, etc.” Lastly, post-use evaluation refers to an assessment of a textbook’s fitness over a period of continual use. Regarding the efficiency of these three types of evaluation, Tomlinson (2003, p. 25) argues that post-use evaluation is probably the most valuable type of evaluation as it can measure the actual effects of the materials on the users.

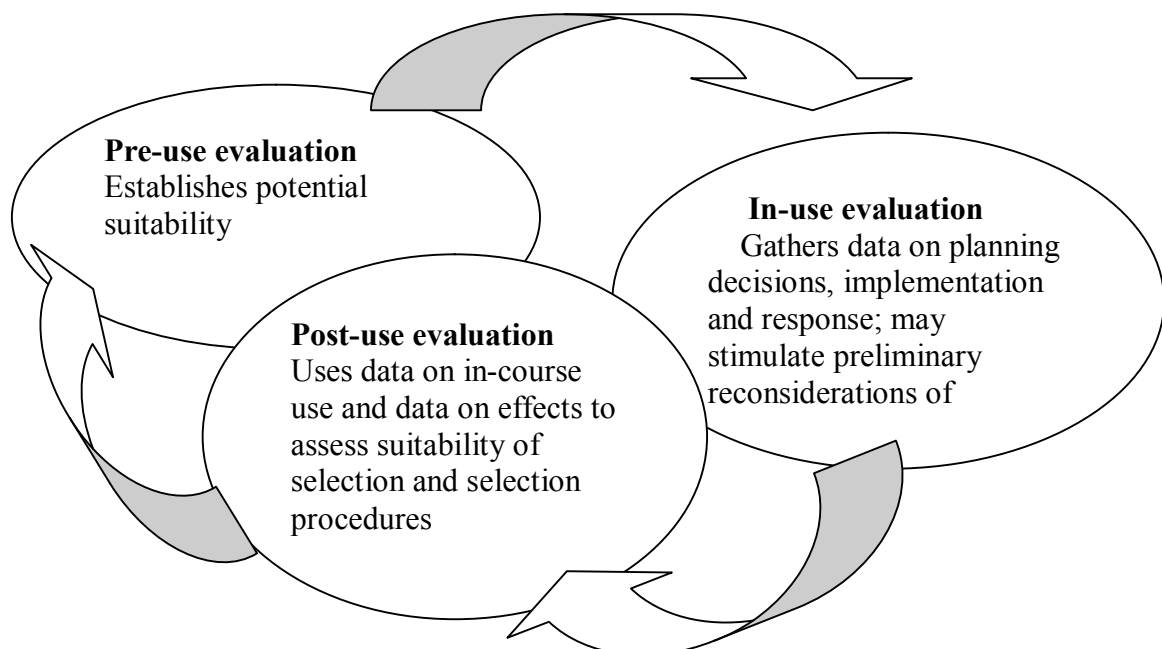


Figure 3. Closing the Circle (Ian McGrath 2002, p.180)

In his article “The empirical evaluation of language teaching materials”, Rod Ellis (1997) introduces two types of materials evaluation: a predictive evaluation designed to make a

decision regarding what materials to use, and a retrospective evaluation designed to examine materials that have actually been used. Ellis argues that retrospective evaluation provides the teacher with information which can be used to determine whether it is worthwhile using the materials again, which activities ‘work’ and which do not, and how to modify the materials to make them more effective for future use. He also points out that these kinds of empirical evaluations are less common because they are seen as time consuming. At this point, Ellis suggests that micro evaluation is one way in which an empirical evaluation can be made more manageable due to its practicality. However, in macro evaluation requires an overall assessment of whether an entire set of materials has worked. Therefore, a series of micro-evaluations can provide the basis for a subsequent macro-evaluation. (Ellis, 1997)

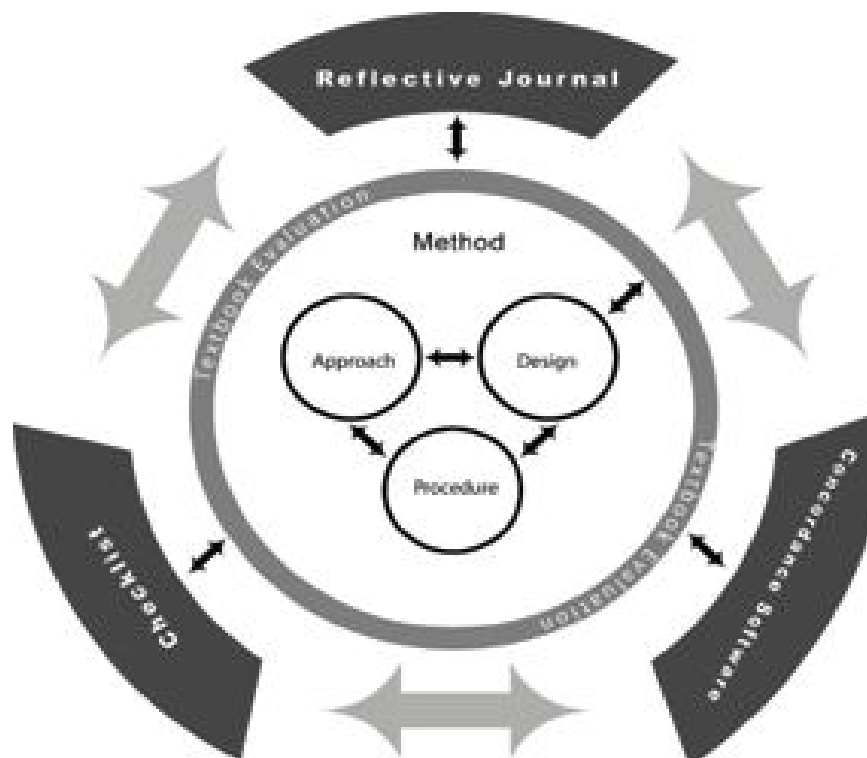


Figure 4: The Composite Framework for ESL Textbook Evaluation (Mukundan, 2004)

Very similar to Cunningsworth two stages approach as mentioned earlier, McDonough and Shaw (2003, p.61) also examine evaluation criteria in two stages; an external evaluation that offers a brief ‘overview’ of the materials from the outside (cover, introduction, table of contents), which is then followed by a closer and more detailed internal evaluation.

According to Hutchinson & Waters (1987, p.97), four major steps can be taken in the evaluation process:

- 1) Defining the criteria – On what basis will you judge materials?
- 2) Subjective analysis – What realizations of the criteria do you want in your course (e.g. who are your learners; what language points should be covered)?
- 3) Objective analysis – How does the material being evaluated realize the criteria (e.g. who is the material intended for; how is the content organized within the units)?
- 4) Matching – How far does the material match your needs?

#### **2.1.4 Developing Criteria for Textbook Evaluation**

Developing a set of criteria for textbook evaluation is not a simple process. A guideline or a framework for the evaluation of a coursebook may be ideal for one particular situation, but may not address to each teaching and learning context without modification. As Sheldon (1988, p. 245) says “it is clear that coursebook assessment is fundamentally subjective, rule-of-thumb activity and that no neat formula, grid or system will ever provide a definite yardstick”. Similarly, Tomlinson (1991, p. 11) mentions that the obvious but important point is that there can be no one model framework for the evaluation of materials; the framework used must be determined by the reasons, objectives and circumstances of the evaluation.

Numerous guidelines have been designed and suggested by experts in the field to evaluate foreign language textbooks and materials so far, among them best-known published examples belonging to Daoud and Celce –Murcia (1979), Cunningsworth (1974, 1984), Sheldon (1988), Harmer (1991), Skierso (1991), Ur (1996) , McDonough (2003) and many others.

One of the most important criteria that Cunningsworth (1995) proposes has four useful principles for evaluating textbooks:

- 1) They should correspond to learners’ needs. They should match the aims and the objectives of the language-learning program.
- 2) They should reflect the uses which learners will make of the language. Textbooks should be chosen that will help equip students to use language effectively for their own purposes.
- 3) They should take account of students’ needs as learners and should facilitate their learning processes, without dogmatically imposing a rigid “method”.
- 4) They should have a clear role as a support for learning. Like teachers, they mediate between the target language and the learner.



In “Choosing Your Coursebooks”, Cunningsworth (1995) offers a quick reference checklist which covers aims and approaches, design and organization, language content and skills, topic, methodology and so on.

Likewise, Grant (1987, p.118) points out that the perfect textbook does not exist and suggests that the textbook should suit the needs, interests and abilities of the students; suit the teacher and it must meet the needs of official public teaching syllabuses or examinations.

Litz (2005) also claims that in the field of ELT textbook design and analysis that evaluation checklists should have some criteria pertaining to the physical characteristics of textbooks such as layout, organizational, and logistical characteristics. A similar approach can be found in the checklist of evaluative criteria designed by McDonough and Shaw (2003). As mentioned earlier, they divide the material evaluation model into two parts: external and internal evaluation. In relation with the external stage, they present the following criteria for evaluation:

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

In order to perform an effective internal inspection of the materials, McDonough & Shaw stress the significance of the following factors in order to examine units of a book (2003, p.63-70):

- 1) The presentation of the skills in the materials
- 2) The grading and sequencing of the materials
- 3) Suitability of the material for different learning style
- 4) The relationship of tests and exercises to (a) learner needs, and (b) what is taught by the course material
- 5) The transparency of the materials to motivate both students and teachers alike

Dickinson (2010), on the other hand, prepared a checklist to evaluate the ability of the materials to promote learning in a particular context:

- 1) General appearance
- 2) Layout and Design
- 3) Methodology
- 4) Activities
- 5) Language skills
- 6) Language Content
- 7) Teachability and flexibility
- 8) Assessment

Grant (1987, p.119), at this issue, has put forward a practical test for initial evaluation which is called “CATALYST”. Each letter in the acronym “CATALYST” stands for the eight criteria for evaluating textbooks in terms of the needs of students and teachers. The criteria represented by the word “CATALYST” are as follows:

- **C**ommunicative?
- **A**ims?
- **T**eachable?
- **A**vailable add-ons?
- **L**evel?
- **Y**our impression?
- **S**tudent interest?
- **T**ried and tested?

McGrath (2002) points out that numerous checklists have been designed for the systematic evaluation of coursebooks and while checklists may vary considerably in their scope, form, detailed criteria and the terms used to describe criteria, there is a degree of consensus

concerning the broad areas of focus. He also suggests that most of the checklists surveyed make reference to the following:

- Design: includes both layout of material on the page and overall clarity of organization
- Language content: coverage of linguistic items and language skills
- Subject matter: topics
- Practical considerations: this category includes availability, durability and price.

### **2.1.5 Criteria Used in the Present Study**

In order to carry out the tasks and activities required to deal with the communicative situations in which they are involved, learners draw upon a number of competences developed in the course of their previous experience (Council of Europe, 2001). Therefore, teaching objectives in terms of communicative, intercultural and pedagogical development are examined in detail as these aspects are closely related to CEFR principles. The following criteria have been used to evaluate the efficiency of current foreign language textbooks.

- **Communicative Competence**

Hymes (1972) defines communicative competence as the knowledge of both rules of grammar and rules of language use appropriate to a given context. The importance of communicative language teaching has been acknowledged in the last decades. Students are no longer expected to memorize lists of grammar rules and vocabulary items but to understand and convey meaning with an adequate knowledge of the form, use, and appropriacy of the language. (Brown, 2001) As communicative interaction encourages cooperative relationship among students, it is of importance for learners to interact with one another such as pair and group works. In the literature, several studies have revealed the importance of collaborative and cooperative learning activities in language classrooms. According to Johnson and Johnson (1987), cooperative learning often produces higher achievement, increases retention, and develops interpersonal skills. Similarly, Swain (2000, p. 97) suggests that collaborative dialogues provide the context in which “language use and language learning can co-occur. It is language use mediating language learning. It is cognitive activity and it is social activity.

- **Intercultural Competence**

The intercultural dimension in foreign language teaching has become a crucial concern for education researchers in recent decades. Jokikokko (2005, p.79) defines intercultural competence as “an ethical orientation in which certain morally right ways of being, thinking and acting are emphasized”. Understanding a language involves not only knowledge of grammar, phonology and lexis but also a certain features and characteristics of the culture. (Çakır, 2006) Concerning the importance of teaching culture, İlter and Güzeller (2005) point out that culture and teaching language cannot be separated, thus culture must be taught while teaching a target language. If languages are taught without their cultures, students are only the strangers who aren't familiar with the target languages. Similarly, Kramsch (1993, p.1) states that culture in language learning is not an expendable fifth skill, tacked on, so to speak, to the teaching of speaking, listening, reading, and writing. It is always in the background, right from day one, ready to unsettle the good language learners when they expect it least, making evident the limitations of their hard-won communicative competence, challenging their ability to make sense of the world around them. However, the objective of language learning is no longer seen as teaching culture of the target language. It is more useful to take a cross - cultural approach in language teaching. By focusing the cross - cultural values, the students will become more conscious to the world's cultural beliefs (İlter et al, 2005). Therefore, the role and responsibility of foreign language teachers is to help learners develop those aspects of intercultural communicative competence that put learners in contact with the cultural world of native speakers and that enable the learners to reflect on their own culture as they analyze it from an external perspective (Byram et al, 1999). In order to understand culture of the target language, learners should be allowed to observe analyze and discuss the products of the target culture such as songs, poems and stories. As suggested by Pesola (1991), students explore cultural perspectives through the study of cultural products such as traditional stories and legends, folk arts, visual arts and artists, musical arts and composers, and realia such as currency, coins, and stamps; and cultural practices such as forms of greeting, use of gestures, recreational activities, home and school life, types of pets and attitudes toward pets, and how children and families move from place to place. Türkan and Çelik (2007) suggest that students' interest in the target culture should be cultivated and maintained at a level in which the students are actively engaged in the material, merely because intercultural competence will make them more aware of their own culture, as well as the target culture. Hence, intercultural competence needs to be emphasized in textbooks to make learners be aware of the world around them.

- **Language Skills and General Competences Development**

The CEFR describes foreign language proficiency levels as A1, A2, B1, B2, C1 and C2. Each level has verbal descriptors in the form of can-do statements relating to five language skill areas; listening, reading, spoken interaction, spoken production and writing (Mirici, 2000). All five language skills are important and support each other. In order to assist learners to improve their language skills, foreign language textbooks should integrate five language skills to real world topics which are relevant to students' lives. When we try to separate parts of a language, such as grammar rules from use or vocabulary lists from context, we end up with meaningless bits. Formal aspects of the language should not, in principle, be taught separately from meaning (McKay et al, 1999). Hence, so as to make language learning meaningful, language skills should be presented in an integrated way.

The general competences of language learners or users, other than communicative competence, consist in particular of their *declarative knowledge*, *skills* and *existential competence* and also their *ability to learn (acquisitional competence)*.

*Declarative knowledge* is understood as knowledge of the world resulting from social experience, education or information sources. As only one aspect of knowledge of world, *sociocultural knowledge* is the knowledge of the society and culture of the community or communities in which a language is spoken. It also includes *intercultural awareness*, which is the knowledge, awareness and understanding of the relation (similarities and distinctive differences) between home and target cultures (Council of Europe, 2001).

*Skills* that learners are required to possess include social skills, living skills, vocational and professional skills and leisure skills. Learners need those practical skills and competences they are required to possess in order to communicate effectively in an area of concern (Council of Europe, 2001). CEF defines *ability to learn* as “the ability to observe and participate in new experience and to incorporate new knowledge into existing knowledge, modifying the latter where necessary” (CEFR 2001, p.106).

Participation in communicative events requires developing above competences so as to communicate meaningfully in the target language. The design of the textbooks is therefore of central importance in language learning environment. Authors and course designers had better take these competences into consideration on the design of the textbooks.

- **Motivation and Attitudes**

Students vary in their motivation. While some learners may want to be proficient and communicate in the target language, others may reject learning. Successful task performance is more likely where the learner is fully involved; a high level of intrinsic motivation to carry out the task – due to interest in the task or because of its perceived relevance, for example to real life needs or to the completion of another linked task- will promote greater learner involvement (Council of Europe, 2001). Since students' motivation and involvement can be enhanced by providing effective sources of real language input, the activities and tasks in a textbook should give learners opportunities to use the language interactively.

Attitudes and personality factors greatly affect not only the language users'/learners' roles in communicative acts but also their ability to learn. The development of an intercultural personality involving both attitudes and awareness is seen by many as an important educational goal in its own right (Council of Europe, 2001). If students bring positive attitudes and expectations to classroom, they will probably be more willing to participate in class.

- **Learner Autonomy and Self Assessment**

Learners are the persons ultimately concerned with language acquisition and learning processes. It is they who have to develop the competences and strategies and carry out the tasks, activities and processes needed to participate effectively in communicative events. However, relatively few learn proactively, taking initiatives to plan, structure and execute their own learning processes (Council of Europe, 2001). Since learners have been encouraged to follow the instructions given by teachers and textbooks for years, they generally lack the ability to make informed decisions concerning their own learning process.

Holec (1981) defines learner autonomy as the “ability to take charge of one's own learning”. In other words, autonomous learners are the ones who have self awareness of their strengths and weaknesses as learners and ability to identify their needs and objectives in this direction. Little (2006) explains how learner autonomy solves the problem of learner motivation: autonomous learners draw on their intrinsic motivation when they accept responsibility for their own learning and commit themselves to develop the skills of reflective self-management in learning; and success in learning strengthens their intrinsic motivation.

In order to develop learners' ability to assess their own progress, it is necessary to motivate them to do so by the help of self assessment tools. The European Language Portfolio is designed to help learners become more conscious of their language learning process and monitor their progress on a regular basis. It has been prepared in accordance with all the requirements of the Council of Europe guidelines and in harmony with the fundamental principles of CEF. The ELP is made up of three parts; the Language Biography, the Dossier and the Language Passport. In the Language Biography the owner keeps records of his/her foreign language learning process and cross cultural experiences. In the Dossier all sorts of documents are kept, and the Language Passport functions as the summary of the Language Biography and the Dossier (Mirici, 2008). The ELP encourage learners to engage in self assessment by the help of "can do" statements in a number of different languages.

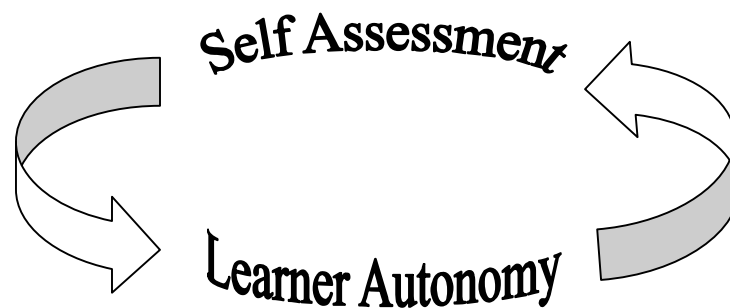


Figure 5: The Principles of European Language Portfolio

Not only the ELP but also the other types of self assessment techniques can be an effective way to motivate and encourage learners to assess their abilities and performances in language learning process. Autonomous learning can not be achieved without self assessment and it can be promoted if ' learning to learn ' is regarded as an integral part of language learning, so that learners become increasingly aware of the way they learn, the options open to them and the options that best suit them (Council of Europe, 2001).

Therefore, textbooks should be designed to encourage "conscious reflection" on learning and motivate learners to record what they have done and what they can do in the target language for their future development. Besides, foreign language textbooks can support the learning process by helping learners to understand their existing knowledge and identify their weaknesses they need to improve with the help of checklist at the end of each unit.

- **Learning Style Differences**

Interdisciplinary content and culture enable learners to use their foreign language so as to gain knowledge in other disciplines as well. As stated by Oxford (2001), in content-based instruction, students practice all five language skills in a highly integrated, communicative fashion while learning content such as science, mathematics, and social studies. For the same individual, there can be many variations in the use of skills and know-how and the ability to deal with the unknown (CEFR, p.12). Such variations can be considered as “learning styles”. McCarthy described “learning styles” as the individual’s perception and use of the knowledge.” In order to increase the efficiency of foreign language textbooks, it is important to recognize students’ learning style differences. The textbooks which recognize the multiple intelligences of learners enable them to extend their learning styles and realize their full potential. The activities and tasks which represent different intelligences make learners to be more attentive in class. Hence, foreign language textbooks should diversify practices so as to accommodate students’ learning styles.

- **Linguistic Content**

The development of the learner’s linguistic competences is an indispensable aspect of language learning. Linguistic competence comprises the knowledge and skills related to lexis, phonology and syntax and other features of language systems, considered independently of the sociolinguistic impact of variations in use and of the pragmatic functions of the utterances produced. The stage of development of the learner’s linguistic resources is a primary factor to be considered in establishing the suitability of a particular task or in manipulating task parameters: level of knowledge and control of grammar, vocabulary and phonology or orthography required to carry out the task, i.e. language resources such as range, grammatical and lexical accuracy, and aspects of language use such as fluency, flexibility, coherence, appropriacy, precision (Council of Europe, 2001). Linguistic competence mainly comprises the following sub competences:

- Lexical competence
- Grammatical competence
- Semantic competence
- Phonological competence



- **Thematic Content**

Authenticity is one of the most significant criteria that needs to be considered before selecting a textbook. Villegas Rogers and Medley (1988, p.468) define “authentic texts” as a naturalness of form and an appropriateness of cultural and situational context found in the language as used by native speakers. McDonough and Shaw (2003, p.40) define authenticity as close an approximation as possible to the world outside the classroom, in the selection of both language material and of the activities and methods used for practice in the classroom. Meaningful communication in the target language can only take place in the presence of authentic texts. Nunan (1988) points out that texts written specifically for the classroom generally distort the language in some way. Therefore, authenticity of the texts should be taken into consideration before choosing a textbook. Moreover, in order to help learners acquire new knowledge in other disciplines such as history, archeology, and literature, textbooks should provide content based activities and tasks.

- **Format and Organization**

The organization of the textbook mostly refers to the presentation of the topics, activities and the illustrations. The foreign language textbooks which are attractively produced and illustrated with photographs, maps and charts usually preferred more than simple and colorless textbooks. Dougill (1987) suggests that the illustrations in the language textbook should serve a function rather than be a decorative. Keskin (2011) also states that utilization of visual and audial tools are effective in concretizing the learning process. To understand the thematic content in each unit, it is important to integrate photos and illustrations with the printed text.

Supplementary materials such as workbook, teachers’ manual and evaluation books are the other essential components of a textbook. There are several views about the functions of teachers’ guide book in language teaching. While some researchers find it as an important part of a materials package, especially for teachers who are less experienced, or whose English is not strong (Cunningsworth and Kusel, 1991, p.128), some find it as a tool which can deskill teachers as their decisions heavily depend on it (Richards, 1993, p. 7). However, it is of great importance for teachers to know what materials are available for the given unit. Hence, teacher’s support book is always essential to offer suggestions for a better exploitation of the textbooks.

### 2.1.6 A Review of Empirical Studies on Foreign Language Textbook Evaluation

Aydemir (2002) carried out a study which aims to investigate the importance of “*Cutting Edge*” as a coursebook used at Osmangazi University Prep. 22 instructors and 100 first year prep school learners participated in the study. The researcher adapted a checklist originally from Cunningsworth. Technical details, methodology, language, skills, activities, cultural factors and other factors were determined as the main criteria of the questionnaire. According to the findings of the research, both instructors and the students were found to be content with the textbook they used. However, teachers suggested that the textbooks should be supported by additional materials in some skills.

Çakıt (2006) carried out a similar study in which she aimed to assess the effectiveness of an intermediate textbook “*New Bridge to Success 3*”, used as an instructional material for the ninth grade high school students in Turkey. The survey and the interview techniques were used to find out the students and teachers’ perceptions about the textbook. A total of 336 students and eight teachers participated in the study. The questionnaire was based on the criteria namely selection and organization of content, level, physical appearance, content, exercises and activities, vocabulary and grammar, clarity of instructions supporting sources, development of learner autonomy and learning style differences. Findings of the research show that both teachers and students perceptions about the textbook are negative in general. The study suggests that the textbooks should support developing four language skills, integrating them in balanced way and providing learners with the opportunities to practice the target language used in daily communication.

Arikan (2008) conducted a study which aims to identify the views of 4<sup>th</sup> grade students and EFL teachers about the textbook “*Time for English*”. The participants of the study were 703 students and 20 teachers in Adana. Both questionnaire and interview were used as data collection instruments. In the questionnaire, the statements were classified under such headings as layout and design, activities, skills, language type, subject and content, and conclusion. Results indicated that students showed high percentage of approval concerning the efficiency of textbook whereas teachers’ views varied remarkably. The study closes with the recommendations about the adaptation of the curriculum and the language textbook.

Another study was conducted on coursebook evaluation by Demir (2008) in which she aims to evaluate English language teaching coursebooks used at primary and secondary level

state schools so as to find out whether there is a match between coursebooks and the proposed objectives of the national curriculum regarding thinking skills. The participants of the study consist of 120 primary and secondary school English teachers teaching English at twenty six different primary schools in Şanlıurfa. The names of the coursebooks evaluated in the study are '*Time for English 4*', '*Globe 5*', '*Enjoy English 5*', '*Build Up 6*', '*Quick Step 6*', '*Let's Speak English 7*' and '*Let's Speak English 8*'. In the study, evaluation instruments prepared by Facione and Facione (1994), Wolcott (2003) and MacCormac (2007) were used since the items in these instruments cover all dimensions of thinking skills. The participants were asked to check the one that looks the most appropriate for the issue under discussion. Twelve categories of evaluation, as listed in Wolcott's rubric, which cover all aspects of thinking skills, were included in the rubric. These were: comparing and contrasting skills; inference, analysis, evaluation and metacognition skills; critical thinking skills; creative thinking, originality and imagination skills; risk taking skills; curiosity; decision making skills; problem solving skills; investigation and research skills; induction and deduction skills; argumentation skills; and classifying skills. The research revealed that the coursebooks are not designed accordingly to realize the objectives stated in the curriculum related to thinking skills. Besides, the coursebooks were found to be insufficient in introducing and fostering thinking skills such as critical thinking, creative thinking, evaluation, problem solving, decision making, researching and metacognition. The study implies the need for change in the coursebooks in order to meet the needs of the English program proposed by the Ministry of Education.

*Texture*, *Time for English*, and *Trip 1*, used as English textbooks for fourth grade students were examined by Kırkgöz (2009). In this study, she aimed to find out the perceptions of the teachers and students concerning various aspects of the textbooks. In order to gain more insight into the use of textbooks, both survey and interview techniques were used as data collection instruments. A textbook evaluation scheme comprising 37 items was developed by the researcher in the light of the curriculum objectives and the literature review. The questionnaire was based on five major components layout and design, language, subject and content, language skills, methodology and overall. The results of the study illustrated that both teachers and students had positive opinions about the textbooks. The study suggests that such evaluation of textbooks should be done on a regular basis to give further insights into the future revision and/or designing of the textbooks for young learners of English.

Kayapınar (2009) conducted a similar study with the English preparatory classes in twenty five different high schools in Mersin. “*Opportunities*” and “*New English File*” coursebook packages were evaluated in accordance with the criteria which include sub titles of subject matter, unit design, structure, vocabulary, pronunciation, exercises, illustrations, and physical make up. In addition to questionnaire, an interview with forty volunteer teachers was carried out to determine the general conceptions of the teachers about the particular textbooks. The results indicated that the coursebook packages did not represent the teachers’ expectations and they did not meet the needs of the learners.

Aydın (2009) conducted a study in which he aims to evaluate reading textbooks used in English Courses. In order to find out the attitudes toward the widely used reading textbooks – *Password 1*, *Read Ahead 1* and *Active 1*- questionnaires were applied to both teachers and students. Twenty students and ten instructors from Çankaya University, Abant İzzet Baysal University and Karaelmas University participated in the study. According to the findings of the research, the teachers found the books helpful in terms of raising their students' interest while the majority of students reported that the textbooks were somewhat stimulating and useful for their purposes.

Tok (2010) also conducted a similar study which aims to examine the advantages and disadvantages of English language textbook “*Spot On*”, used in primary schools in Turkey. A five –likert type scale, which consists of 30 items, was administered to 46 English teachers at primary schools. Teacher textbook evaluation scale used in the study focuses on six criteria as follows: layout and design, activities, skills, language type, subject and content, and the whole aspect. The results of the study revealed that negative aspect of the textbook surpassed the positive aspects. Although there are sufficient varieties in the subject and the content of the textbook, teachers think that the activities do not encourage sufficient communicative and meaningful practices.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter has four sections, which begin presenting the research model. Then, the study groups are mentioned. In the last section, development of data collection instruments is explained in detail and it gives information about the pilot testing of the evaluation instruments.

#### **3.1 Research Model**

The study has been designed covering both quantitative and qualitative data. The ultimate aim of the study is to examine the efficiency of Turkish and English foreign language textbooks from the perspectives of teachers and students.

The research study began with the literature review. In order to determine the relative strengths and weaknesses of each textbook, “textbook evaluation instrument” was administered to both teachers and students. It was an expert opinion questionnaire, which was prepared in accordance with the opinions of the experts in the field of EFL. The data obtained from the study were analyzed descriptively by using SPSS. Percentages and the numbers are used to present the data, which explain the quantitative aspect of the study.

The similarities and differences between the opinions of teachers and students were examined. Comparing and contrasting findings from Turkish foreign language textbook with English foreign language textbook are the qualitative aspect of the study.

#### **3.2 Participants**

Chambers (1997) points out that evaluating textbook is usually more beneficial if it is collectively undertaken by everyone involved in the teaching and learning process. In order to have enough data, this research study focused on not only students’ but also teachers’ views on the usefulness of coursebooks.

**Table 3.1 Foreign Language Textbooks Analyzed by the Participants**

<b>Textbook Name</b>	<b>Writer</b>	<b>Publication</b>
Elementary Turkish Textbook	Kurtuluş Öztopçu	Kebikeç Publishing
Face to Face English Textbook	Chris Redston & Gillie Cunningham	Cambridge University Press

“Elementary Turkish” by Kurtuluş Öztopçu is a beginner level coursebook for learners of Turkish, which has been used at more than 30 universities in the US. On the other hand, elementary “Face to Face” is studied at many Turkish universities as an English textbook in Turkey. Evaluation and comparison of both foreign language textbooks is an important asset not only for the authors of the textbooks but also for the teachers who are expected to use them as language teaching materials (See table 3.1).

**Table 3.2 Number of Participants in the Study**

	<b>TFL Textbook</b>	<b>EFL Textbook</b>
Teachers	23	22
Students	35	62

The data for Turkish textbook were collected from 35 undergraduate and graduate students in the US. In order to inquire the teachers’ attitudes towards the textbook, a coursebook evaluation survey was given to the 23 instructors. The participants who used English textbook was comprised of students at Akdeniz University, School of Foreign Languages during 2010-2011 fall semester. The data for English language textbook “Face to Face” were collected from 62 undergraduate preparatory class students and 22 instructors of different fields at Akdeniz University in Turkey (See table 3.2). The sample of this survey study consists of 97 students and 45 teachers chosen randomly from a total of 7 universities. Students enrolled in the Turkish language program in 6 different American Universities (University of Pennsylvania, Boston University, Syracuse University, Idaho State University, University of California, University of Massachusetts) were asked to complete an extensive survey on their

opinions about several aspects of Turkish textbook. The data for the English textbook were obtained from only one Turkish university in the same academic year.

**Table 3.3 Time Spent for Studying**

Duration	TFL Textbook (Number of students)	EFL Textbook (Number of students)
One semester	19	62
1 semesters	6	
More than 2 semesters	10	

American universities are the ones where Turkish textbook was taught during the 2010-2011 academic year. There are even some students who studied with Turkish textbook more than 2 semesters. On the other hand, use of quantitative as well as qualitative data provided evidence of the effectiveness of “Elementary Turkish Textbook by Kurtuluş Öztopçu” used by students for one academic semester (See table 3.4).

### 3.3 Data Collection Instruments

Data collection, which provides valuable information necessary to make decisions or judgments about the problem, is a key element in the implementation of a research,. In order to obtain data for the experimental research, a questionnaire which consists of 31 statements with two open-ended questions was administered to both teachers and learners. There is a slight difference between teacher and student questionnaire. In the first part of the questionnaire, items about the background of the participating students and teachers besides two open-ended questions were created. The aim of the first part is to gather more detailed information about the opinions of the respondents about the strengths and weaknesses of both language textbooks. The second part of the questionnaire is aimed at gathering quantitative data by the help of Likert scale consisting 31 items.

#### 3.3.1 Development of Data Collection Instruments

In order to find out students’ and teachers’ perceptions regarding with the foreign language textbooks, first of all an interview with ten language learners were conducted to elicit

information about foreign language textbooks and their efficiency in language classrooms. The literature related to textbook evaluation also helped the researcher to gain more insight into textbook evaluation. In order to determine common criteria for the evaluation of textbooks, CEFR principles were examined. On the basis of the analysis of the textbooks, it is important to define objectives clearly in terms of learners' needs. Many parties are concerned with organized language learning, not only the teachers and learners in the classroom, but also educational authorities, examiners, textbook writers and publishers. Textbook writers and course designers are expected to provide detailed instructions for the classroom and/or individual tasks and activities to be undertaken by learners in response to the material presented. Their products greatly influence the learning/teaching process and must inevitably be based on strong assumptions as to the nature of the learning process (Council of Europe, 2001).

The Common European Framework of Reference for Languages (CEFR) provides a common basis for the elaboration of language syllabus, curriculum guidelines, examinations and textbooks across Europe. It is available as a book (Council of Europe, 2001) and on the web [http://www.coe.int/t/dg4/linguistic/Source/Framework\\_EN.pdf](http://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf). It also describes standards for language teaching and learning and is used by an increasing number of educational institutions and organizations in Europe and other parts of the world (Glover et al 2005, p.87). Moreover, the CEFR informs about course objectives, content, teaching procedures, assessment practices and materials; content is based on domains of language use; teaching procedures aims to be interactive and communicative; assessment is based on the skills of speaking, listening, reading and writing (Mirici et al 2009, p. 148-159). Therefore, it is very significant to take the common principles into consideration before making concrete, detailed decisions on the selection and ordering of texts, activities, vocabulary and grammar to be presented to the learner (Council of Europe, 2001).

In the second part of the questionnaire, the statements were categorized under such headings as *activities and tasks*, *linguistic content (grammar, vocabulary, and skill area)* and *thematic content*. According to the greatest theorists such as Sheldon (1988), Brown (1995), Cunningsworth (1995) and Harmer (1996) the evaluation checklists should have some criteria relating to the physical characteristics of textbooks such as layout, organizational, and logistical characteristics. Therefore, the last part of the questionnaire deals with the *layout and design*. The statements in each category are related with the competences such as communicative, linguistic and intercultural which learners need to develop. Students were



asked to give their answers as “*I agree, I agree somewhat, unsure, I disagree somewhat, and I disagree*”. As English learners were beginners of the English language, the items in the questionnaire were translated into Turkish for them. Both surveys were administered toward the end of the first semester, which allowed the data to be analyzed easily.

### 3.3.2 Pilot Testing of the Instrument

Constructing and classifying textbook evaluation criteria are a complex process which needs to be checked to figure out how transparent they are. In order to test the reliability of teacher and student textbook evaluation scale, each of the three aspects, the Cronbach Alpha Coefficients were calculated. In order to collect face and content validity evidence for the questionnaires, an assistant professor’s and an expert English teacher’s opinions were asked, and table of test specification was prepared.

**Table 3.4 The Cronbach Alpha Coefficients of Teacher Textbook Evaluation Scale**

<b>Teacher Textbook Evaluation Scale</b>	<b>Items</b>	<b>Alpha</b>
Activities and Tasks	(1-12)	0, 87
Linguistic & Thematic content	(13-24)	0, 89
Layout & Design	(25-32)	0, 91

Above findings show the internal consistency of teacher textbook evaluation instrument. The alpha coefficients for the items related to each category are respectively .87, .89, and .91, suggesting that items have relatively high internal consistency.

**Table 3.5 The Cronbach Alpha Coefficients of Student Textbook Evaluation Scale**

<b>Student Textbook Evaluation Scale</b>	<b>Items</b>	<b>Alpha</b>
Activities and Tasks	(1-12)	0, 91
Linguistic & Thematic Content	(13-23)	0, 91
Layout & Design	(24-31)	0, 90

As is seen in Table 3.5, alpha coefficients of the items in student textbook evaluation scale are considerably high, which means items have internal consistency.

## CHAPTER IV

### FINDINGS AND RESULTS

This chapter presents the results of the study which aims to assess the effectiveness of Turkish and English foreign language textbooks. The findings and the results are stated under the related problem statements.

#### 4.1 Data Analysis

To answer the research questions, a quantitative and qualitative analysis of the textbook evaluation instruments reported by both groups of teachers and students were applied. In this section, the similarities and the differences between the opinions of the teachers and the students were examined. From table to table, the perceptions of the teachers and students who used Turkish and English textbooks were presented with the numbers and the percentages. In order to identify the appropriateness of the textbook in a particular teaching situation, teaching objectives of both textbooks were analyzed in terms of:

1. Communicative development
2. Intercultural development
3. Skills and competence development
4. Linguistic content
5. Thematic content

Secondly, students' and teachers' opinions about the format and the organization about the textbooks are presented. In the last section, the strengths and weaknesses of both textbooks are displayed within tables.

#### 4.1.1 The Quantitative Data Analysis of Elementary Turkish Textbook

Turkish textbook evaluation instrument was prepared by the researcher in order to find out the views of the students and the teachers. A five point scale (Likert's Scale) ranging from 1 to 5 was given to both teachers and students. There is a slight difference between the teachers' and the students' textbook evaluation instruments. 35 students and 23 teachers from 6 different universities from the USA participated in the study. Tables below outline the findings from the questionnaires used to evaluate Elementary Turkish textbook.

**Table 4.1 Opinions of the Students about the Activities and Tasks**

Statements	1		2		3		4		5	
	N	%	N	%	N	%	N	%	N	%
1. The activities and tasks promote meaningful and communicative practice.	0	0.0	1	2.9	3	8.6	<b>17</b>	<b>48.6</b>	14	40.0
2. The activities and tasks provide practice in spoken language on a variety of topics.	0	0.0	1	2.9	3	8.6	<b>16</b>	<b>45.7</b>	15	42.9
3. The activities and tasks provide practice in written language on a variety of topics.	0	0.0	0	0.0	8	22.9	<b>14</b>	<b>37.1</b>	13	37.1
4. The activities encourage learners to express their feelings and opinions in the target language.	0	0.0	3	8.6	11	31.4	<b>12</b>	<b>34.3</b>	9	25.7
5. Textbook supports cooperative learning and offer tasks that learners can exchange information with themselves in small groups and/or with the teacher.	1	2.9	0	0.0	2	5.7	11	31.4	<b>21</b>	<b>60.0</b>
6. The activities and tasks promote cross-cultural understanding.	0	0.0	2	5.7	7	20.0	<b>15</b>	<b>42.9</b>	11	31.4
7. The tasks and activities allow learners to observe, analyze and discuss the different perspectives and the products of the target culture. (songs, celebrations, family, etc.)	1	2.9	5	14.3	8	22.9	<b>13</b>	<b>37.1</b>	8	22.9
8. Textbook encourages learners to compare and analyze similarities and differences between the native and the target culture.	1	2.9	6	17.1	7	20.0	<b>14</b>	<b>40.0</b>	7	20.0
9. The activities and tasks make a positive contribution to sustaining the learners' motivation.	0	0.0	4	11.4	7	20.0	<b>17</b>	<b>48.6</b>	7	20.0
10. The activities and tasks help learners to become life-long learners by using the language for personal enjoyment. (travel, reading a book, etc.)	1	2.9	3	8.6	9	25.7	<b>13</b>	<b>37.1</b>	9	25.7
11. The topics presented in the textbook help learners acquire new knowledge in other disciplines. (history, archeology, art, literature, etc.)	4	11.4	9	25.7	<b>10</b>	<b>28.6</b>	6	17.1	6	17.1
12. The activities cater to all learning styles including visual, auditory and kinesthetic.	1	2.9	4	11.4	<b>16</b>	<b>45.7</b>	9	25.7	5	14.3

5 = agree    4 = agree somewhat    3 = unsure    2 = disagree somewhat    1 = disagree

As is seen in the students' responses, while 88.6 % students agreed with the idea that the activities and tasks promote meaningful and communicative practice, there is no student who disagreed with it. High rate of students' agreement with the statement may reflect the fact that communicative practice is provided in the Turkish textbook.

Second statement is concerned with the effectiveness of activities and tasks in terms of providing spoken practice in the target language. 88.6 % of students agreed that the activities and tasks provide practice in spoken language on a variety of topics whereas none of them disagree. In statement 3, whereas 77.1% of students agreed with the idea that the activities and tasks provide practice in written language on a variety of topics, 22.9% of students are not sure about it. This may reflect the fact that students are not as satisfied with the practice in written language as the one in spoken language.

Depending on the results, 91 % of students agreed with the idea that textbook supports cooperative learning and allows them to exchange information in small groups. Statement 6 is concerned with the effectiveness of the Turkish textbook in terms of providing cross cultural understanding. While 74 % of students agreed with the statement, 5.7% of students disagreed with it. As for the statement 7, less than 20 % disagreement may reveal the fact that students find the tasks and activities helpful to observe, analyze and discuss the different perspectives and the products of the target culture. Regarding the statement 8, high rate of agreement (70 %) and low rate of disagreement (20%) in students' responses may reflect the fact that textbook encourages learners to compare and analyze similarities and differences between the native and the target culture.

68 % of students agreed that the activities and tasks make a positive contribution to their motivation. 11.4 % disagreed and 20 % remained unsure. In general, students think that the activities and tasks provide motivation. Statement 10 is concerned with the effectiveness of the tasks and activities in terms of helping learners to be life long learners. Only 60 % of the students showed agreement with the statement. Concerning the statement 11, only 35 % showed agreement while majority of the students showed uncertainty and disagreement. This may reflect the fact that students do not believe in textbook in terms of helping learners acquire new knowledge in other disciplines. As is seen in Table 4.1, 45.7 % of students stated that they are unsure about the statement 12. This may result from the fact that textbook does not serve activities for learners with different learning styles.

**Table 4.2 Opinions of the Teachers about the Activities and Tasks**

Statements	1		2		3		4		5	
	N	%	N	%	N	%	N	%	N	%
1. The activities and tasks promote meaningful and communicative practice.	1	4.8	1	4.8	<b>10</b>	<b>47.6</b>	5	23.8	4	19.0
2. The activities and tasks provide practice in spoken language on a variety of topics.	1	4.8	4	19.1	<b>8</b>	<b>38.1</b>	5	23.8	3	14.3
3. The activities and tasks provide practice in written language on a variety of topics.	0	0.0	1	4.8	<b>12</b>	<b>57.1</b>	5	23.8	3	14.3
4. The activities encourage learners to express their feelings and opinions in the target language.	1	4.8	2	9.5	<b>9</b>	<b>42.9</b>	6	28.6	3	14.3
5. Textbook supports cooperative learning and offer tasks that learners can exchange information with themselves in small groups and/or with the teacher.	0	0.0	3	14.3	3	14.3	<b>11</b>	<b>52.4</b>	4	19.0
6. The activities and tasks promote cross-cultural understanding.	0	0.0	4	19.0	5	23.8	3	14.3	<b>9</b>	<b>42.9</b>
7. The tasks and activities allow learners to observe, analyze and discuss the different perspectives and the products of the target culture. (songs, celebrations, family, etc.)	0	0.0	3	14.3	6	28.6	<b>9</b>	<b>42.9</b>	3	14.3
8. Textbook encourages learners to compare and analyze similarities and differences between the native and the target culture.	1	4.8	1	4.8	7	33.3	<b>8</b>	<b>31.8</b>	4	19.0
9. The activities and tasks make a positive contribution to sustaining the learners' motivation.	4	19.0	<b>7</b>	<b>33.3</b>	4	19.0	6	28.6	0	0.0
10. The activities and tasks help learners to become life-long learners by using the language for personal enjoyment. (travel, reading a book, etc.)	2	9.5	6	28.6	<b>7</b>	<b>33.3</b>	2	9.5	4	19.0
11. The topics presented in the textbook help learners acquire new knowledge in other disciplines. (history, archeology, art, literature, etc.)	3	14.3	<b>7</b>	<b>33.3</b>	6	28.6	4	19.0	1	4.8
12. The activities cater to all learning styles including visual, auditory and kinesthetic.	4	19.0	5	23.8	<b>6</b>	<b>28.6</b>	<b>6</b>	<b>28.6</b>	0	0.0

5 = agree    4 = agree somewhat    3 = unsure    2 = disagree somewhat    1 = disagree

As is seen in the teachers' responses to the questionnaire, teachers seem to be less satisfied in all dimensions of the Turkish textbook in general compared to students' responses. In the first statement, the majority of the teachers (47.6%) are not sure about the communicative aspect of the Turkish textbook unlike students. They showed the same uncertainty for the spoken practice as well.

As is seen in Table 4.4, 57.1 % of the teachers are also not sure about the written practice in Turkish textbook. These data show that teachers tend to be negative about the skill practices presented in the Turkish textbook. Nearly half of the teachers (42.9 %) also are not sure about the statement 4, which means teachers do not find the activities encouraging in terms of giving students opportunity to express themselves in the target language. On the other hand, similar to students' responses, the majority of the teachers (71%) agreed that Turkish textbook is effective in terms of supporting cooperative learning among peers.

Statement 6 is concerned with the effectiveness of the Turkish textbook in terms of providing cross cultural understanding. High level of agreement among teachers (42.9%) shows that teachers feel positive about this dimension in the textbook. As for the statement 7, it is obvious from the results that teachers' perceptions about the products of the target culture in the textbook such as songs, celebrations and family are also positive (see Table 4.4).

Regarding the statement 8, high rate of agreement (50%) and low rate of disagreement (9%) in teachers responses may reflect the fact that textbook encourages learners to compare and analyze similarities and differences between the native and the target culture. Concerning the statement 9, unlike students' opinions, the majority of the teachers (33.3%) do not think that the activities and tasks provide motivation.

Statement 10 is concerned with the effectiveness of the tasks and activities in terms of helping learners to be life long learners. Only 30 % of teachers showed agreement .Nearly half of the instructors (47.6%) found the Turkish textbook insufficient in terms of helping learners acquire new knowledge in other disciplines. Statement 12 shows that while only 28.6 % of teachers show agreement, nearly half of the teachers disagree with it. This may result from the fact that the textbook does not serve activities for learners with different learning styles.

**Table 4.3 Opinions of the Students about the Linguistic and Thematic Content**

Statements	1		2		3		4		5	
	N	%	N	%	N	%	N	%	N	%
13. The textbook provides an appropriate balance of the five language skills. (Reading, writing, spoken interaction, spoken production, listening)	0	0.0	5	14.3	4	11.4	<b>19</b>	<b>54.3</b>	7	20.0
14. The textbook presents clear grammar explanations that help learners to communicate.	0	0.0	0	0.0	2	5.7	16	45.7	<b>17</b>	<b>48.6</b>
15. The textbook offers meaningful situations for teaching structural units.	0	0.0	0	0.0	3	8.6	<b>21</b>	<b>60.0</b>	11	31.4
16. Vocabulary is presented in appropriate contexts and situations.	0	0.0	5	14.3	4	11.4	<b>15</b>	<b>42.9</b>	11	31.4
17. The vocabulary load in each unit is reasonable for the level of the learners.	10	28.6	<b>13</b>	<b>37.1</b>	6	17.1	6	17.1	0	0.0
18. The new vocabulary is repeated in subsequent units to reinforce their meaning and usage.	1	2.9	<b>10</b>	<b>28.6</b>	6	17.1	9	25.7	9	25.7
19. The thematic content caters to the needs and goals of the learners.	0	0.0	3	8.6	5	14.3	<b>17</b>	<b>48.6</b>	10	28.6
20. The linguistic content caters to the needs and goals of the learners.	0	0.0	2	5.7	4	11.4	<b>19</b>	<b>54.3</b>	10	28.6
21. The topics and texts are cognitively challenging and allow for the development of creative and critical thinking skills.	0	0.0	4	11.4	10	28.6	<b>14</b>	<b>40.0</b>	7	20.0
22. The textbook provides guidance about phonological rules and pronunciation patterns.	0	0.0	3	8.6	6	17.1	11	31.4	<b>15</b>	<b>42.9</b>
23. The textbook provides extensive exposure to authentic language through purposeful activities.	0	0.0	4	11.4	<b>16</b>	<b>45.7</b>	12	34.3	3	8.6
24. Texts contribute to the ultimate exposure of the learners to a range of literary genres such as short stories, poems and songs.	<b>10</b>	<b>28.6</b>	7	20.0	9	25.7	9	25.7	0	0.0

5 = agree    4 = agree somewhat    3 = unsure    2 = disagree somewhat    1 = disagree

As is seen in Table 4.3, statement 13 deals with the five language skills. 74.3 % of students agreed that textbook provides an appropriate balance of the five language skills, while only 14.3 % of the students disagreed.

As for the statement 14, 94.3 % of students stated that the textbook presents clear grammar explanations that help learners to communicate. Such a high rate of agreement may reflect the fact that the textbook is good at explaining grammar structures well.

As is seen in Table 4.3, 91.4 % of students agreed that the textbook offers meaningful situations for teaching structural units and none of them disagree. This result also shows that textbook is efficient in teaching structural units.

Students' answers to the statement 16 "Vocabulary is presented in appropriate contexts and situations" received 73.3 % agreement and 14.3 % disagreement, which may reveal the fact that student participants think positive about the vocabulary presented in the textbook. However, students seem less satisfied with the vocabulary load in each unit.

As reported in Table 4.3, 67% of the students do not think that the vocabulary load in each unit is reasonable for the learners. Besides, the majority of the students also disagreed that the new vocabulary is repeated in subsequent units to reinforce their meaning and usage.

77.2 % of students think that the thematic content caters to the needs and goals of the learners. Statement 20 is concerned with the linguistic content. 82.9 % of students think that the linguistic content caters to the needs and goals of the learners. In the light of the fact that, students have positive opinions about the thematic and the linguistic content.

More than half of the students (60%) stated that the topics and text are cognitively challenging and allow for the development of creative and critical thinking skills.

As for the statement 22, high rate of agreement (74 %) shows that student respondents are satisfied with the guidance about phonological rules and pronunciation patterns. Statement 24 is relevant to the types of literary genres. The majority of the student participants (48.6%) do not think that texts contribute to the ultimate exposure of the learners to a range of literary genres such as short stories, poems and songs (see Table 4.3).



**Table 4.4 Opinions of the Teachers about the Linguistic and Thematic Content**

Statements	1		2		3		4		5	
	N	%	N	%	N	%	N	%	N	%
13. The textbook provides an appropriate balance of the five language skills. (Reading, writing, spoken interaction, spoken production, listening)	3	15.0	6	30.0	5	25.0	3	15.0	3	15.0
14. The textbook is appropriate for the curriculum.	0	0.0	1	5.0	5	25.0	8	40.0	6	30.0
15. The textbook presents clear grammar explanations that help learners to communicate.	0	0.0	1	5.0	1	5.0	3	15.0	15	75.0
16. The textbook offers meaningful situations for teaching structural units.	1	5.0	0	0.0	2	10.0	8	40.0	9	45.0
17. Vocabulary is presented in appropriate contexts and situations.	1	5.0	1	5.0	3	15.0	11	55.0	4	20.0
18. The vocabulary load in each unit is reasonable for the level of the learners.	3	15.0	7	35.0	5	25.0	5	25.0	0	0.0
19. The new vocabulary is repeated in subsequent units to reinforce their meaning and usage.	2	10.0	9	45.0	5	25.0	4	20.0	0	0.0
20. The thematic content caters to the needs and goals of the learners.	0	0.0	4	20.0	7	35.0	7	35.0	2	10.0
21. The linguistic content caters to the needs and goals of the learners.	0	0.0	0	0.0	3	15.0	14	70.0	3	15.0
22. The topics and texts are cognitively challenging and allow for the development of creative and critical thinking skills.	1	5.0	3	15.0	8	40.0	5	25.0	3	15.0
23. The textbook provides extensive exposure to authentic language through purposeful activities.	1	5.0	4	20.0	7	35.0	6	30.0	2	10.0
24. The textbook provides guidance about phonological rules and pronunciation patterns.	0	0.0	3	15.0	3	15.0	11	55.0	3	15.0

5 = agree    4 = agree somewhat    3 = unsure    2 = disagree somewhat    1 = disagree

As is seen in the teachers' responses to the questionnaire, statement 13 is related with the language skills presented in the Turkish textbook. Nearly half of the teachers (45%) disagreed that the textbook provides an appropriate balance of the five language skills. (see Table 4.4)

As for the statement 14, 90 % of teachers stated that the textbook presents clear grammar explanations that help learners to communicate. Such a high rate of agreement may reflect the fact that the textbook is good at explaining grammar structures well. As is seen in the table 4.4, teachers' strong perception (45% agreeing) shows that textbook is efficient in teaching structural units.

Teachers' responses to the statement 17 "Vocabulary is presented in appropriate contexts and situations" received 75% agreement, which may reflect the fact that teacher participants think positive about the vocabulary presented in the textbook. As is seen in table 4.4, teachers tend to seem less satisfied with the vocabulary load in each unit. 35 % of teachers disagreed somewhat that the vocabulary load in each unit is reasonable for the level of the learners. This may reveal the fact that teachers have difficulty in getting students to learn required vocabulary in each unit. Similar to students' responses, vast majority of the teachers (55%) also think that the new vocabulary is not repeated in subsequent units to reinforce the meaning.

Regarding the statement 20, less than half of the teachers gave positive feedback about the thematic content in the Turkish textbook. It should be also noted that 35 % of teachers showed uncertainty and 20 % showed disagreement. This may support the idea that teachers have relatively negative view about this dimension. On the other hand, both teachers and students feel positive about the linguistic content judging from the descriptive data.

As is seen in Table 4.4, less than half of the teachers (40 %) showed agreement to the statement 22. It is interesting to note that 40 % of the teachers remained unsure. This result may indicate that the respondents seem not very sure whether the topics are cognitively challenging. Besides, the instructors are also not very sure about the authenticity of the tasks and activities in the Turkish textbook. High rate of uncertainty among the teachers and the students shows that Turkish textbook has problems in providing exposure to authentic language through activities (see Table 4.3 and 4.4). As Table 4.4 indicated, teachers are satisfied with the guidance about phonological rules and pronunciation patterns similar to the students.

**Table 4.5 Opinions of the Students about the Format and the Organization of the Textbook**

Statements	1		2		3		4		5	
	N	%	N	%	N	%	N	%	N	%
25. Units are organized in an easy-to-follow format that is appealing and functional.	0	0.0	5	14.3	2	5.7	<b>16</b>	<b>45.7</b>	12	34.3
26. The textbook gives introductory guidance about how the book and its content could be effectively exploited.	0	0.0	1	2.9	9	25.7	11	31.4	<b>14</b>	<b>40.0</b>
27. The instructions for the tasks and activities are clear.	0	0.0	1	2.9	4	11.4	9	25.7	<b>21</b>	<b>60.0</b>
28. The illustrations in the textbook are related to the content to help the learner understand the printed text.	0	0.0	1	2.9	<b>12</b>	<b>34.3</b>	12	34.3	10	28.6
29. The textbook contains charts, diagrams and pictures that help clarify and contextualize information.	1	2.9	3	8.6	<b>14</b>	<b>40.0</b>	3	37.1	4	11.4
30. The textbook provides supplementary materials including CDs and a student book.	0	0.0	1	2.9	3	8.6	8	22.9	<b>23</b>	<b>65.7</b>
31. The difficulty level of the activities and tasks is increased gradually with reinforcement.	0	0.0	1	2.9	3	8.6	15	42.9	<b>16</b>	<b>45.7</b>

5 = agree    4 = agree somewhat    3 = unsure    2 = disagree somewhat    1 = disagree

As is seen in Table 4.5, the significant ratio of students (80%) found the textbook format easy to follow. The reason why students are contented with the format may be the fact that it is well suited for self-study since explanations are given in detail with translations.

Statement 26 received 71.4 % agreement and only 2.9 % disagreement from the students, which may show that students feel positive about the introductory guidance. It can be seen students' relatively strong perception about the statement 27. 85.7 % of the students think that the instructions for the tasks and the activities are clear as the instructions are given in English, which is most of the students' native language.

As is seen in Table 4.5, less than half of the students are unsure or disagree with the statement 28. This may reveal the fact that students do not find the illustrations in the textbook very useful for the comprehension of the printed text. Besides, less than half of the students (48.5%) think the textbook contains visual aids in order to clarify and contextualize information. Therefore, the quantitative data show that Turkish textbook has some problems with the illustrations. More than 80% of the students seem to have positive opinions regarding the supplementary materials although the textbook does not provide any supplementary materials other than CDs (see table 4.5). In addition, vast majority of the students (88.6 %) feel that the difficulty level of the activities and tasks is increased gradually with reinforcement.

**Table 4.6 Opinions of the Teachers about the Format and the Organization of the Textbook**

Statements	1		2		3		4		5	
	N	%	N	%	N	%	N	%	N	%
25. Textbook suggests clear and concise teaching techniques and methodology for each unit.	6	30.0	4	20.0	4	20.0	4	20.0	2	10.0
26. Units are organized in an easy-to-follow format that is appealing and functional.	1	5.0	6	30.0	5	25.0	5	25.0	3	15.0
27. The textbook gives introductory guidance about how the book and its content could be effectively exploited.	3	15.0	4	20.0	7	35.0	6	30.0	0	0.0
28. The instructions for the tasks and activities are clear.	0	0.0	1	5.0	1	5.0	9	45.0	9	45.0
29. The illustrations in the textbook are related to the content to help the learner understand the printed text.	2	10.0	2	10.0	11	55.0	3	15.0	2	10.0
30. The textbook contains charts, diagrams and pictures that help clarify and contextualize information.	4	20.0	7	35.0	6	30.0	2	10.0	1	5.0
31. The textbook provides supplementary materials including CDs and a student book.	1	5.0	1	5.0	2	10.0	12	60.0	4	20.0
32. The difficulty level of the activities and tasks is increased gradually with reinforcement.	0	0.0	2	10.0	4	20.0	6	30.0	8	40.0

5 = agree    4 = agree somewhat    3 = unsure    2 = disagree somewhat    1 = disagree

As is seen in the teachers' responses above (see Table 4.6), the significant number of teachers (50%) do not think that textbook suggests clear and concise teaching techniques and methodology for each unit. As illustrated in Table 4.6, 35 % of the teachers disagreed that the units are organized and the format is appealing. This may result from the fact that the colour of the papers in Turkish textbook is black and white. Teachers' additional comments on the format of the textbook also support the above findings.

Statement 27 received 35% disagreement and 35 % uncertainty from teachers, which may result from the fact that textbook does not offer a teachers' manual or supplemental book.

As for the statement 28, similar to students' responses, 90 % of the teachers think that the instructions for the tasks and activities are clear. As the instructions are given in the students' mother tongue, such a result may not be surprising.

Regarding the statement 30, more than half of the teachers (55%) are not sure about the efficiency of the illustrations in the Turkish textbook. Such a high rate of uncertainty and the low rate of agreement indicate that teachers do not find the illustrations related to the content to help the learner understand the printed text. Similarly, more than half of the teachers (55%) disagreed that the textbook contains charts, diagrams and pictures that help clarify and contextualize information. As is seen in Table 4.6, teachers seem to have positive opinions regarding the supplementary materials as 80 % of the teachers state that the textbook provides supplementary materials including CDs and a student book.

In the last statement, similar to students' responses, vast majority of the teachers (70%) also think that the difficulty level of the activities and tasks is increased with reinforcement.

#### **4.1.2 The Quantitative Data Analysis of English Textbook "Face to Face"**

English textbook evaluation instrument is quite similar to Turkish textbook evaluation instrument. In order to have an insight into the English textbook, questionnaires were applied to both English teachers and students. The questionnaires were responded by 62 students and 22 teachers from one Turkish university. The tables below illustrate the findings of the questionnaires used to evaluate English foreign language textbook.

**Table 4.7 Opinions of the Students about the Activities and Tasks**

Statements	1		2		3		4		5	
	N	%	N	%	N	%	N	%	N	%
1. The activities and tasks promote meaningful and communicative practice.	3	4.8	5	8.1	11	17.7	<b>35</b>	<b>56.5</b>	8	12.9
2. The activities and tasks provide practice in spoken language on a variety of topics.	3	4.8	4	6.5	7	11.3	<b>39</b>	<b>62.9</b>	9	14.5
3. The activities and tasks provide practice in written language on a variety of topics.	2	3.2	<b>32</b>	<b>51.6</b>	19	30.6	7	11.3	2	3.2
4. The activities encourage learners to express their feelings and opinions in the target language.	3	4.8	6	9.7	21	33.9	<b>24</b>	<b>38.7</b>	8	12.9
5. Textbook supports cooperative learning and offer tasks that learners can exchange information with themselves in small groups and/or with the teacher.	2	3.2	5	8.1	16	25.8	<b>27</b>	<b>43.5</b>	12	19.4
6. The activities and tasks promote cross-cultural understanding.	5	8.1	9	14.5	<b>22</b>	<b>35.5</b>	<b>22</b>	<b>35.5</b>	4	6.5
7. The tasks and activities allow learners to observe, analyze and discuss the different perspectives and the products of the target culture. (songs, celebrations, family, etc.)	2	3.2	8	12.9	21	33.9	<b>25</b>	<b>40.3</b>	6	9.7
8. Textbook encourages learners to compare and analyze similarities and differences between the native and the target culture.	3	4.8	9	14.5	21	33.9	<b>25</b>	<b>40.3</b>	4	6.5
9. The activities and tasks make a positive contribution to sustaining the learners' motivation.	6	9.7	5	8.1	15	24.2	<b>27</b>	<b>43.5</b>	9	14.5
10. The activities and tasks help learners to become life-long learners by using the language for personal enjoyment. (travel, reading a book, etc.)	5	8.1	9	14.5	14	22.6	<b>25</b>	<b>40.3</b>	9	14.5
11. The topics presented in the textbook help learners acquire new knowledge in other disciplines. (history, archeology, art, literature, etc.)	8	12.9	6	9.7	10	16.1	<b>21</b>	<b>33.9</b>	17	27.4
12. The activities cater to all learning styles including visual, auditory and kinesthetic.	3	4.8	6	9.7	7	11.3	<b>28</b>	<b>45.2</b>	18	29.0

5 = agree    4 = agree somewhat    3 = unsure    2 = disagree somewhat    1 = disagree

Based on the results displayed in Table 4.7, students (69.4%) agreed that the activities and tasks support meaningful communicative practice in class. The disagreement rate is also low. Clearly, the respondents are particularly optimistic about the statement. Responses to statement 2 indicate that 77.4 % of students either ‘strongly agree’ or ‘agree’. It is obvious that students find the activities and tasks helpful in terms of providing practice in spoken language.

As is seen students’ responses to the statement 3, half of the students (50%) disagreed that the activities and tasks provide practice in written language. Besides, nearly one third of the students (30.6) showed uncertainty, which may reveal that they are not as satisfied with the written practice in the textbook as in the spoken practice.

As is seen in Table 4.7, nearly half of the students stated that the activities encourage learners to express their feelings and opinions in the target language. Low rate of disagreement also supports students’ positive perceptions on this dimension. Similarly, majority of the students (63%) also agreed that the textbook supports cooperative learning.

Concerning the statement 6, less than 50% of the students agreed that the activities and tasks promote cross cultural understanding and nearly one third of the students remained unsure about the statement, which may reflect the fact that students are not totally satisfied with the intercultural aspect. Based on the students’ responses to the statements 7 and 8, it is also understandable that students’ attitude toward culture learning and comparing with the target culture is somehow negative.

As is seen in Table 4.7, 58% of the students agreed that the activities and tasks make a positive contribution to their motivation. 18% disagreed and 24.2% showed uncertainty, which may reflect the fact that students are particularly positive about this dimension. As illustrated in Table 4.7, more than half of the students (54.7%) agreed that the activities and tasks help learners to become life-long learners by using the language for personal enjoyment. (travel, reading a book, etc.)

In the last statement, nearly 75% of the students believe that the activities in the textbook cater to all learning styles, which may reveal the fact that English textbook give importance on learning style differences.

**Table 4.8 Opinions of the Teachers about the Activities and Tasks**

Statements	1		2		3		4		5	
	N	%	N	%	N	%	N	%	N	%
1. The activities and tasks promote meaningful and communicative practice.	0	0.0	1	4.5	7	31.8	<b>13</b>	<b>59.1</b>	1	4.5
2. The activities and tasks provide practice in spoken language on a variety of topics.	1	4.5	2	9.1	4	18.2	<b>14</b>	<b>63.6</b>	1	4.5
3. The activities and tasks provide practice in written language on a variety of topics.	5	22.7	<b>8</b>	<b>36.4</b>	6	27.3	2	9.1	1	4.5
4. The activities encourage learners to express their feelings and opinions in the target language.	2	9.1	1	4.5	8	36.4	<b>10</b>	<b>45.5</b>	1	4.5
5. Textbook supports cooperative learning and offer tasks that learners can exchange information with themselves in small groups and/or with the teacher.	0	0.0	5	22.7	5	22.7	<b>12</b>	<b>54.5</b>	0	0.0
6. The activities and tasks promote cross-cultural understanding.	0	0.0	2	9.1	4	18.2	<b>10</b>	<b>45.5</b>	6	27.3
7. The tasks and activities allow learners to observe, analyze and discuss the different perspectives and the products of the target culture. (songs, celebrations, family, etc.)	2	9.1	4	18.2	<b>9</b>	<b>40.9</b>	7	31.8	0	0.0
8. Textbook encourages learners to compare and analyze similarities and differences between the native and the target culture.	3	13.6	6	27.3	<b>11</b>	<b>50.0</b>	2	9.1	0	0.0
9. The activities and tasks make a positive contribution to sustaining the learners' motivation.	2	9.1	<b>8</b>	<b>36.4</b>	<b>8</b>	<b>36.4</b>	4	18.2	0	0.0
10. The activities and tasks help learners to become life-long learners by using the language for personal enjoyment. (travel, reading a book, etc.)	2	9.1	<b>9</b>	<b>40.9</b>	7	31.8	3	13.6	1	4.5
11. The topics presented in the textbook help learners acquire new knowledge in other disciplines. (history, archeology, art, literature, etc.)	5	22.7	5	22.7	7	<b>31.8</b>	5	22.7	0	0.0
12. The activities cater to all learning styles including visual, auditory and kinesthetic.	2	9.1	4	18.2	<b>10</b>	<b>45.5</b>	6	27.3	0	0.0

5 = agree    4 = agree somewhat    3 = unsure    2 = disagree somewhat    1 = disagree



As is seen in teachers' responses to the questionnaire, 63.6 % of the teachers agreed that the activities and tasks support meaningful communicative practice in class. As the disagreement rate is low, the respondents are particularly optimistic about the statement. As for the spoken practice presented in English textbook, 68.1 % of the teachers expressed agreement, which shows the activities and tasks are helpful in terms of providing practice in spoken language. On the other hand, regarding the written practice in the textbook, the majority of the teachers (59%) showed disagreement and nearly one third of the teachers (27.3%) showed uncertainty. This may reveal the fact that the English textbook is not sufficient to meet the needs of the students in terms of providing written practice (see Table 4.8).

As can be seen in Table 4.8, the majority of the teachers (50%) stated that the activities encourage learners to express their feelings and opinions in the target language. Besides, significant number of teachers (54.5%) also thinks that the English textbook supports cooperative learning and gives learners opportunity to practice in pairs and small groups.

As illustrated in Table 4.8, unlike students' opinions, 72.8% of the teachers either 'agreed' or 'somewhat agreed' that the activities and tasks in English textbook promote cross cultural understanding. However, the majority of the teachers (40.9%) do not think that the tasks and activities allow learners to observe, analyze and discuss the products of the target culture. Similarly, significant number of teachers (40%) also did not agree that textbook encourages learners to compare and analyze similarities and differences between the native and the target culture. In general, it is understandable also from the previous statement's responses that teachers' attitude toward culture learning and comparing with the target culture is somehow negative.

As Table 4.8 indicated, 45.5% responded unfavorably to the textbook's contribution to sustaining motivation. Besides, 36.4% of the teachers are unsure about this particular aspect of the textbook.

Unlike students' responses, half of the teachers do not think that English textbook help learners to become life long learners, which may reveal the fact that the perception of the English textbook's efficiency changes from teachers to students. With respect to learning styles, the high rate of uncertainty among teachers (45.5%) may indicate the fact that they are not totally satisfied with the different learning styles in the textbook (see Table 4.8).

**Table 4.9 Opinions of the Students about the Linguistic and Thematic Content**

Statements	1		2		3		4		5	
	N	%	N	%	N	%	N	%	N	%
13. The textbook provides an appropriate balance of the five language skills. (Reading, writing, spoken interaction, spoken production, listening)	3	4.8	6	9.7	12	19.4	<b>33</b>	<b>53.2</b>	8	12.9
14. The textbook presents clear grammar explanations that help learners to communicate.	6	9.7	5	8.1	20	32.3	<b>25</b>	<b>40.3</b>	6	9.7
15. The textbook offers meaningful situations for teaching structural units.	5	8.1	5	8.1	15	24.2	<b>33</b>	<b>53.2</b>	4	6.5
16. Vocabulary is presented in appropriate contexts and situations.	1	1.6	6	9.7	6	9.7	<b>26</b>	<b>41.9</b>	23	37.1
17. The vocabulary load in each unit is reasonable for the level of the learners.	3	4.8	5	8.1	15	24.2	<b>24</b>	<b>38.7</b>	15	24.2
18. The new vocabulary is repeated in subsequent units to reinforce their meaning and usage.	3	4.8	4	6.5	14	22.6	20	32.3	<b>21</b>	<b>33.9</b>
19. The thematic content caters to the needs and goals of the learners.	2	3.2	6	9.7	23	37.1	<b>25</b>	<b>40.3</b>	6	9.7
20. The linguistic content caters to the needs and goals of the learners.	5	8.1	5	8.1	18	29.0	<b>23</b>	<b>37.1</b>	11	17.7
21. The topics and texts are cognitively challenging and allow for the development of creative and critical thinking skills.	2	3.2	6	9.7	23	37.1	<b>25</b>	<b>40.3</b>	6	9.7
22. The textbook provides guidance about phonological rules and pronunciation patterns.	5	8.1	7	11.3	7	11.3	21	33.9	<b>22</b>	<b>35.5</b>
24. Texts contribute to the ultimate exposure of the learners to a range of literary genres such as short stories, poems and songs.	9	14.5	12	19.4	<b>24</b>	<b>38.7</b>	13	21.0	4	6.5

5 = agree    4 = agree somewhat    3 = unsure    2 = disagree somewhat    1 = disagree

Students' responses on the linguistic and thematic content of the English textbook are given in Table 4.9. Regarding the five language skills presented in the textbook, 66.1 % of the students stated that English textbook provides an appropriate balance of five language skills. Low rate of disagreement indicates that students feel positive about the presentation of the language skills.

As is seen in Table 4.9, half of the students (50% agreeing or agreeing somewhat) stated that the textbook presents clear grammar explanations that help learners to communicate. However, one third of the students (32.3%) are unsure about the statement. This may reveal the fact that students have particularly positive opinions about the grammar presented in the textbook. Similarly, more than half of the students (59.7% agreeing or agreeing somewhat) responded positively to the presentation of the structural patterns.

As the vocabulary presented in the textbook concerns, the majority of the students (79%) agreed that the vocabulary is presented in the appropriate contexts and situations. In addition, 62.9% of the students are satisfied with the vocabulary load given in each unit. Approximately, two third of the students (66.2%) stated that the vocabulary is repeated in subsequent units. From the students' point of view, the findings concerning the efficiency of the vocabulary in the English textbook are positive in general.

As indicated in Table 4.9, while 50% of the students stated that the thematic content caters to the needs and goals of the learners, 37.1 % of the students showed uncertainty. This may reveal the fact that students are not totally contented with the thematic content. On the other hand, more than half of the students (54.8%) stated that the linguistic content caters to the needs and goals of the learners.

In connection with the statement 21, 50% of the students agreed that the topics and texts are cognitively challenging while one third of the students (37.1%) remained unsure.

As indicated in Table 4.9, regarding the statement 22, 69.4% of the students found the guidance about the phonological rules and the pronunciation helpful.

The last statement in Table 4.9 shows the efficiency of the literary genres in the English textbook. While the majority of the students showed uncertainty, only 27.5% of the students agreed with the statement.

**Table 4.10 Opinions of the Teachers about the Linguistic and Thematic Content**

Statements	1		2		3		4		5	
	N	%	N	%	N	%	N	%	N	%
13. The textbook provides an appropriate balance of the five language skills. (Reading, writing, spoken interaction, spoken production, listening)	3	13.6	4	18.2	4	18.2	<b>8</b>	<b>36.4</b>	3	13.6
14. The textbook is appropriate for the curriculum.	2	9.1	4	18.2	5	22.7	<b>8</b>	<b>36.4</b>	3	13.6
15. The textbook presents clear grammar explanations that help learners to communicate.	1	4.5	4	18.2	<b>6</b>	<b>27.3</b>	<b>6</b>	<b>27.3</b>	5	22.7
16. The textbook offers meaningful situations for teaching structural units.	2	9.1	5	22.7	2	9.1	7	<b>31.8</b>	6	27.3
17. Vocabulary is presented in appropriate contexts and situations.	1	4.5	3	13.6	7	31.8	<b>8</b>	<b>36.4</b>	3	13.6
18. The vocabulary load in each unit is reasonable for the level of the learners.	0	0.0	3	13.6	6	27.3	<b>8</b>	<b>36.4</b>	5	22.7
19. The new vocabulary is repeated in subsequent units to reinforce their meaning and usage.	1	4.5	6	27.3	6	27.3	<b>9</b>	<b>40.9</b>	0	0.0
20. The thematic content caters to the needs and goals of the learners.	2	9.1	4	18.2	<b>11</b>	<b>50.0</b>	5	22.7	0	0.0
21. The linguistic content caters to the needs and goals of the learners.	1	4.5	5	22.7	7	31.8	<b>8</b>	<b>36.4</b>	1	4.5
22. The topics and texts are cognitively challenging and allow for the development of creative and critical thinking skills.	2	9.1	<b>9</b>	<b>40.9</b>	7	31.8	4	18.2	0	0.0
23. The textbook provides guidance about phonological rules and pronunciation patterns.	2	9.1	1	4.5	2	9.1	<b>12</b>	<b>54.5</b>	5	22.7
24. The textbook provides extensive exposure to authentic language through purposeful activities.	0	0.0	2	9.1	7	31.8	5	22.7	<b>8</b>	<b>36.4</b>

5 = agree    4 = agree somewhat    3 = unsure    2 = disagree somewhat    1 = disagree

As is seen in the teachers' responses to the questionnaire in Table 4.10, 50% of the teachers stated that textbook provides an appropriate balance of five language skills. While one third of the teachers (31.8%) showed disagreement, only 18.2% remained unsure to the statement.

Concerning the statement 14, while half of the teachers agreed that the textbook is appropriate for the curriculum, the uncertainty among teachers (22.7%) is also noticeable.

Regarding the presentation of grammatical structures, 50% of the teachers (either agreed or agreed somewhat) stated that textbook presents clear grammar explanations that help learners to communicate. Nearly one third of the teachers showed uncertainty with the related item, which may reveal the fact that teachers have particularly positive opinions about the grammar explanations. Similarly, 50% of the teachers also think that the vocabulary is presented in appropriate contexts and situations. Nearly 60% of the teachers agreed that the vocabulary load in each unit is reasonable (see Table 4.10).

As illustrated in Table 4.10, 50% of the teachers remained unsure about the thematic content of the textbook. Low rate of agreement to the statement is also noticeable. Similarly, one third of the teachers showed uncertainty about the linguistic content, which may shows that teachers are somehow unsure about the linguistic and the thematic content.

In relation to the statement 22, half of the teachers disagreed that the topics and texts are cognitively challenging, which may reveal the fact that English textbook is insufficient in terms of developing learners' creative and critical thinking skills.

As indicated in Table 4.10, teachers' perceptions in relation to the guidance about phonological and pronunciation patterns are highly positive. 77.2% of the teachers agreed with the statement.

In the last statement, while 59.1% of the teachers agreed that the textbook provides extensive exposure to authentic language through purposeful activities, only 9.1% of the teachers showed uncertainty.

**Table 4.11 Opinions of the Students about the Format and the Organization of the Textbook**

Statements	1		2		3		4		5	
	N	%	N	%	N	%	N	%	N	%
25. Units are organized in an easy-to-follow format that is appealing and functional.	4	6.5	5	8.1	11	17.7	<b>33</b>	<b>53.2</b>	9	14.5
26. The textbook gives introductory guidance about how the book and its content could be effectively exploited.	3	4.8	5	8.1	20	32.3	<b>27</b>	<b>43.5</b>	7	11.3
27. The instructions for the tasks and activities are clear.	3	4.8	8	12.9	22	35.5	<b>24</b>	<b>38.7</b>	5	8.1
28. The illustrations in the textbook are related to the content to help the learner understand the printed text.	0	0.0	4	6.5	9	14.5	<b>32</b>	<b>51.6</b>	17	27.4
29. The textbook contains charts, diagrams and pictures that help clarify and contextualize information.	0	0.0	0	0.0	7	11.3	<b>30</b>	<b>48.4</b>	18	29.0
30. The textbook provides supplementary materials including CDs and a student book.	1	1.6	2	3.2	6	9.7	25	40.3	<b>28</b>	<b>45.2</b>
31. The difficulty level of the activities and tasks is increased gradually with reinforcement.	1	1.6	2	3.2	9	14.5	<b>31</b>	<b>50.0</b>	19	30.6

5 = agree    4 = agree somewhat    3 = unsure    2 = disagree somewhat    1 = disagree

As indicated in Table 4.11, more than half of the students (67.7%) agreed that units are organized in an easy-to-follow format which is appealing and functional. The uncertainty rate is low, which may reveal the fact that they are satisfied with the format of the textbook.

54.8% of the students agreed that the textbook gives introductory guidance about the content of the textbook. Nearly one third of the students remained unsure.

As is displayed in Table 4.11, less than half of the students (46.8%) think that the instructions for the tasks and activities are clear. The uncertainty rate (35.5%) among students is also noticeable, which may reflect the fact that students do not find the instructions completely helpful.

As is seen in table 4.11, vast majority of the students (79%) feel that the illustrations in the textbook are related to the content to help learner understand the printed text. Similarly, 77.4% of the students agreed that the textbook contains charts, diagrams and pictures that help clarify and contextualize information. Statement 30 received the highest agreement rate from students. 95.5% of the students think that the textbook provides supplementary materials including CDs and a student book. Lastly, 80.6% of the students agree that the difficulty level of the activities and tasks is increased gradually with reinforcement (see Table 4.11).

**Table 4.12 Opinions of the Teachers about the Format and the Organization**

Statements	1		2		3		4		5	
	N	%	N	%	N	%	N	%	N	%
25. Textbook suggests clear and concise teaching techniques and methodology for each unit.	2	9.1	5	22.7	6	27.3	6	27.3	3	13.6
26. Units are organized in an easy-to-follow format that is appealing and functional.	2	9.1	3	13.6	3	13.6	10	45.5	4	18.2
27. The textbook gives introductory guidance about how the book and its content could be effectively exploited.	1	4.5	0	0.0	7	31.8	13	59.1	1	4.5
28. The instructions for the tasks and activities are clear.	0	0.0	4	18.2	4	18.2	10	45.5	4	18.2
29. The illustrations in the textbook are related to the content to help the learner understand the printed text.	0	0.0	0	0.0	5	22.7	12	54.5	5	22.7
30. The textbook contains charts, diagrams and pictures that help clarify and contextualize information.	0	0.0	0	0.0	2	9.1	17	77.3	3	13.6
31. The textbook provides supplementary materials including CDs and a student book.	0	0.0	0	0.0	1	4.5	5	22.7	16	72.7
32. The difficulty level of the activities and tasks is increased gradually with reinforcement.	0	0.0	3	13.6	5	22.7	11	50.0	3	13.6

5 = agree    4 = agree somewhat    3 = unsure    2 = disagree somewhat    1 = disagree

As can be seen in teachers' responses to the format and organization, less than 50% of the teachers think that textbook suggests clear and concise teaching techniques and methodology for each unit. Nearly one third of the teachers (27.3) remained unsure about the statement (see Table 4.12).

Regarding the format of the textbook, similar to students' responses, the majority of the teachers (63.7%) also think that the units are organized in an easy to follow format that is appealing and functional. 63.6% of the teachers also stated that the textbook gives introductory guidance about how the book and its content could be effectively exploited. Similarly, 63.7% of the teachers agreed that the instructions for the tasks and activities are clear (see Table 4.12).

In relation to the illustrations in the textbook, the majority of the teachers (77.2%) feel that they are related to the content. In addition, most of the teachers (90%) found the charts, diagrams and pictures in the textbook quite helpful (see Table 4.12).

As Table 4.12 indicated, similar to students' opinions, 95% of the teachers stated that the textbook provides supplementary materials including CDs and a student book. They also have positive attitudes about the difficulty level of the activities and tasks.

## **4.2 Findings**

### **4.2.1 Findings Based on the Research Question 1:**

The findings based on the research question *“What is the teachers and students' opinion about their textbook as a teaching/learning material in terms of its teaching objectives and the content?”* can be stated as follows for the Turkish textbook:

#### **a) In Terms of Communicative Development**

Concerning the activities and tasks in terms of providing practice in the target language, the two groups show some slight differences in their responses but high rate of students' agreement with the statements may reflect the fact that communicative practice are provided in the Turkish textbook. As cooperative learning concerns, both teachers and students overwhelmingly think that Turkish textbook engage learners in interactive tasks, including



group and pair work activities. It is very obvious from the results that the Turkish textbook provides sufficient grammar explanations that help learners to communicate, but it lacks of presenting different kinds of communicative activities which encourage learners to use the language with one another. Teachers mentioned that although dialogues are given in each unit, the book does not provide enough contexts for the students to practice their language skills.

### **b) In Terms of Intercultural Development**

In foreign language teaching, understanding another culture means more than learning only structural units of the language. The results of the analyses revealed that Turkish textbook was very effective in terms of providing cultural elements of the target language. Both students and teachers agree that cultural points in every unit are useful for learners to get more insight into Turkish language. In general, the qualitative and quantitative results revealed that both groups of participants think Turkish textbook presents different cultural perspectives of the target language. Making comparisons one's own culture with another contributes learners' development of different cultural perspectives as well. Results indicated that teachers and students found Turkish textbook helpful to encourage learners to compare and analyze similarities and differences between the native and the target culture. All in all, Turkish textbook assists learners in shaping their understanding of the target culture and their own culture.

### **c) In Terms of Development of Skills and Competences**

Item results in relation to sustaining learners' motivation show that teachers tend to have more negative opinions about this dimension of the Turkish textbook. Teachers' responses to open ended questions show that they generally need to bring additional materials to classroom so as to sustain learners' motivation.

The results of the study also revealed that Turkish textbook lacked of providing an appropriate balance of five language skills. Students mentioned that there were not enough writing and listening exercises to practice, and the types of activities were predictable in each unit. According to quantitative and qualitative results, neither students nor teachers think that the activities in Turkish textbook cater to all learning styles including visual, auditory and kinesthetic.

#### **d) In Terms of Linguistic Content**

Results indicated that teachers and students' perceptions about the presentation of structural units and pronunciation patterns were more positive than the presentation of vocabulary. High number of students and teachers stated that the textbook presents clear grammar explanations that help learners to communicate. Such a high rate of agreement may reflect the fact that the textbook is good at explaining grammar structures well. However, students overwhelmingly think that vocabulary is not reinforced in subsequent units. This may result from the fact that Turkish textbook presents only a list of vocabulary at the end of each unit, but does not offer any kinds of content based exercises for practice, which further implies the need for introducing more contextualized vocabulary activities involving interaction with peers. Responses given by teachers to open ended questions explain that grammatical patterns are also practiced out of context throughout the textbook. Both groups of respondents are satisfied with the guidance about phonological rules and pronunciation patterns.

To sum up, the analyses of students and teachers' perceptions regarding the effectiveness of *linguistic content* of the Turkish textbook reveal that both teachers and students find the presentation of the structural unit quite helpful. The only remarkable weakness about the linguistic content is the vocabulary load. Teachers overwhelmingly think that the vocabulary load in each unit is too much for students to learn deeply.

#### **e) In Terms of Thematic Content**

Both quantitative and qualitative results showed that textbook lacked providing exposure to authentic language through purposeful activities. Students also mentioned that the language presented in the textbook was very formal. Students suggest that the types of exercises should be variable, and less predictable. In general, the results are not as optimistic as in the linguistic part. Particularly teachers do not find thematic content cognitively challenging for students.

*The teachers' and students' opinion about English textbook "Face to Face" as a teaching/learning material in terms of its teaching objectives and the content?"* can be stated as follows:

### **a) In Terms of Communicative Development**

Clearly, the respondents are particularly optimistic about the communicative aspect of the textbook. It is also obvious that both groups of respondents find the activities and tasks helpful in terms of providing practice in spoken language. Both teachers and students, on the other hand, think that English textbook lacks in providing enough writing activities as there is too much emphasis on speaking and listening activities. Textbook also supports cooperative and collaborative learning by offering tasks that allow students to exchange information in small groups.

### **b) In Terms of Intercultural development**

When the quantitative data is taken into account in terms of cross cultural understanding, it can be seen that teachers' opinions are somehow negative. Besides, students show high rate of uncertainty for each statement. Such a result may reveal the fact that there are not enough opportunities for students to get insight into the target culture in *Face to Face*. Clearly, neither teachers nor students think the textbook give learners opportunity to compare the target culture with their own culture.

### **c) In Terms of Development of Skills and Competences**

In accordance with the basic principles of CEFR, learners need to possess some practical skills and competences in order to communicate effectively in an area of concern. As a pedagogical tool, a textbook should make a positive contribution to improve learners' general competences and skills so that they can act as competent users of the languages. It is obvious that students have more positive opinions than teachers have as regards to the efficiency of the skills and competences in English language textbook. This may result from the fact that language textbooks generally fail to satisfy teachers' expectations as their teaching experience and techniques vary. The quantitative and qualitative results in relation to sustaining motivation to English learners show that teachers' perceptions are more negative than students' perceptions. Teachers stated that the types of exercises were not variable, thus this might lead to decrease in students' motivation during the lesson. Teachers also do not find the activities and tasks challenging and helpful for the development of creative and critical thinking skills of the students.

#### **d) In Terms of Linguistic Content**

The qualitative data indicate that Face to Face lacks providing in grammar explanations. Although selected vocabulary and grammar points are inserted into topics, the activities are not sufficient to practice grammatical structures. “Help with Grammar” sections draw students’ attention to areas of special difficulty in structural patterns. Instead of giving lots of mechanical exercise types, the accuracy is tried to be achieved with more contextualized speaking and listening activities. In addition, students and teachers gave positive feedbacks about the presentation of vocabulary. Students particularly think that the new vocabulary is repeated in subsequent units.

#### **e) In Terms of Thematic Content**

There are various kinds of content which are presented in foreign language textbooks. Some of these are related directly to the grammatical structures or vocabulary; others deal with the functions and use of the phrases which may be used in daily life communication. According to Paton and Wilkins (2009), the choice of thematic content is clearly important in all forms of language teaching, as teachers and materials developers wish to demonstrate language use in realistic contexts which will motivate their learners.

As to the thematic content in Face to Face, the majority of the students think that thematic content caters to the needs and goals of the learners whereas teachers show high rate of uncertainty. Based on the qualitative data, both teachers and students mentioned that the topics in the textbook are both entertaining and instructive. They also find “real world sections” quite useful as it gives learners role play opportunities.

It is very obvious from the results that teachers’ attitudes towards textbooks tend to be negative in all dimensions. Since methods of teaching and personality characteristics of teachers vary, not all teachers wish to stick to a specific textbook. Most often they need to use different materials so as to reach all students effectively. Therefore, they use textbooks judiciously and try to adapt them to their teaching environment.

#### 4.2.2 Findings Based on the Research Question 2:

The findings based on the research question “*What is their opinion about their textbook’s format and the organization?*” can be stated as follows for Turkish textbook:

##### a) Format and the Organization of the Turkish Textbook

The quantitative data showed that teachers and students’ perception about the instructions for the tasks and activities were positive. This might result from the fact that the instructions and grammar points are given in the learners’ mother tongue. Students find it easy to follow whereas teachers argue that there is a lot of translation that prevents students from associating the language into different contexts of situations.

The results of the study indicated that both teachers and students’ perceptions were negative about the design of the units. Students suggested that textbook should be reinforced by more pictures and charts. Significant number of students also thinks that the difficulty level of the activities and tasks is increased gradually with reinforcement. To sum up the results of the perceptions of teachers and students about the format and the organization of the textbook, it can be seen that the illustrations were not found helpful for comprehension of the printed text for both groups. Yet, most of the teachers and students indicated that instructions for the tasks and activities are clear and understandable.

##### b) Format and the Organization of the English Textbook

In contrast to Turkish textbook, one of the strongest characteristics of the English textbook is its format and the organization. Particularly illustrations, photos, charts and diagrams were found effective in understanding the thematic units. Based on the quantitative data, supplementary materials of the English textbook received the highest agreement rate from the both groups of respondents.

#### 4.2.3 Findings Based on the Research Question 3:

The findings based on the research question “*What is the teachers’ and the students’ opinion about their textbook as a pedagogical tool which is based on a particular educational theory or principles?*” can be stated as follows:

The textbook evaluation instruments were prepared in accordance with the aims and objectives of the Council of Europe language policy. Three basic principles of the Common European Framework of Reference for Languages (CEFR) are as follows:

- 1) The rich heritage of diverse languages and cultures in Europe is a valuable common resource to be protected and developed, and that a major educational effort is needed to convert that diversity from a barrier to communication into a source of mutual enrichment and understanding (Cultural Diversity).
- 2) It is only through better knowledge of European modern languages that it will be possible to facilitate communication and interaction among Europeans of different mother tongues in order to promote European mobility, mutual understanding and co-operation, and overcome prejudice and discrimination (Plurilingualism and Multilingualism).
- 3) Member states, when adopting or developing national policies in the field of modern languages learning and teaching, may achieve greater convergence at the European level by means of appropriate arrangements for ongoing co-operation and co-ordination of policies (Self Assessment and Learner Autonomy) (CEFR, p, 2).

In the light of these principles, it can be concluded that the aim of language education is to promote the development of the learners' intercultural communicative competence through autonomous learning, self assessment and cultural diversity. The evaluation and selection of the foreign language textbooks in accordance with these principles are of great importance. Therefore, both Turkish and English foreign language textbooks were evaluated according to objectives based on the CEFR. In *Face to Face*, competences, skills and syllabuses are more linked to the Council of Europe's Common European Framework. Besides, elementary level of *Face to Face* covers the key objectives of level A1. Moreover, at the end of each unit students are provided progress portfolio which helps students to develop their ability to assess their own progress. On the other hand, there is not any specific distinction among levels in *Elementary Turkish*. Students are not encouraged to do self assessment to see how much there is to learn and what they can do with the language.

#### 4.2.4 Findings Based on the Research Question 4:

The findings based on the research question “*To what degree is the evaluation of Turkish foreign language textbook similar to that of English foreign language textbook?*” can be stated as follows:

- 1) Quantitative and qualitative data revealed that there are several differences between two foreign language textbooks. The most obvious difference is the presentation of grammar and the exercises to practice structural patterns. In *Face to Face*, grammar is always presented in context, usually in the form of a text illustrating the use of the particular grammatical structure such as dialogues, short reading passages, letters and questionnaires. On the other hand, in *Elementary Turkish*, grammar rules are presented explicitly, adopting a deductive way of teaching and generally dialogues are provided as a context.
  
- 2) Second difference is the presentation and revision of vocabulary. *Face to Face* pays attention to the revision of vocabulary either in a separate section including matching, filling gaps exercises or through reading texts. The new vocabulary is also revised in workbook. In *Elementary Turkish*, on the contrary, each word is given with its translation and generally practiced with substitution drills. A word list is provided in each unit separately. According to qualitative and quantitative data, vocabulary load in each unit in *Elementary Turkish* is too much and the exercises to reinforce the new vocabulary in the wordlist are not enough.
  
- 3) Another difference is the format and the organization of textbooks. In *Face to Face*, each unit contains embedded illustrations, contextual photographs and charts that make topics understood easily. On the other hand, results reveal that *Elementary Turkish* is lack of visual cues to meaning, which may help to activate learners’ background knowledge about the topics.
  
- 4) As for the presentation of the culture of target language, *Elementary Turkish* is found useful as it presents cultural notes in each unit, which provides specific cultural facts, issues about Turkey and common idiomatic expressions. *Face to Face*, on the other hand, is not found helpful in terms of building cultural awareness. All in all, the analysis shows that there are many differences between the compared textbooks contrary to a few similarities. These notable differences may be useful for textbook writers, teachers and other parties wishing to improve foreign language education by selecting appropriate textbook.

#### 4.2.5 Findings Based on the Research Question 5:

The findings based on the research question “*What are the strengths and weaknesses of both foreign language textbooks based on the evaluation results?*” can be stated as follows:

**Table 4.13 The Strengths and Weaknesses of Turkish Foreign Language Textbook**

STRENGTHS	WEAKNESSES
<p>Grammatical structures are well explained and easy to follow.</p> <p><b>The textbook explains all aspects of Turkish grammar explicitly. It is a great self study book.</b></p> <p>There are cultural parts that include cultural aspects of Turkish language.</p> <p><b>It is a technical book which explains grammar well and thoroughly.</b></p> <p>Two CDs are given for listening comprehension.</p>	<p><b>There is no exercise to reinforce vocabulary.</b></p> <p>There is just a list at the end of each of the chapter which doesn't help to commit new vocabulary to memory.</p> <p><b>The design of the book needs to be reinforced by more pictures and charts.</b></p> <p><b>There is too much translation.</b></p> <p>Grammar-translation and audio-lingual methods are applied, which are away from the modern foreign language techniques.</p>

The table above (Table 4.13) shows the common responses given by teachers and students concerning the strengths and weaknesses of *Elementary Turkish*. The general idea about the Turkish textbook is that it is very helpful in learning grammatical structure and common useful phrases and language tools. Besides, the cultural points in every unit are also found very helpful for learners to get more insight into Turkish culture. However, neither teachers nor students find the presentation of vocabulary efficient. They think that the vocabulary at the end of the units does not appear to be organized based on the units and there are not enough activities to reinforce new vocabulary.



**Table 4.14 The Strengths and Weaknesses of English Foreign Language Textbook**

STRENGTHS	WEAKNESSES
<p><b>Listening section makes it easier to understand daily life English.</b></p> <p>There are lots of pictures and visual aids that help learners understand the printed text.</p> <p><b>Each unit begins with the presentation of the vocabulary exercises, which helps to understand the reading passages.</b></p> <p>The units provide communicative activities. The topics are interesting and they motivate students. Listening parts are good. 'Real world' parts give examples of useful language needed in daily life.</p> <p><b>All of the units focus on developing four skills. The organization of the units is coherent with each other.</b></p>	<p>There is not enough explanation for structural units, the activities and tasks aren't variable.</p> <p><b>The transition of grammar structures is weak. Writing is only given on workbook portfolios and there is no paragraph writing.</b></p> <p>There are too many "work in pairs" parts which makes lesson boring.</p> <p><b>There is too much emphasis on speaking and listening activities. Exercises supporting written practice are insufficient.</b></p> <p>The textbook is very expensive.</p>

The table above (Table 4.14) shows the mostly given answers to the open ended questions regarding the strengths and weaknesses of *Face to Face*. According to qualitative results, the most obvious strength of the English textbooks is to provide authentic listening parts. "Real world" section is also found quite helpful as it prepares students for real life communication. Contrary to Elementary Turkish, teachers and students think that *Face to Face* presents texts with enough visual cues such as high quality of photos, charts and illustrations. As for the weaknesses of *Face to Face*, both teachers and students think that grammatical structures are not reinforced with exercises.

#### 4.2.6 Findings Based on the Research Question 6:

The findings based on the research question “*What further suggestions, if any, could be made to improve the current foreign language textbooks in general?*” can be stated as follows:

- 1) The nature of the activities and tasks in foreign language textbooks has a great effect on learners’ motivation. Types of activities should be varied to promote meaningful interaction between students, and the difficulty level of the exercises should be mixed. While some students may find the activities and tasks easy to deal with, others may find them difficult and challenging to understand. Thus, foreign language textbooks should offer different kinds of activities for mixed ability students as well.
  
- 2) No textbook will be entirely able to achieve to meet the unique needs of the learners. The discrepancy between the views of teachers and students also proves that it is difficult to create a specific textbook for learners who have different language backgrounds, learning styles and intelligences. It is important to remember that the idea of designing a textbook for an ideal homogenous class is almost impossible. Block (1991, p. 211) states that despite the bounteous harvest of ELT materials which the past decade and a half has provided, published materials do not always provide the type of texts and activities that a teacher is seeking for a given class.
  
- 3) Although it is difficult to provide a perfect textbook which appeals to every kind of learners’ needs, it is significant to choose a textbook which is based on a particular educational theory or principles. Textbook writers need to base their teaching objectives, content and method on a particular framework.
  
- 4) Since the expectations of students, teachers and schools can never be totally met, it is of great importance to raise teachers’ awareness about the adaptation of textbook for a particular class. Islam and Mares (2003) state that an awareness of the various reasons for adapting materials can be beneficial when considering how best to use the materials adopted for the classroom. Therefore, foreign language textbooks should provide additional resources that help teachers optimize their classes for maximum learning.

## CHAPTER V

### DISCUSSION, CONCLUSION AND SUGGESTIONS

This chapter presents the discussion of the findings, conclusion of the study, and the recommendations based on the teachers and students preferences.

#### 5.1 Discussion and Conclusion

Inspired by recent developments in the Council of Europe's language programme, the main purpose of this particular study was to evaluate Turkish and English foreign language textbooks so as to provide tangible results to different parties being involved in language learning and teaching process. By the help of this current research, it has been observed that both foreign language textbooks have strengths and weaknesses in different ways.

##### 5.1.1 The Presentation of Grammar

Several important problems emerge from looking at the teachers' and students' perceptions about the current foreign language textbooks. The first problem concerns the presentation of grammatical forms. Despite the fact that communicative and more meaningful activities have been emphasized in the last few decades, mechanical exercises still have been adopted by many textbook writers. Instead of teaching grammatical forms in context, *Elementary Turkish* textbook presents significant number of decontextualized exercises such as substitution and translation drills. Although quantitative data obtained from students questionnaires may seem to be positive, this may result from that Turkish textbook allows self study. In the absence of a language teacher, students can learn the basic structures and common phrases easily. However, concerning active interaction, responses given by teachers to open ended questions prove that many exercises in the *Elementary Turkish* do not seem to contribute students' communicative development. Since the entire book is based on teaching structural patterns, spoken interaction and production skills seem to be neglected.

The first mission of any communicative language course should be to enable students to read, write, listen and speak confidently in the target language. In order to facilitate communicative language teaching environment, activities and tasks in a textbook should be away from controlled practice such as drills, memorization of word lists and dialogs. Hence,

*Elementary Turkish* can be improved by the addition of exercises which students analyze examples of authentic language and arrive at the grammar rules by themselves.

### **5.1.2 The Presentation of Vocabulary**

Another problem is the presentation of the new vocabulary. Qualitative data show that vocabulary is not practiced with different kinds of activities. This may result from the fact that *Elementary Turkish* presents only a list of vocabulary at the end of each unit, but does not offer any kinds of content based exercises for practice, which further implies the need for introducing more contextualized vocabulary activities involving interaction with peers. Connecting vocabulary exercises with a theme could be one way to contextualize language learning. Textbooks can support vocabulary learning with different kinds of texts such as letters, questionnaires, e-mails, news, and brochures. Besides, new vocabulary can be followed by a listening or speaking comprehension exercise to reinforce and practice the meaning. However, in *Elementary Turkish*, vocabulary practice is tried to be achieved with only conversation models, which leads to disinterest in learning new items after a while. Instead of giving bilingual translation for each single word, visual aids could be given to help to understand the printed text. The bottom line is that textbooks should support learners to develop strategies for learning new vocabulary which they can use outside the classroom as well.

### **5.1.3 Integrated Teaching of Skills**

In the last few decades, integrating the four main language skills has showed to be very effective and beneficial in foreign language classrooms. Considering that people use all language skills in a real life communication, it is essential to teach skills in an integrated way. According to Brown (2000, p.218), the richness of integrated-skill courses give EFL students greater motivation that converts to better retention of principles of effective speaking, listening, reading, and writing. Hence, the instructional materials which are designed to teach skills in an integrated way instead of segregated way encourage learners to participate in communicative tasks. Moreover, integrating skills offer more opportunity to review new linguistic patterns. Therefore, new grammar structures and vocabulary should be embedded in exercises, reading texts, pair work and other activities so that students receive exposures to multiple skills to learn deeply.

- **Writing and Reading**

Writing is one of the most important communication skills that requires a special emphasis. It is of great importance for a textbook to present effective writing instructions such as pre-writing, word processing, sentence combining etc. to help students learn to write well. Learners also can benefit from the brainstorming techniques so as to formulate their ideas and stay organized in writing. According to qualitative and quantitative data, in *Face to Face*, writing skill is found to be neglected because of the dominance of speaking and listening skills while in *Elementary Turkish*, this skill is tried to be gained with translation activities and free writing paragraph tasks. So as to make learners to be competent in writing, first of all, learners should be exposed to different types of texts such as poems, letters, e-mails, stories, etc. and then written presentational skills can be developed by the help of task-based activities in the textbook. Therefore, different types of literary genres can be used to support writing through appropriate tasks. By the help of a reading text, learners will not only build on the grammar and vocabulary they learnt but also be familiar with a range of literary genres. Concerning reading skill, Brown (1994, p.283) states that reading ability will best be developed in association with writing, listening, and speaking activity.

Examples of writing activities in a textbook may include:

- Completing forms and questionnaires;
- Writing articles for magazines, newspapers, newsletters, etc;
- Producing posters for display;
- Writing reports, memoranda, etc;
- Making notes for future reference;
- Taking down messages from dictation, etc;
- Creative and imaginative writing;
- Writing personal or business letters, etc. (Cefr, p. 61)

Reading activities in a textbook may include:

- Reading for general orientation;
- Reading for information, e.g. using reference works;
- Reading and following instructions;
- Reading for pleasure. (Cefr, p. 68)

- **Speaking and Listening**

Speaking is also an essential part of a learner's communicative competence in the target language. Thus, the mastery of speaking skill is probably the first thing that a language learner desires. According to the data obtained from the questionnaires from both groups of respondents, *Face to Face* is effective in providing practice in spoken language on a variety of topics. On the other hand, as *Elementary Turkish* concerns, teachers do not find the activities communicative in general. This may result from the types of exercises in the Turkish textbook. Dialogues and pair work tasks are presented throughout the book as the only type of practice in spoken language. However, as speaking is a productive skill, it should be reinforced with receptive skills such as listening and reading. With the help of a range of authentic listening activities, students can learn important and common phrases that may come across in real life and so improve both skills at a time. Therefore, foreign language textbooks should integrate speaking skill with listening and reading skills, as the development in one reinforces progress in others.

Speaking activities in a textbook may include:

- Casual conversation
- Formal discussion
- Debate
- Interview
- Negotiation (Cefr, p. 73)
- Acting out a rehearsed role
- Speaking spontaneously
- Singing (Cefr, p. 58)

Listening activities in a textbook may include:

- Listening to public announcements (information, instructions, warnings, etc.);
- Listening to media (radio, TV, recordings, cinema);
- Listening as a member of a live audience (theatre, public meetings, public lectures, entertainments, etc.);
- Listening to overhead conversations, etc. (Cefr, p. 65)

### 5.1.4 The Organization of the Textbooks

The results of the qualitative data indicate that the illustrations in *Elementary Turkish* are not helpful for comprehension of the printed text for students. If the textbook is supported with colorful photos of real environments, charts and diagrams, it can be more appealing. The liveliness of the presentations and exercises will add to students' motivation to learn. Thus, *Elementary Turkish* should be supported by color pictures instead of black and white. The results of the study show that most of the teachers believe the presence of teachers' guide is essential in terms of providing additional resources and teaching techniques for each unit. Thus, their perceptions about the Turkish textbook were negative as it does not provide any supplementary materials such as teachers' manual, interactive CDs and a workbook.

### 5.2 Suggestions

Decisions related to textbook selection is of great importance in foreign language teaching and learning process. As any negative characteristics of teaching materials affect not only students but also teachers and the whole classroom dynamic, it is important to be aware of the standard features of an ideal textbook. Despite the fact that the needs and expectations of individual students, teachers and administrations can never be totally met, textbooks should be designed in accordance with the standard teaching objectives, content and methods based on a particular educational theory or principles. If languages are expected to be taught by the help of textbooks, everyone needs to play their part.

Textbooks are only as good as the teachers who are using them. It is important to note that a textbook can be a very effective teaching tool in the hands of a good teacher. Therefore, teachers should know their students' aims, needs, interests, levels and learning styles to adapt and supplement their textbooks at the very beginning of the year. Any consideration of adopting foreign language textbooks should begin with a needs analysis.

It is also important for teachers to adapt the course materials to the needs, age group and different learning styles of their students. In order to make students communicatively competent and engage all types of learners, including mixed ability students, foreign language textbooks should offer supplementary materials for extra practice with skills. These additional resources should include authentic materials, articles from magazines or newspapers, songs, short stories and poems which are used by native speakers in real life.

While selecting foreign language textbooks, authorities should draw their attention on the specification of learning objectives. Textbook committee members should be selected by experts in this field of study who can analyse, evaluate and supplement teaching materials in the light of students needs. Besides, it is better to make a needs analysis to find the most effective textbook which appeals to the particular learner group.

Textbook writers should be open to get feedbacks from teachers and students about their textbooks, and reevaluate their methods and strategies by taking into consideration of students' and teachers' perceptions. Academic studies conducted on the evaluation of foreign language textbooks should also be considered significant to improve the quality of the existing textbooks.



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**APPENDICES**

**APPENDIX 1**

**ENGLISH TEXTBOOK EVALUATION INSTRUMENT FOR TEACHERS**

Dear Teachers,

This questionnaire has been designed for an academic research. The purpose of the study is to evaluate your experience as a teacher with ‘Face to Face’ English Textbook. Your responses will provide important information that will help teachers, education researchers and the author of the textbook to acquire useful and accurate insight into the nature of the existing textbook. Your responses will be kept strictly confidential. Thank you for your participation.

Sezen Tosun

Akdeniz University,

English Language Teaching MA

**Background Information:**

Age ..... Gender M / F

University or college.....

**How long have you been using ‘Face to Face’ English Textbook?**

.....  
**What do you think are the strengths of the units in ‘Face to Face’ English Textbook?**

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**What do you think are the weaknesses of the units in’ Face to Face’ English Textbook?**

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.....

For each of the statements below, please indicate the extent of your agreement or disagreement by placing a tick in the appropriate column.

**5 = agree    4 = agree somewhat    3 = unsure    2 = disagree somewhat    1 = disagree**

<b>The questions below are related with the activities and tasks in the textbook.</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1. The activities and tasks promote meaningful and communicative practice.					
2. The activities and tasks provide practice in spoken language on a variety of topics.					
3. The activities and tasks provide practice in written language on a variety of topics.					
4. The activities encourage learners to express their feelings and opinions in the target language.					
5. Textbook supports cooperative learning and offer tasks that learners can exchange information with themselves in small groups and/or with the teacher.					
6. The activities and tasks promote cross-cultural understanding.					
7. The tasks and activities allow learners to observe, analyze and discuss the different perspectives and the products of the target culture. (songs, celebrations, family, etc.)					
8. Textbook encourages learners to compare and analyze similarities and differences between the native and the target culture.					
9. The activities and tasks make a positive contribution to sustaining the learners' motivation.					
10. The activities and tasks help learners to become life-long learners by using the language for personal enjoyment. (travel, reading a book, etc.)					
11. The topics presented in the textbook help learners acquire new knowledge in other disciplines. (history, archeology, art, literature, etc.)					
12. The activities cater to all learning styles including visual, auditory and kinesthetic.					

For each of the statements below, please indicate the extent of your agreement or disagreement by placing a tick in the appropriate column.

**5 = agree    4 = agree somewhat    3 = unsure    2 = disagree somewhat    1 = disagree**

<b>The questions below are related with linguistic content (grammar, vocabulary, skill area) and thematic content (the topical content).</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
13. The textbook is appropriate for the curriculum.					
14. The textbook provides an appropriate balance of the five language skills.( Reading, writing, spoken interaction, spoken production, listening)					
15. The textbook presents clear grammar explanations that help learners to communicate.					
16. The textbook offers meaningful situations for teaching structural units.					
17. Vocabulary is presented in appropriate contexts and situations.					
18. The vocabulary load in each unit is reasonable for the level of the learners.					
19. The new vocabulary is repeated in subsequent units to reinforce their meaning and usage.					
20. The thematic content caters to the needs and goals of the learners.					
21. The linguistic content caters to the needs and goals of the learners.					
22. The topics and texts are cognitively challenging and allow for the development of creative and critical thinking skills.					
23. The textbook provides extensive exposure to authentic language through purposeful activities.					
24. The textbook provides guidance about phonological rules and pronunciation patterns.					

For each of the statements below, please indicate the extent of your agreement or disagreement by placing a tick in the appropriate column.

**5 = agree    4 = agree somewhat    3 = unsure    2 = disagree somewhat    1 = disagree**

<b>The questions below are related with the format and the organization of the textbook.</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
25. Textbook suggests teachers clear and concise teaching techniques and methodology for each unit.					
26. Units are organized in an easy-to-follow format that is appealing and functional.					
27. The textbook gives introductory guidance about how the book and its content could be effectively exploited.					
28. The instructions for the tasks and activities are clear.					
29. The illustrations in the textbook are related to the content to help the learner understand the printed text.					
30. The textbook contains charts, diagrams and pictures that help clarify and contextualize information.					
31. The textbook provides supplementary materials including CDs and a student book.					
32. The difficulty level of the activities and tasks is increased gradually with reinforcement.					

**Do you have any other comments about ‘Face to Face’ English Textbook you would like to share?**

.....

.....

.....

.....

.....

.....



Lütfen kullandığımız 'Face to Face' kitabıyla ilgili aşağıda verilmiş olan her ifadeyi okuyarak, katılma derecenize göre karşısındaki kutucuğa (X) koyarak işaretleyiniz.

**5 = Kesinlikle katılıyorum 4 =Katılıyorum 3 = Emin değilim 2 = Katılmıyorum  
1=Hiç katılmıyorum**

<b>Aşağıdaki ifadeler kitaptaki etkinlik ve alıştırmalarla ilgilidir.</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1. Ders kitabının anlaşılır ve iletişime dayalı alıştırmalara ve etkinliklere yer verdiğini düşünüyorum.					
2. Kitapta farklı konularda konuşmaya yönelik alıştırmalar ve etkinlikler olduğunu düşünüyorum.					
3. Kitapta farklı konularda yazmaya yönelik alıştırmalar ve etkinlikler olduğunu düşünüyorum.					
4. Kitaptaki alıştırmalar ve etkinlikler İngilizce olarak duygu ve düşüncelerimi ifade etmeme yardımcı oluyor.					
5. Kitap işbirlikli öğrenmeyi destekleyerek öğrencilerin küçük gruplar halinde ya da öğretmenle iletişim kurmasını sağlıyor.					
6. Kitaptaki alıştırmalar ve etkinlikler farklı kültürleri anlamama yardımcı oluyor.					
7. Kitaptaki alıştırmalar ve etkinlikler amaç dildeki kültür ürünlerini (şarkılar, kutlamalar, aile yapısı gibi) gözlemleyip analiz etmeme yardımcı ediyor.					
8. Ders kitabı kendi kültürüm ile amaç kültür arasındaki benzerlikleri ve farklılıkları karşılaştırıp, analiz etmemi destekliyor.					
9. Kitaptaki alıştırmalar ve etkinlikler İngilizce dersine karşı olumlu bir tutum geliştirmemi sağlıyor.					
10. Kitaptaki alıştırmalar ve etkinlikler İngilizceyi ders dışında, günlük hayatımdaki aktivitelerimde de kullanmama yardımcı oluyor. (Kitap okuma, seyahat gibi...)					
11. Kitaptaki konular farklı alanlarda da yeni bilgiler edinmeme yardımcı ediyor. ( tarih, arkeoloji, sanat, edebiyat gibi...)					
12. Kitaptaki alıştırmalar ve etkinlikler farklı öğrenme biçimlerine hitap ediyor.( örneğin; görsel, işitsel, bireysel öğrenme)					

**5 = Kesinlikle katılıyorum 4 =Katılıyorum 3 = Emin değilim 2 = Katılmıyorum  
1=Hiç katılmıyorum**

<b>Aşağıdaki ifadeler dilbilimsel içerik ( gramer, kelime, dil becerisi) ve konusal içerikle ilgilidir.</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
13. Kitaptaki ünitelerin beş farklı dil becerisini de dengeli bir biçimde sunduğunu düşünüyorum. (okuma, yazma, karşılıklı konuşma, sözlü anlatım, dinleme)					
14. Ders kitabı anlaşılır dil bilgisi açıklamaları sunarak İngilizcede iletişim kurmama yardımcı oluyor.					
15. Ders kitabı dil bilgisi kurallarını anlamlı bir durum ya da olay içerisinde sunuyor.					
16. Kelimeler İngilizcenin kullanıldığı durumlara göre farklı içeriklerle sunuluyor. ( örneğin, alış-veriş ile ilgili kelimelerin alış veriş merkezinde geçen bir diyalogda verilmesi gibi)					
17. Her üniteye öğrencilerin seviyesine uygun, yeterli sayıda kelime sunuluyor.					
18. Yeni kelimeler farklı ünitelerde tekrar edilerek pekiştiriliyor.					
19. Ünitelerde sunulan konular içerik açısından dil öğrenme ihtiyaçlarıma ve amaçlarıma cevap veriyor.					
20. Ünitelerde yer alan dil bilimsel içerik( gramer, telaffuz gibi) dil öğrenme ihtiyaçlarıma ve amaçlarıma cevap veriyor.					
21. Kitapta yer alan konular ve okuma parçaları yaratıcı ve eleştirel düşünmeye yardımcı oluyor.					
22. Ders kitabı İngilizce telaffuzumun gelişmesine yardımcı oluyor.					
23. Ders kitabındaki okuma parçaları İngilizcedeki farklı edebiyat türlerini tanımama yardımcı oluyor.( şiir, kısa hikaye, şarkı gibi...)					







For each of the statements below, please indicate the extent of your agreement or disagreement by placing a tick in the appropriate column.

5 = agree    4 = agree somewhat    3 = unsure    2 = disagree somewhat    1 = disagree

<b>The questions below are related with the activities and tasks in the textbook.</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1. The activities and tasks promote meaningful and communicative practice.					
2. The activities and tasks provide practice in spoken language on a variety of topics.					
3. The activities and tasks provide practice in written language on a variety of topics.					
4. The activities encourage learners to express their feelings and opinions in the target language.					
5. Textbook supports cooperative learning and offer tasks that learners can exchange information with themselves in small groups and/or with the teacher.					
6. The activities and tasks promote cross-cultural understanding.					
7. The tasks and activities allow learners to observe, analyze and discuss the different perspectives and the products of the target culture. (songs, celebrations, family, etc.)					
8. Textbook encourages learners to compare and analyze similarities and differences between the native and the target culture.					
9. The activities and tasks make a positive contribution to sustaining the learners' motivation.					
10. The activities and tasks help learners to become life-long learners by using the language for personal enjoyment. (travel, reading a book, etc.)					
11. The topics presented in the textbook help learners acquire new knowledge in other disciplines. (history, archeology, art, literature, etc.)					
12. The activities cater to all learning styles including visual, auditory and kinesthetic.					

For each of the statements below, please indicate the extent of your agreement or disagreement by placing a tick in the appropriate column.

**5 = agree    4 = agree somewhat    3 = unsure    2 = disagree somewhat    1 = disagree**

<b>The questions below are related with linguistic content (grammar, vocabulary, skill area) and thematic content (the topical content).</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
13. The textbook is appropriate for the curriculum.					
14. The textbook provides an appropriate balance of the five language skills.( Reading, writing, spoken interaction, spoken production, listening)					
15. The textbook presents clear grammar explanations that help learners to communicate.					
16. The textbook offers meaningful situations for teaching structural units.					
17. Vocabulary is presented in appropriate contexts and situations.					
18. The vocabulary load in each unit is reasonable for the level of the learners.					
19. The new vocabulary is repeated in subsequent units to reinforce their meaning and usage.					
20. The thematic content caters to the needs and goals of the learners.					
21. The linguistic content caters to the needs and goals of the learners.					
22. The topics and texts are cognitively challenging and allow for the development of creative and critical thinking skills.					
23. The textbook provides extensive exposure to authentic language through purposeful activities.					
24. The textbook provides guidance about phonological rules and pronunciation patterns.					

For each of the statements below, please indicate the extent of your agreement or disagreement by placing a tick in the appropriate column.

5 = agree 4 = agree somewhat 3 = unsure 2 = disagree somewhat 1 = disagree

Aşağıdaki ifadeler kitabın içerik düzeni ve fiziksel görünüşüyle ilgilidir.	5	4	3	2	1
25. Textbook suggests teachers clear and concise teaching techniques and methodology for each unit.					
26. Units are organized in an easy-to-follow format that is appealing and functional.					
27. The textbook gives introductory guidance about how the book and its content could be effectively exploited.					
28. The instructions for the tasks and activities are clear.					
29. The illustrations in the textbook are related to the content to help the learner understand the printed text.					
30. The textbook contains charts, diagrams and pictures that help clarify and contextualize information.					
31. The textbook provides supplementary materials including CDs and a student book.					
32. The difficulty level of the activities and tasks is increased gradually with reinforcement.					

**Do you have any other comments about ‘Elementary Turkish’ Textbook you would like to share?**

.....

.....

.....

.....

.....

.....

**APPENDIX 4**

**TURKISH TEXTBOOK EVALUATION INSTRUMENT FOR STUDENTS**

Dear participant,

This questionnaire has been designed for an academic research. The purpose of the study is to evaluate your experience with ‘Face to Face’ English textbook. Your responses will provide important information that will help teachers and the author of the textbook respond to learners’ needs at the utmost and maximize the learning/teaching. Your responses will be kept strictly confidential. Thank you for your participation.

Sezen Tosun  
Akdeniz University,  
English Language Teaching MA

**Background Information:**

Age ..... Gender M / F

University or college..... Faculty/ School .....

**1. How long have you been using ‘Face to Face’?**

.....

**2. What do you think are the strengths of the units in ‘Face to Face’?**

.....  
.....  
.....  
.....  
.....  
.....  
.....

**3. What do you think are the weaknesses of the units in ‘Face to Face’?**

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

For each of the statements below, please indicate the extent of your agreement or disagreement by placing a tick in the appropriate column

**5 = agree    4 = agree somewhat    3 = unsure    2 = disagree somewhat    1 = disagree**

<b>The questions below are related with the activities and tasks in the textbook.</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1. The activities and tasks promote meaningful and communicative practice.					
2. The activities and tasks provide practice in spoken language on a variety of topics.					
3. The activities and tasks provide practice in written language on a variety of topics.					
4. The activities encourage learners to express their feelings and opinions in the target language.					
5. Textbook supports cooperative learning and offer tasks that learners can exchange information with themselves in small groups and/or with the teacher.					
6. The activities and tasks promote cross-cultural understanding.					
7. The tasks and activities allow learners to observe, analyze and discuss the different perspectives and the products of the target culture. (songs, celebrations, family, etc.)					
8. Textbook encourages learners to compare and analyze similarities and differences between the native and the target culture.					
9. The activities and tasks make a positive contribution to sustaining the learners' motivation.					
10. The activities and tasks help learners to become life-long learners by using the language for personal enjoyment. (travel, reading a book, etc.)					
11. The topics presented in the textbook help learners acquire new knowledge in other disciplines. (history, archeology, art, literature, etc.)					
12. The activities cater to all learning styles including visual, auditory and kinesthetic.					

For each of the statements below, please indicate the extent of your agreement or disagreement by placing a tick in the appropriate column.

**5 = agree    4 = agree somewhat    3 = unsure    2 = disagree somewhat    1 = disagree**

<b>The questions below are related with linguistic content (grammar, vocabulary, skill area) and thematic content (the topical content).</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
13. The textbook provides an appropriate balance of the five language skills.( Reading, writing, spoken interaction, spoken production, listening)					
14. The textbook presents clear grammar explanations that help learners to communicate.					
15. The textbook offers meaningful situations for teaching structural units.					
16. Vocabulary is presented in appropriate contexts and situations.					
17. The vocabulary load in each unit is reasonable for the level of the learners.					
18. The new vocabulary is repeated in subsequent units to reinforce their meaning and usage.					
19. The thematic content caters to the needs and goals of the learners.					
20. The linguistic content caters to the needs and goals of the learners.					
21. The topics and texts are cognitively challenging and allow for the development of creative and critical thinking skills.					
22. The textbook provides extensive exposure to authentic language through purposeful activities.					
23. The textbook provides guidance about phonological rules and pronunciation patterns.					
24. Texts contribute to the ultimate exposure of the learners to a range of literary genres such as short stories, poems and songs.					



For each of the statements below, please indicate the extent of your agreement or disagreement by placing a tick in the appropriate column.

**5 = agree    4 = agree somewhat    3 = unsure    2 = disagree somewhat    1 = disagree**

<b>The questions below are related with the format and the organization of the textbook.</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
25. Units are organized in an easy-to-follow format that is appealing and functional.					
26. The textbook gives introductory guidance about how the book and its content could be effectively exploited.					
27. The instructions for the tasks and activities are clear.					
28. The illustrations in the textbook are related to the content to help the learner understand the printed text.					
29. The textbook contains charts, diagrams and pictures that help clarify and contextualize information.					
30. The textbook provides supplementary materials including CDs and a student book.					
31. The difficulty level of the activities and tasks is increased gradually with reinforcement.					

**4. Do you have any other comments about the Face to Face English textbook you would like to share?**

.....

.....

.....

.....

.....

.....

.....

## APPENDIX 5

## APPENDIX 5.1

## SAMPLE VOCABULARY ACTIVITIES IN ELEMENTARY TURKISH TEXTBOOK

## 2. COUNTRIES AND NATIONALITIES

For some older and established nationalities, Turkish uses specific words. Many other nationalities, however, are expressed with words containing *the country name+lı* suffix; **Supplementary vocabulary** in this section lists some of these.

Ülkeler	Milliyetler	Ülkeler	Milliyetler
<b>Almanya</b> Germany	<b>Alman</b> German	<b>İtalya</b> Italy	<b>İtalyan</b> Italian
<b>Bulgaristan</b> Bulgaria	<b>Bulgar</b> Bulgarian	<b>Japonya</b> Japan	<b>Japon</b> Japanese
<b>Ermenistan</b> Armenia	<b>Ermeni</b> Armenian	<b>Kazakistan</b> Kazakhstan	<b>Kazak</b> Kazakh
<b>Fransa</b> France	<b>Fransız</b> French	<b>Macaristan</b> Hungary	<b>Macar</b> Hungarian
<b>Gürcistan</b> Georgia	<b>Gürcü</b> Georgian	<b>Özbekistan</b> Uzbekistan	<b>Özbek</b> Uzbek
<b>İngiltere</b> England	<b>İngiliz</b> English	<b>Romanya</b> Romania	<b>Romen</b> Romanian
<b>İskoçya</b> Scotland	<b>İskoç</b> Scot, Scottish	<b>Rusya</b> Russia	<b>Rus</b> Russian
<b>İspanya</b> Spain	<b>İspanyol</b> Spanish	<b>Türkiye</b> Turkey	<b>Türk</b> Turkish

## A SAMPLE LISTENING ACTIVITY IN ELEMENTARY TURKISH TEXTBOOK

## 1. CONVERSATION: Nerelisiniz?



*Ali is introducing his colleague Maria to his friend John.*

Ali: <b>Günaydın John, nasılsın?</b>	Good morning, John. How are you?
John: <b>Sağ ol, iyiyim. Sen nasılsın?</b>	I'm fine, thanks. How are <i>you</i> ?
Ali: <b>Sağ ol, ben de iyiyim. Tanıştırayım. Arkadaşım Maria. — John.</b>	Fine, thanks. Let me introduce (you to) my friend Maria. Maria, (this is) John.
John: <b>Merhaba Maria, nerelisiniz?</b>	Hello, Maria. Where are you from?
Maria: <b>İspanyol'um. Siz nerelisiniz?</b>	I'm from Spain. Where are <i>you</i> from?
John: <b>Ben Amerikalı'yım. Hangi şehirdensiniz?</b>	I'm from the U.S. Which city are you from?
Maria: <b>Malagalıyım. Siz hangi şehirdensiniz John?</b>	(I'm from) Malaga. Which city are <i>you</i> from, John?
John: <b>Ben Bostonluyum. Ali sen nerelisin?</b>	(I'm from) Boston. Ali, where are you from?
Ali: <b>Ben İzmirliyim.</b>	(I'm from) İzmir.
Maria: <b>Tanıştığımıza çok memnun oldum John. İyi günler.</b>	(It was) nice to meet you, John. Goodbye.
John: <b>Ben de. Tekrar görüşmek üzere.</b>	Same here. See you again.

## APPENDIX 5.2

## SAMPLE GRAMMAR EXPLANATION IN ELEMENTARY TURKISH TEXTBOOK

**6. CONSONANT ALTERNATIONS: -p, -ç, -t, -k in final position**

Words ending in **-p, -ç, -t, or -k** undergo sound changes when suffixes beginning with vowels are added to them. In these cases, **-p, -ç, -t, and -k** become **-b, -c, -d, and -ğ** respectively. This change occurs in *both* writing and pronunciation:

**p/b** kitap (book)+ın = kitabın; cevap (answer)+ın = cevabın; çorap (socks)+ın = çorabın  
**ç/c** ağaç (tree)+ın = ağacın; ihtiyaç (need)+ın = ihtiyacın; genç (young)+ın = gencin  
**t/d** kanat (wing)+ın = kanadın; armut (pear)+un = armudun; umut (hope)+un = umudun  
**k/ğ** sokak (street)+ın = sokağın; durak (stop)+ın = durağın; iyilik (goodness)+ın = iyiliğın

However, when the suffix begins with a consonant, these changes do *not* take place:

kitap + ta = kitapta; cevap + ta = cevapta; ağaç + ta = ağaçta; ihtiyaç + ta = ihtiyaçta,  
 kanat + ta = kanatta; armut + ta = armutta; sokak + ta = sokakta; iyilik + te = iyilikte.

- Although quite common, this alternation rule is by no means absolute. There are many words that do not undergo this change: market (market)+ın = marketin; hayat (life)+ın = hayatın
- This voicing of the final consonant may also occur in some monosyllabic words: kap (pot)+ın = kabın; çok+u = çoğu; uç (point, end)+u = ucu
- This change also occurs in proper nouns, this change is *not* reflected in writing: Ahmet+ın = Ahmet'in [ahmedin]; Gaziantep+ın = Gaziantep'in [ga:ziantebın]

The genitive case creates a possessive relationship between the nominal element to which it is attached (such as nouns, pronouns, verbal nouns, or participles) and another nominal element. The first nominal usually, but not always, immediately precedes the second nominal. The genitive case suffix is usually translated into English with *of* or *'s*.

The genitive case endings are **+(n)In**:

For words ending in a consonant: **+ın, +in, +un, +ün**

For words ending in a vowel: **+nın, +nin, +nun, +nün**

## APPENDIX 5.3

## SAMPLE VOCABULARY ACTIVITIES IN ELEMENTARY TURKISH TEXTBOOK

H. Match the colors in column B to the appropriate nouns in column A.

A	B
1. <i>deniz</i>	..... a. turuncu
2. <i>süt</i>	..... b. kahverengi
3. <i>portakal (orange)</i>	..... c. kırmızı
4. <i>taksi</i>	..... d. renksiz
5. <i>çay</i>	...1... e. <i>mavi</i>
6. <i>kahve</i>	..... f. sarı
7. <i>su</i>	..... g. siyah
8. <i>gece</i>	..... h. beyaz

**Substitution drill:** Fill in the missing words.

Country	Nationality	City	Native of
Amerika	Amerikalı	İstanbul	İstanbullu
.....	Brezilyalı	Ankara	.....
Kanada	.....	.....	Bostonlu
.....	İrlandalı	Paris	.....
.....	İranlı	Konya	.....
Portekiz	.....	.....	İzmirli
.....	Polonyalı	Diyarbakır	.....

## APPENDIX 5.4

## SAMPLE GRAMMAR ACTIVITES IN ELEMENTARY TURKISH TEXTBOOK

## L. Translate into Turkish.

1. Good morning. I am from France. My name is Pierre. I am from Paris.
2. This is my friend Paolo. He is Italian. Paolo is my neighbor.
3. Are you French? No, I am (an) American. I am not a doctor. I am an engineer.
4. What is this? This is a book. Whose book is this? It is my book.
5. What color is your book? It is yellow.
6. Is that gentleman your sibling? Yes, he is my sibling.

Write the possessive suffixes for the following nouns, according to the cues provided.

Example: masa (my) → **masam**

1. **kitap** (his)
2. **kardeş** (her)
3. **kalem** (your/pl.)
4. **defter** (your/sing.)
5. **okul** (our)
6. **baba** (my)
7. **ev** (their)
8. **ad** (its)
9. **ceket** (her)
10. **abla** (his)

## APPENDIX 5.5

### SAMPLE WRITING ACTIVITY IN ELEMENTARY TURKISH TEXTBOOK

#### 10. WRITING

Write eight questions modeled on the examples.

Examples: *Bu çanta kimin? Bu kalem senin mi?*

1. ....
2. ....
3. ....
4. ....
5. ....
6. ....
7. ....
8. ....

### A SAMPLE TRANSLATION ACTIVITY IN ELEMENTARY TURKISH TEXTBOOK

**K.** Translate into English.

1. Merhaba, ben İngiliz'im. Adım John Hutchinson. Londralıyım.
2. Londra çok büyük, ama çok eski bir kent. Annem ve babam da Londralı.
3. Ben tarih öğretmeniyim. Kız arkadaşım Linda İskoç. Linda üniversitede öğrenci.
4. Evimiz biraz küçük, ama çok güzel.
5. Benim arabam kırmızı, ama bisikletim mavi. Linda'nın arabası yeşil.

**APPENDIX 6**  
**A SAMPLE READING ACTIVITY**  
**IN FACE TO FACE**

**APPENDIX 6.1**

2

**From:** ellenjbanks@aol.com.ca  
**To:** philipbanks@global.co.uk  
**Subject:** Great news!  
**Date:** 16 February

Dear Phil

We're really pleased you can come to the wedding. I'm afraid you can't stay with us for the first week, because Becky's parents are with us then. If you want, I can book a hotel room for you nearby and then you can stay with us for the rest of your holiday after they leave. And yes, you can rent motorbikes. Shall I send you a list of companies and then you can email them?

It's easy to get to our place. You can get a taxi from the airport or you can get a bus to Yonge and Spadina. Our apartment is 2 minutes from the bus stop. Let me know the time of your flight. We can book a table at our favourite restaurant that evening with Becky and her family. See you in June!

Lots of love

Aunt Ellen

PS Uncle Jeff has some work in England soon and we want to rent an apartment in north London. Can you check prices for us? Thanks.

## APPENDIX 6.2

## A SAMPLE QUIZ IN FACE TO FACE



## The BEST quiz in the world!

- 1 Which of these cities has the ..... population? (large)  
a) Istanbul   b) Buenos Aires   c) New York
- 2 Which of these film stars is the ..... ? (old)  
a) Mel Gibson   b) Julia Roberts   c) Brad Pitt
- 3 Which is the world's ..... country? (crowded)  
a) Bangladesh   b) Singapore   c) Monaco
- 4 Which of these countries is the ..... ? (big)  
a) The USA   b) Brazil   c) Australia
- 5 What's the world's ..... city to live in? (expensive)  
a) Moscow   b) Tokyo   c) New York
- 6 Who was the ..... person to score a goal in a football World Cup final? (young)  
a) Maradona   b) Pelé   c) Ronaldo
- 7 Which is the ..... first language in the world? (common)  
a) English   b) Chinese   c) Spanish
- 8 Which of these cities is the ..... to the Equator? (near)  
a) Mexico City   b) Rio de Janeiro   c) Madrid



## APPENDIX 6.3

## SAMPLE VOCABULARY ACTIVITIES IN FACE TO FACE

**Vocabulary** Life events

**1** Work in pairs. Fill in the gaps in the phrases with these verbs. Check in **V6.3** p134.

*start* get meet finish

1 ...*start*... school/my first job  
 2 ..... school/university  
 3 ..... my husband/my wife  
 4 ..... married/divorced

*have* write become study

5 ...*have*... a son/three children  
 6 ..... a lawyer/president  
 7 ..... a book/a letter  
 8 ..... languages/law

**Vocabulary** Holiday activities

**1** Think of three places tourists go to in your country. What do they do there? Compare your places with a partner.

**2** a) Tick the words/phrases you know. Then do the exercise in Language Summary 8 **V8.1** p138.

go for walks    go fishing  
 go sightseeing    go shopping  
 go to the beach    go skiing  
 go swimming    go cycling  
 go on boat trips    sunbathe  
 have picnics    stay in a hotel  
 stay with friends/family    camp  
 rent a car    rent a bike  
 travel by public transport  
 go on holiday [US: go on vacation]

## APPENDIX 6.4

## A SAMPLE PAIR WORK ACTIVITY IN FACE TO FACE

Pair and Group Work: Student/Group B

**2C 11** p19

a) You are a ticket seller. Look at the times and prices of the films at your cinema. Sell tickets to your partner. Your partner starts.

**today's films**

<b>48 Hours</b>	<b>7.20</b>
<b>Three Long Years</b>	<b>7.45</b>
<b>Two Weeks from Sunday</b>	<b>8.10</b>

**Adults: £6.90    Children: £4.70**

b) You are a customer. Choose one of these films. Buy two tickets from your partner. Fill in the times and the prices for your film. You start.

<b>60 Seconds</b>	Time: ..... £ .....
<b>Nine Months</b>	Time: ..... £ .....
<b>A Day in the Life</b>	Time: ..... £ .....

## A SAMPLE GRAMMAR ACTIVITY IN FACE TO FACE

**Help with Grammar Present Perfect: Have you ever ... ?**  
questions and short answers

**7** a) Fill in the gaps in the questions and short answers with *have* or *did*.

..... you ever been to Australia?    Yes, I .....

..... you have a good time?    Yes, I .....

b) Complete the rule with *Present Perfect (PP)* or *Past Simple (PS)*.

- We use the ..... to ask about people's experiences. If the answer is yes, we use the ..... to ask for (or give) more information.

**TIP!** • *ever* + Present Perfect = any time in your life until now. We often use it in questions.

c) Check in **G12.3** p147.

## APPENDIX 6.5

### A SAMPLE LISTENING ACTIVITY IN FACE TO FACE

**1C** Real World

**8** a) **R1.18** Listen to David's conversation and fill in the gaps on the form.

CCH452

**Car Hire Form**  
Customer ref. 000237

**CITY**  
CAR HIRE

Surname \_\_\_\_\_

First name *David* \_\_\_\_\_

Nationality \_\_\_\_\_

Address \_\_\_\_\_ *Road*  
*Birmingham* \_\_\_\_\_

Home phone number \_\_\_\_\_

Mobile phone number *07810* \_\_\_\_\_

email address *dholmes@webmail.com*

### A SAMPLE SELF ASSESSMENT CHECKLIST IN FACE TO FACE

**Progress Portfolio**

**10** Tick (✓) the things you can do in English.  
You can check this language in Language Summary Welcome, p121.

- I can say hello and goodbye.
- I can introduce myself.
- I can say colours.
- I can say the alphabet.
- I can understand instructions.
- I can spell my name.
- I can say the days of the week.

## ÖZGEÇMİŞ

**ADI VE SOYADI** : Sezen TOSUN  
 Doğum Tarihi ve Yeri : 1987, DENİZLİ  
 Medeni Durumu : Bekar

### **Eğitim Durumu**

Mezun Olduğu Lise : Anafartalar Lisesi (Yabancı Dil Ağırlıklı)  
 Lisans Diploması : Akdeniz Üniversitesi, İngilizce Öğretmenliği  
 Yüksek lisans Diploması : Akdeniz Üniversitesi, İngilizce Öğretmenliği  
 Tez Konusu : A COMPARATIVE STUDY ON EVALUATION OF  
 TURKISH AND ENGLISH FOREIGN LANGUAGE  
 TEXTBOOKS FROM THE PERSPECTIVES OF  
 TEACHERS AND STUDENTS  
 Yabancı Diller : İngilizce, Almanca

### **Bilimsel Faaliyetler**

**ECA US Dept. of State** Fulbright Yabancı Dil Öğretim Asistanlığı Konferansı 2011  
**Pennsylvania Üniversitesi** Teknoloji Tabanlı Yabancı Dil Öğretim Semineri 2011  
**Akdeniz Üniversitesi** Avrupa'daki Yabancı Dil Öğretim Politikası 2009  
**Pedagogische Hochschule** Profesyonel Öğretmenlik Semineri 2008  
**Akdeniz Üniversitesi** İngilizce Dinleme ve Konuşma Semineri 2008  
**Academy of Humanities** Yoğunlaştırılmış Erasmus eğitim semineri 2007

### **İş Deneyimi**

Stajlar : Fatma Gül Özpinar İlköğretim Okulu 2006  
 Europa Schule Avusturya 2008  
 Mehmet Akif Ersoy İlköğretim Okulu 2009  
 Yurt Dışı Eğitim Programları : Basic Erasmus Programı 2007  
 Erasmus Programı 2009  
 Fulbright Yabancı Dil Öğretim Asistanlığı 2011  
 Çalıştığı Kurumlar : İzmir Üniversitesi İngilizce Okutman 2011- ...  
 Pennsylvania Üniversitesi Türkçe Öğrt. Asist. 2010-2011  
 İlk Çizgi Güzel Sanatlar Kreşi İngilizce Öğrt. 2009-2010  
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