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**A STUDY ON THE EVALUATION OF READING
TEXTBOOKS USED IN ENGLISH COURSES**

MASTER THESIS

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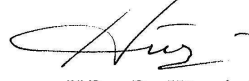
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ABSTRACT
MASTER THESIS
A STUDY ON THE EVALUATION OF READING TEXTBOOKS USED
IN ENGLISH COURSES

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Language is a means of communication which provides understanding among people. Thinking skill, telling what we think and communicating with the others are in parallel with the skill of our using language. Language competence depends on basically four main skills. They are comprehension consisting of reading and listening skills related with comprehension, and writing and speaking skills related with production. There is a close relationship among these skills. All these skills have to be developed at the same level for healthy thinking and communication. In this study, our inclination and interest will be towards reading comprehension among the skills mentioned before. Therefore, the materials to teach reading and comprehension gain importance.

ELT materials (textbooks) take a very important role in many language classrooms but in recent years there has been a lot of argument throughout the ELT profession on the actual role of materials in teaching English as a Second/Foreign Language (TESL/TEFL). Debates have been going on about the potential and the limitations of materials for 'guiding' students through the learning process and curriculum as well as the needs and preferences of teachers who are using textbooks. Other issues that have arisen in recent years include textbook design and practicality, methodological validity, the role of textbooks in innovation, the authenticity of materials in terms of their representation of language, and the appropriateness of gender representation, subject matter, and cultural components.

Whether or not one accepts the value of textbooks, it must surely be with the qualification that they are of an acceptable standard or level quality and appropriate to the learners for whom they are being used. It is absolutely essential, therefore, that we establish and apply a wide variety of relevant and contextually appropriate criteria for the evaluation of the reading textbooks that we use in our language classrooms. This paper will try to discuss and describe the evaluation process that was undertaken at Karaelmas University, Çankaya University and Abant İzzet Baysal University in 2008 for three Reading Textbooks. The purpose of this research project is to determine the overall pedagogical value and suitability of these books towards this specific language program.

ÖZET
YÜKSEK LİSANS TEZİ
İNGİLİZCE DERSLERİNDE KULLANILAN OKUMA DERS
KİTAPLARININ İNCELENMESİ

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Dil, insanlar arasında anlaşmayı sağlayan bir iletişim aracıdır. Düşünme yeteneği, düşündüğümüzü anlatma ve başkalarıyla iletişim kurma dilden yararlanma yeteneğimiz ile doğru orantılıdır. Dil yeteneği temel olarak dört beceriye dayanmaktadır. Bunlar okuma ve dinlemeden oluşan anlama, yazma ve konuşmadan oluşan anlatmadır. Bu beceriler arasında çok yakın bir ilişki vardır. Sağlıklı bir düşünce ve iletişim için bu becerilerin aynı seviyede geliştirilmesi gerekir. Aksi takdirde iletişimde ve düşüncede kopukluk olur ve insan kendini ifade edemez. Bu çalışmadaki eğilim ve ilgimiz daha önce bahsedilen becerilerden olan okuma-anlama üzerine olacaktır. Bu nedenle, okuma ve anlamayı öğretmede kullanacağımız materyaller de önem kazanmaktadır.

İngilizce Dil Öğretim materyalleri(Ders Kitapları) birçok dil sınıfında önemli bir yere sahiptir. Fakat son yıllarda İngilizce Dil Öğretim alanında, ikinci dil ya da yabancı dil olarak kullanılan materyallerin üzerine pek çok tartışma yapılmaktadır. Ders kitaplarını kullanan öğretmenlerin ihtiyaçları ve tercihlerinin yanı sıra, müfredat ve öğrenme sürecinde öğrencilere rehberlik edecek olan materyallerin eksiklikleri ve yeterliliği üzerine tartışmalar devam etmektedir. Kültürel içerikler, işlenen konular ve dilbilgisinin uygunluğu, dilin sunumu açısından materyallerin anlaşılabilirliği, ders kitaplarının değişimdeki rolü, metodolojik geçerlilik, ders kitabının tasarımı ve kullanılabilirliğini içeren diğer bazı konular da son yıllarda tartışma konusu olmuştur.

Kuşkusuz, ders kitaplarının öğrenenlerin seviyesine uygun, kabul edilebilir kalite ve standartta olması önemli bir özellik olarak göz ardı edilmemelidir. Bu yüzden dil sınıflarında kullandığımız okuma ders kitaplarının değerlendirilmesi için çok çeşitli, yerinde ve konuya uygun bir kıstas oluşturup ona başvuruyoruz. Bu çalışma, 2008 yılında Karaelmas Üniversitesi, Çankaya Üniversitesi ve Abant İzzet Baysal Üniversitesi'ndeki okuma ders kitaplarının değerlendirilme sürecini anlatmaya ve açıklamaya çalışacaktır. Bu araştırmanın amacı, bu kitapların belirli bir dil programı için uygunluğunu ve pedagojik değerini ortaya koymaktır

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CHAPTER I

1. INTRODUCTION

1.1. Presentation

This chapter aims to present an overview of the present study “The Evaluation of Reading Textbooks Used in English Courses”. Chapter 1 has five sections. 1.1 gives general background to the study. Section 1.2 presents the aim of the study. In section 1.3, the scope of the study is presented. 1.4 is for the assumptions, which will be undertaken in the course of the study and finally the last section that is, 1.5 will explain the methodology of the study.

1.2. General Background of the Study

According to Cunningsworth (1995) and Ellis (1997) there are three different kinds of material evaluation. They discuss that the most common form is probably the 'predictive' or 'pre-use' evaluation. This is designed to check the future or possible performance of a textbook.

There is another type of textbook evaluation that is the 'in-use' evaluation. It is designed to examine material that is presently being used and the 'retrospective' or 'post-use' (reflective) assessment of a textbook that has been used in any respective institution. We will choose ‘in use’ evaluation for our study.

1.3. Aim of the Study

This particular paper will report on a survey that was conducted at three different universities; Zonguldak Karaelmas University, Bolu İzzet Baysal University and Çankaya University for the purposes of evaluating and analyzing their reading textbooks. They have been used by some of the English prep-classes in these universities’ EFL preparatory programs. Our study tries to determine the overall pedagogical value and suitability of these textbooks towards these important components of the university language programs and the needs of the students.

1.4. The Scope of the Study

Sometimes the decision to use and evaluate a particular textbook is left up to individual teachers. Some authors such as Chambers (1997) have suggested undertaking this activity collectively by every participant included in the teaching and learning process. Thanks to this, it will be more beneficial. This study relied on the active participation of some of the instructors at three different English preparatory schools as well as nearly 20 students for each university who were enrolled in the 2007-2008 programs.

1.5. Assumptions

The following assumptions will be considered throughout this study. Firstly, the criteria which will be recommended on this study for evaluating instructional materials (textbooks) in reading that are designed to help students, schools, and teachers reassess the strengths and weaknesses of materials being considered for implementation.

In the second place, according to traditional teaching reading procedure, teachers only read the texts and try to give the answers of comprehension questions with the students. This is a way of teaching reading lesson but not the correct one.

In my opinion, the best way for teaching reading is to teach reading strategies as a theory and then to show these techniques in sample passages. In this case, we will give some necessary reading techniques.

Thirdly, it is expected to show some criteria to evaluate any kind of teaching material, especially reading textbooks.

1.6. Methodology

In order to determine the relative strengths and weaknesses of the book and ultimately decide how well it suited the desired and attainable goals of the universities, a series of textbook evaluation questionnaires can be created and provided to the instructors and students at the conclusion of the education year of the course. Both the

student and teacher evaluation survey statements can be useful on the specific concerns and priorities of students and teachers.

The questionnaires for both the students and the teachers contained statements that belong to the practical considerations (price, accessories, methodology etc.), layout and design, range and balance of activities, skills appropriateness and integration, social and cultural considerations, subject content, and language types represented in the textbook.

I believe that the questionnaires can be extremely beneficial in specifying aims and analyzing the teaching and learning situation more clearly, gathering additional ideas, and acquiring a variety of opinions and concerns that may have otherwise been overlooked.

An accurate representation of classroom demographics as well as the students' aims, concerns, interests, expectations, and views regarding teaching methodology may help in the overall textbook evaluation process by creating a clearer picture of the suitability between actual students' 'needs' and the perceived goals and objectives of the EFL program.

CHAPTER II

REVIEW OF LITERATURE

2.1. Reading

In this chapter, we will review the literature relevance of this study. First of all, 'reading' will be reviewed in general sense. Next, reading strategies and their classification will be treated.

Over the last ten years, the topic of reading has come out as a major issue for both first and second language educators/researchers, reflected in the literature covering both theoretical and practical instruction.

To Finocchiaro (1982), it was noticed that nobody could learn to understand or speak a foreign language in schools. So, the course designers started to focus on reading and speaking that were not really considered in the previous language teaching methods.

According to Davies (1995), for all readers, reading experience gives an opportunity to gain knowledge and relate to a wider world than one's own. In this respect, reading improves social, cultural and academic horizons and gives a chance for producing effective responses to text thanks to the interaction between the reader and the writer. As a result, reading contributes to the development of the reader's self concept from positive side.

It is accepted that reading doesn't come naturally. Teaching would become easy and children would learn how to read and understand readily if it was acquired from birth. It is certain that reading must be taught. It is very important for many children that reading is expected to be taught simply and systematically.

For many years, researchers have made a lot of progress in determining how to teach reading in an effective way, but to a certain degree, it really depends on the effectiveness of each individual teacher. It is the difference that teachers contribute to the development of readers. But, there are some reasons such as having inadequate exposure to language or having learning disabilities that prevent children from becoming effective and good readers.

The four main skills taught in a language classroom are reading, listening, speaking and writing. They are also divided into two different groups. According to this categorization; speaking and writing are considered productive skills, on the other hand,

reading and listening are thought under the name of receptive skills. While taking all these skills into account, reading is the most crucial to a student getting into a foreign language environment.

Dubin and Olshtain (1993) describe four different sets of element: These are extra textual knowledge, which includes the readers' general knowledge developing beyond the text; thematic knowledge, which is the readers' overall grasp of content of this particular text; first level of semantics, which goes beyond the paragraph level in the text; finally second level of semantics, this is within the immediate sentence or paragraph. We can try to force our students to speak or write in a foreign language or even explain the importance of speaking and writing ability, but developing reading ability is very essential to learn a foreign language completely and it should be mostly adopted by the learners.

If we want to learn something about historical process of general interest and studies on teaching reading in a foreign language, we come across sample written materials related to reading.

Until 1970, people tried to comprehend the message sent by the author. We can not see any evidence which shows teaching reading skills and how to be an effective reader. Throughout the following years after 1970s, studies turn out to be related teaching the students how to deal with different contexts without any help to understand a text completely. Nuttall (1982) decides to put aside previous studies and concentrate on the ways of developing the reading skills at an intermediate level.

Bogdan and Straw stated that "reading researchers in recent years have tended to focus on the comprehension of nonliterary texts, while literary theorists have been chiefly concerned with the interpretation of literary texts." (Bogdan and Straw, 1990, p; 381.)

Nuttall (1982) discusses some of the current ideas about reading and tries to show how they can be used in the FL classroom. Instead of employing a vast topic, she tends to handle more specific details in her studies.

In the reading classroom, the process of reading is so essential that some of the things that happen in the classroom may change the atmosphere and interfere with reading rather than force it. So, following studies are like the previous ones after 1980s.

The interest is on reading skills and how to make the learners more effective in foreign language programs.

Wallace (1992) tells about what an effective reading means in the real world. To him, it means a flexible and appropriate response to the material, and this is always ruled by the reader's purpose. Furthermore, the readers know that there are options for them, containing the option of giving up. Strong reading and comprehension skills are the cornerstones for a successful educational experience.

Pavlik (2004) indicates that reading is not a straight process. If the reading is challenging, effective readers go on until the end of the text without beginning at the first word. They are already beginning the reading process before exactly beginning to read. During the reading process, effective readers steadily move forward and backward by guessing, making references, checking their predictions, and reacting to the information they are learning.

Reading process sometimes may be problematic. The reader may not understand words and sentences completely. In spite of confusion, effective readers try to continue reading. They look for clues to understand the text. He claims that understanding closely what a word means is usually enough.

There has been variety of ways to explain the process what happens when one reads and how one comprehends a text. There are many various definitions of reading to choose from, but it is not found that there is not a widely accepted explanation of reading in the literature (Dubin, Eskey & Grabe, 1986).

Smith (as cited in Dubin et al., 1986, p.28), defines reading as “an anticipatory, selective, purposeful, and comprehending process” in which the reader interprets the text by the help of the question prepared about the text. Mitchell (as cited in Dubin et al., 1986), sees ‘reading’ as the ability to understand the written messages. According to the basic definition and description offered by Mitchell (1982):

‘Reading can be defined loosely as the ability to make sense of written or printed symbols to guide the recovery of information from his or her memory and subsequently use this information to construct a plausible interpretation of the written message.....’

Widdowson (as cited in Dubin et al., 1986) reconsiders reading as an interaction between the text and the reader. Furthermore, he claims that reading is a process of

relating information presented in a text to the reader's current knowledge about the topic.

To Nuttall (1983: 192): '*Reading is like an infectious disease: it is caught not taught. (And you can't catch it from someone who hasn't got it.....)*'

Grabe and Stoller (2002) define 'reading' as a remarkable ability that is developed by most people. Defining reading is difficult since it is a complex process which requires the combinations of many skills, strategies, and bases of knowledge which vary according to reader's different goals.

For general comprehension, it requires readers to process words very quickly and automatically uses different reading abilities to comprehend and construct main ideas, and coordinates many processes efficiently in a limited time.

Widdowson (1979) shows reading as a process of matching information in a text to internally activated information. Thus, reading is not information processing but rather information interpreting – what we understand from a text depends in part on what we knew previously, as well as how we allow the text to extend and refine our knowledge of the topic.

Davies (1995) defines reading as a complex process. To him, "Reading is private, and it is mental, or cognitive process which involves a reader in trying to follow and respond to a message from a writer who is distant in space and time" (Davies-1995, p; 1).

Anderson (1984) claims that reading must be defined as a process of building meaning. So, reading is an active, participatory process in which readers try to use what they know.

Goodman (1993) describes reading as a receptive process and a psycholinguistic process which starts with a linguistic surface representation encoded by a writer and ends with a meaning which the reader constructs. This shows that there is an important interaction between the language and thought in reading.

Wallace (1992) gives the definition of 'reading' as an awareness of the way in which the learners are engaged to language. It means reacting to an author's written text as a piece of communication. Furthermore, we can say that foreign language learners predict some communicative intention in writer's part and the reader tries to understand the text at the same time.

Reading is interactive since the reader uses both his/her background knowledge and the information in the text to comprehend the written work. In addition to this, reading is flexible because the reader uses a number of strategies to read efficiently. Reading is purposeful since the reader reads for a purpose.

It is clear that reading can be defined and described in a variety of ways. All these definitions offer useful insights into reading instruction, and thus support decisions made in developing curricula and classroom procedures.

2.2. Types of Reading Models

When we look at some first language reading models, we cannot see any categorization. In spite of this reality, we can mention some models that are bottom-up, or top-down or interactive. Models can show some variables based on text like vocabulary, syntax and cultural content, but reader based variables contain background knowledge, interest, cognitive development and purpose to read.

As expressed before, reading is an interaction between the reader and the text. The students must be taught various types of texts which they will deal with when studying passages and various strategies of reading that they may use.

2.2.1. Bottom-up models

The letters, words, phrases and sentences within the text are the beginning of comprehension process. These chunks are combined during the process of reading. Thus, the reader reaches comprehension. The efficiency of comprehension depends on the ability of combining these elements. In bottom-up processing, reading is a matter of decoding a series of written symbols. Readers try to get a meaning from the symbols and black marks in the whole text. In spite of this attempt, readers sometimes have difficulty in understanding the text they read. Their insufficient knowledge or point of view may cause this failure. It is understood that bottom-up processing encourages the students to see from author's point of view.

To Urquhart & Weir (1998), the bottom-up, or text based model, distinguishes decoding from comprehension. To this model, the reader's attention is primarily on decoding in the early ages of reading. In other words, the readers focus especially on the text, examining it starting from smaller textual units and building up a meaning for a text from these small units at the bottom to larger units at the top. Thompson (1998)

claims that since the reader's attention is on decoding, little time remains for comprehension.

According to Bottom-up theory, the reader constructs the text from the smallest units and this process of making up the text from those small units happens so automatically that readers are not aware of how it operates. 'Decoding' is an earlier term for this process (Stanovich, 1990).

Unsuccessful students do not know about the strategies or mostly engage in bottom-up strategies (Salataci & Akyel, 2002). They usually process texts in word-for-word reading (Auerbach & Paxton, 1997). Furthermore, less successful readers use fewer strategies and use them less effectively in their reading comprehension (Garner, Nist & Mealey, Padron & Waxman as cited in Grabe, 1997).

On the other hand, Carrell, Devine & Eskey (1988) see Bottom-up models as a reading process within the reader reconstructs the messages in a text by first recognizing.

In bottom-up process, readers are confined to only one source of information. But, there are more than two important kinds of information. They are semantic cues (meaning) and syntactic cues (grammatical sense).

2.2.2. Top-down models

In this model, readers begin from the top, the higher level of mental levels. The reader formulate hypothesis first and during reading he tests his initial hypothesis. Unlike bottom-up process, top-down process puts emphasis on the interaction between the reader and the text. In this process, there are also reader's experiences, expectations, intuitions, and also his general knowledge.

According to Carter & Nunan (2001), the top-down, or reader based model, does not assume a reverse process to the bottom-up model as the name 'top-down' suggests. These models do not suggest information processing that begins with the largest units and proceeds to smaller units of the text. The reader is seen as an active participant in the reading process, extracting meaning from the text, making predictions, and conforming or disconfirming those predictions.

Top-down theory emphasizes that readers bring a great deal of knowledge, expectations, assumptions, and questions to the text and, given a basic understanding of

the vocabulary, they continue to read as long as the text confirms their expectations (Goodman, 1976). It is important to fit the text into knowledge (cultural, syntactic, linguistic, historical) they already possess. After that, the readers check back when new or unexpected information appears.

Successful readers do not read mechanically but take advantage of top-down processing strategies (Block, 1986). They interact with the text, calling upon their knowledge and experience to interpret the new information. They use strategies more frequently than less successful readers do. They are more aware of the strategies that they use.

Carrell, Urquhart & Weir (1998) emphasizes the reader's background knowledge which plays a critical role in a reading process. The reader plays an active role in this process, bringing hypotheses about the text, making predictions, and using the information in the text to confirm or disconfirm these predictions.

Shaw (1993) indicates that the top-down process interacts with the bottom-up process to help comprehension. In this process, students need to have general predictions and then look for the input for the message. Thanks to this process, the student can interpret assumptions and draw inferences easily and see the exact purpose of the text and get an approximate idea of the writer's passage.

2.2.3. Interactive models

Textual information and reader's mental activities have an important effect on comprehension. In this interactive process, both letter features or data-driven sensory information and non sensory information come together at one place. It gives importance to previous knowledge and prediction as well as to accurate processing of the real words of the text. Clues are taken from the text by using the eyes and transferred to the brain. After that, the brain matches existing knowledge to the data to make it easy for further processing of new information. Besides, interactive process is used when scanning for specific information and proof reading the material after composing it.

The interactive or balanced model, proposed by Rumelhart (1998), refers to two levels of interaction. Firstly, it refers to an interaction between the reader and the text.

This interaction contains a negotiation with meaning by the reader who comprehends the text by utilizing the information in the text and what is brought to the text.

The other level of interaction refers to an interaction of bottom-up and top-down processes. To Carrell & Eisterhold (1983), this means that readers process reading by interpreting the linguistic items in the text and relating this information to what is already known about the world.

According to interactive approaches, reading involves the interaction of the top-down and bottom-up processing of the text (Carrell & Eisterhold, 1983).

Both Top-down and Bottom-up models are happening, either alternately or at the same time. These theorists describe a process that moves both bottom-up and top-down, depending on the type of text as well as on the reader's background knowledge, language proficiency level, motivation, strategy use, and culturally shaped beliefs about the reading (Carrell, Devine & Eskey, 1998).

Reading teachers need to develop the ability to analyze top-down and bottom-up components of the reading process. Understanding how they read and how their reading process may differ from others in their class is part of their preparation for teaching reading. By beginning with their own reading processes and understanding how the students operate, the teachers will eventually be able to anticipate the types of processes and potential problems that their students will experience.

In conclusion, top-down, bottom-up, and remarkably interactive reading processes possess an important role in understanding texts and also they are used as reading strategies. Research has attempted to explain the processes involved in reading comprehension.

2.3. Reading Performance and Competence

The level of reading proficiency that a reader has in the L1 also appears to be a factor in the development of L2/FL reading skills. Royer and Carlo (1991) conclude that there is a transfer of reading skills from the L1 to an L2 and that teaching reading skills in the native language may facilitate the transfer. In other words, the more a person has learned to be a flexible, adaptable, questioning, comprehension-monitoring reader in the L1, the more likely it is that the same person will be an adaptable, questioning, and comprehension-monitoring reader in an L2/FL. The unskilled L1 reader, or the preliterate L2/FL language learner, clearly does not have that ability. Indeed the

unskilled reader, like the student in the following narrative, may actually improve L1 reading skills by having through training and increased awareness of reading processes in the L2/ FL.

Competence indicates a conscious understanding of language rules that govern language production; performance is the ability to produce language (Ellis 1986: 5). Performance is influenced by language situation.

2.4. The Mechanics of Reading

Learning how to read at a suitable speed is crucial. There are two important factors determines reading speed: the reason why you're reading and what you're reading. When you search for a definite number on a web page, it is possible to see thousands of numbers per minute. You can check all these items very quickly. It doesn't need many hours to waste for it. But, we assume that we need a detailed data to solve a problem, we have to read slowly and carefully.

There is a reading speed chart which includes different types of reading in the following part. From top to bottom, it begins with the fastest kind of reading and ends with the slowest kind of reading.

Table 1. Reading Speed Chart Adopted from the University of Central Florida Student Development Department (Pegasus)

Type of material	Type of reading	Purpose
Dictionaries, telephone directories	SCANNING	Locating specific information
Newspapers, journals, research	SKIMMING	Reading for main ideas only
Easy textbooks, newspapers, stories, magazines	LIGHT READING	Reading for general understanding of main ideas and details when it is not necessary to remember most of the information
Most textbooks, journals, and technical materials	READING FOR LEARNING	Reading for complete understanding of main ideas; making questions from main ideas; taking notes for material that you must remember
Detailed textbooks that require deep thinking	CRITICAL READING	Evaluating and/or reflecting on content, or following directions as in performing a chemistry experiment

2.4.1. Scanning

Scanning is a way of reading which needs to look at a text quickly and it is always used to locate specific information. While skimming as a skill of reading quickly is to get a general idea of a context, scanning is a skill of reading to look for details. During this process, the reader's eyes work like a computer searching in a text until their eyes find letters, numbers, and words that they need. Also they search for meaning, not only words but for synonyms and definitions for the question they want to answer.

Pavlic (2004) gives a list of some commonly scanned types of material.

- A page of movies ads in a newspaper

- A weather map
- Instructions on how to repair an engine
- A list of sports scores
- A chapter in a novel
- A bus or train schedule
- A menu
- The label on a can or box of food

In scanning, the students are wanted to look over the reading text quickly to locate specific information in the text and to search for which paragraph is possible to include the desired information.

2.4.2. Skimming

Skimming is a skill of reading quickly for the main ideas of a text. We can see many reasons for skimming a text. “Skimming is a process of quick reading for the general gist of a passage”, (Clarke-1994, p; 143).

Skimming at first is one of the best ways to prepare to read a text. In other words, we can understand whether the text will be useful to us. When there is lack of time, it is also helpful for the students to read something carefully. When reading a newspaper, we often check the headlines to find an article which draws our attention. To do this, we are skimming for the general senses of the passage.

There are two alternative ways of skimming: the whole text method and the beginning and ending method. When skimming, readers should ignore unfamiliar words and look for only key words and ideas. To improve the learners’ comprehension ability in reading for general information, open-ended and multiple choice questions are used in skimming. The students are wanted to skim to recognize the required words and ideas to get the general points in the passage and the purpose of the passage. Furthermore, what the passage exactly discusses and what its topic is essential points used in skimming.

According to Urquhart & Weir (1996), there are some purposes of using this strategy:

- To establish a general sense of text

- To quickly establish a macro propositional structure as an outline summary
- To decide the relevance of texts to established needs

Saricoban (2001) comes to a conclusion that skimming and scanning activities are related to comprehension stages in the foreign language learning process in which true-false questions, open-ended questions, and multiple choice questions are used

2.4.3. Extensive Reading

An extensive approach to teaching reading is on the basis of the belief that when students read for general comprehension, they choose large quantities of texts. By the help of this process, their ability to read will consequently improve.

In extensive reading courses, the focus is to use reading as a means to an end. This means that reading is used to deal with something else, such as written summary, a written report, an oral report, a group discussion, an argument. In this type of approach, students are more flexible to choose reading materials that they are interested. These texts may be completely chosen by the students or to some extent selected by the teacher.

In extensive reading, mostly all of the reading is done outside of class without any support or teacher aid. Instead of every detail and word, the text is read to comprehend the main ideas. Students are asked to read more than one text on the same topic. The more texts they read on the same topic, the more they will understand because they will bring more background knowledge to each new text they read.

In extensive reading, the students are expected to first understand the parts (sentences, paragraphs, chapters) in order to grasp the whole. To Harmer (1995), extensive reading forces reading at length for pleasure a novel or a biography. According to this way of reading, the students are introduced to a variety of reading texts and to choose appropriate strategy for each text. What matters are that they are encouraged to read as much as possible. However, it is very important to select appropriate strategy in every text for the task.

By reading extensively, students can develop their ability to read with fluency and understanding.

2.4.4. Intensive Reading

Some reading skills are used to study short texts in detail. But, there are some longer texts and even complete books which need different strategies to follow for reading. Sometimes, the article we skim at first may be very interesting and we might want to read it again to take the information or even make a mental study of the details. Intensive reading is an activity in which students carefully read and examine together a reading passage given by the teacher. Many traditional reading classes use this approach commonly.

In an intensive approach to reading, reading the text is treated as an end in itself. Every text is read carefully and thoroughly for maximum comprehension. Teachers provide direction and help before, sometimes during, and after reading. Students do many exercises that require them to work in depth with various selected aspects of the text. Exercises can cover a good deal of reading skills:

- Looking at different levels of comprehension
- Understanding what is implied versus what is stated
- Discussing what inferences a reader can reasonably make
- Deciding the order in which information is showed and its effect on the message
- Identifying words that connect one idea to another
- Identifying words that signal movement from one section to another
- Noting which words indicate authors' certainty about the information presented

Nutall (1996) indicates that intensive reading includes approaching the text under the control of a teacher or a task which encourages the students to concentrate on the text. The goal is not only comprehension, but also to understand how the meaning is produced.

2.5. Reading Strategies

Due to the difficulty of defining reading strategies, researchers have not yet agreed upon a common definition. Thus, a concise definition of strategies does not exist

in the literature, (Anderson, Paris et al., 1991). But there are some definitions made by some researchers.

Strategies are referred to as tactics that readers use deliberately when routine techniques are inadequate to resolve a given interpretation (Anderson, 1991; Carrell, 1998; Paris et al., 1991).

There is a definition of reading strategies “plans for solving problems encountered in constructing meaning” (Duffy-1993, p; 232). It means that reading strategies are a series of actions to employ for the aim of constructing meaning. Furthermore, strategies show the reader’s resources for comprehension.

According to Wallace, strategies depend on the ways of processing which will show variety with the nature of the text, the reader’s aim, and the context of situation. Good experienced learners want to use some strategies, drawing on as much of the surrounding text as possible, being prepared to tolerate uncertainty, using a wide range of textual cues in predicting what will come next, mostly being flexible in their response to texts.

On the other hand, the teacher observes the various ways in which the learners process text. After that, he /she encourage the use of those strategies which are assessed to be most effective.

Effective readers know the kinds of strategies, how to use them, and when it is suitable to use appropriate one. They also use their prior knowledge of content and different kinds of reading strategies in different ways. Sariçoban (2005) indicates that it is easy to classify the readers as ‘poor’ and ‘good’ by encouraging them to use strategies in pre-, during- and post reading steps.

To sum up, in every case, the teachers take the most important role to help the students deal with strategies in the reading process.

2.6. Developing Reading Skills - Using Reading Strategies

Although the terms strategies and skills are sometimes used interchangeably, it is agreed that a distinction between reading skills and strategies exists. Alexander, Graham and Harris (1998) emphasize two differences between strategies and skills: a) “automaticity of performance” and b) “learner awareness or intentionality” (p. 135)

Language instructors and teachers are often complaining about the fact that students do not automatically transfer the strategies they use in their native language to reading in a foreign language. Ignoring this reality, it is assumed that they consider reading as starting at the beginning and going word by word, stopping to look up every unknown vocabulary item till they reach the end. By doing this, students generally rely on their linguistic knowledge, a bottom-up strategy.

In this condition, one of the most important tasks of the language instructor and teachers is to force students to move past and motivate them to use top-down process they use in their native language.

Good language instructors and teachers teach students how they can adjust their reading behaviors to cope with a variety of situations, types of input, and reading purposes. They should help students develop many reading strategies and compare suitable strategies to each reading situation.

There are several ways for instructors and teachers to teach the learners how to use reading strategies.

By showing the strategies aloud, talking through the processes of previewing, predicting, and paraphrasing help students see how the strategies work and how much they can learn about a text before beginning to read word by word.

By giving time in class for group and individual previewing and predicting activities as preparation for in-class or out-of-class reading, students become aware of the importance and value given to them. Allocating class time to these activities indicates their importance and value.

By using cloze (fill in the blank) exercises to review vocabulary items, students learn to guess meaning from context.

Encouraging students to talk about what strategies they think will help them approach a reading task, and after reading, talking about what strategies they actually used. This helps students develop flexibility in their choice of strategies.

When using reading strategies, learners understand that they can control the reading experience, and they gain confidence in their ability to read the language.

During the process of learning language, the students learn many words with their meanings and new structures day by day. Besides, they learn how to pronounce these words and understand them in their written forms. To read in a second language

requires using some reading skills. According to Demirel and Mirici (1998) there may be similarity between the skills that you learn in both native language and target language. We'll learn how to read English well and understand efficiently. There are some strategies that can help students read fast and effectively.

2.6.1. Anticipation

Reading is a process, a series of actions that are related to each other. The first thing is to predict. According to Smith (1971), prediction is the prior elimination of unlikely alternatives.

It aims to guess what the subject will be. There are some predictions, such as the title, looking at pictures, reading the first sentence or two. Being familiar with the subject matter to make predictions about content and vocabulary and check comprehension; using the information of the text type and aim to predict about discourse structure; using knowledge about the author to make predictions about his /her writing style, vocabulary, and content.

This skill aims to think about what may happen before it happens to anticipate a conclusion. It depends on their own experience to guess about a subject. When you need to find some information in the text, you should look through it and that action means to scan.

2.6.2. Vocabulary in Context

To feel themselves enough in reading, the readers also need to understand the whole context considering its vocabulary. In terms of vocabulary in context, it is very important to learn how to find word meanings without looking up a dictionary. Thus, they won't waste their time.

2.6.3. Testing

Another process is 'testing' in the reading process. While reading, it is necessary to check the previous ideas that we had. It is a very fast process. We change our ideas. If the sentences and ideas are what the readers expected, there is a good interaction between the reader and the author.

2.6.4. Rapid reading

Grabe (1991) claims that a definition of reading comprehension must account for the nations that fluent reading is rapid, interactive, comprehending, flexible, purposeful, and gradually developing. Fluent reading means reading rapidly that the reader reads a text at a satisfactory rate, so it becomes easier to make connections and inferences that are necessary for comprehension.

Rapid reading is one of the reading skills. It is quite important for the learners to learn to read quickly with understanding. Sometimes they change their speed, but beginning to a textbook needs more attention and more careful reading. Rapid reading includes skimming, scanning and surveying.

2.6.5. Surveying

On the other hand, surveying is reading to understand the structure of a passage, how it is 'built'. By the help of using surveying skill, the readers know the order or sequence of parts.

2.6.7. Understanding the Main Idea

Understanding the main idea of a part of an article or the whole reading is a kind of reading skill that is related to understanding. To understand well, student should be able to get the most important ideas of their books and remember them. It is important to know the general idea of an article. So, the readers will have less difficulty with the structures and words. We should remember that each paragraph has one main idea, but the whole passage has one main idea, too. It is generally possible to see the main idea of the first paragraph as the idea of the whole article. Because it is an introductory paragraph. It should not be forgotten that the main idea does not consist of one word. Because; one word is not enough to understand the topic. For example, 'riding' is not enough to understand or guess about the subject. Instead of this word, we must see the whole sentence. "Riding a horse is very entertaining" is an appropriate sentence to learn about the subject.

2.6.8. Understanding Sequences

Another reading skill is to understand sequences. A sequence means an order of events. It is sometimes necessary to know what happened first, what was second, what happened next and what happened last.

2.6.9. Making Inferences and Drawing Conclusions

Making inferences and drawing conclusions are the last reading skills. By using these skills, the students use information to make comment on other statement about the subject. Drawing conclusions help students make inference after reading. If the students understand the entire article, they can also understand the information beyond the written sentences. For example, if a sentence explains the readers that the teacher warns the students for tomorrow, the reader knows that there may be a kind of exam. Another inference is that the students will get ready for tomorrow by studying.

2.6.10. Reading a Table of Contents

It is a list in front of a book. The readers can learn what is in the book. There are the titles of the chapters under each unit and the numbers of the pages in the table of contents. It gives an opportunity to the reader to survey the book to find out what topics are in the book and to know where to find them.

2.6.11. Reading an Index

Mostly, textbooks and other reference books have an index in the back of the book. It contains a lot of terms. There are useful words, titles and names in it. The words are given in alphabetical order. These words are used in the book. Thanks to the index, the readers can learn where to find word, name or idea in the book.

2.6.12. Previewing

It is reviewing topics, section titles, and visible images to understand the structure and content of a reading selection.

2.6.13. Paraphrasing

It means restating the information and ideas in the text by stopping at the end of a section to check comprehension.

2.6.14. Reading Purpose

Students sometimes read for some special or personal aims. Before reading the whole text, they look for a general or specific idea. They can read quickly through an article, looking for dates, numbers, name or other facts. But, it is not necessary to read the whole passage. It is more useful to read only necessary words or sentences to find the asked details.

Wallace (1992) makes a definition of some kinds of reading in response to our environment 'reading for survival'. He claims that some reading is really a part of life and death. For example, the meaning of 'stop' for the drivers in the traffic and 'exit' may be sometimes vital for the people to survive. On the other hand, reading has the purpose of extending our general knowledge of the world. Beside reading for survival, and reading for learning, people can read only for pleasure for its own sake.

It is easy to see that people have a variety of reasons for reading and when the notes of people are compared, we will find different reasons again.

We can probably conclude that the way the readers succeed the task is strongly affected by reader's own purpose in reading. For example, a quick scanning of a page in the class list to find a girl name is very different from the scanning of a word in a formal and legal document. It is quite noticeable that we can also see the difference in the speeds used for scanning

To teach the language itself is the most common use of reading in a foreign language class. Whether the first language (L1) or the foreign language (FL), reading is an effective way of improving the ability to use of a language. But it is different outside the classroom as most of the readers do not have this purpose to read a text. So it changes the purpose of the writers. To sum up, it is the language improvement that is the central purpose of the language learner.

People read because they want to get some information from writing: facts, ideas, enjoyment, etc... whatever it is, they want to get the message that the writer gives.

2.7. Reading to Learn

At every level, reading is an essential part of language instruction because it provides learning in many ways.

First one is reading to learn the language: Reading material is a language input. By giving students a variety of materials to read, instructors provide multiple opportunities for students to absorb vocabulary, grammar, sentence structure, and discourse structure as they occur in authentic contexts. Students thus gain a more complete picture of the ways in which the elements of the language work together to convey meaning.

To provide multiple opportunities for students to understand vocabulary, grammar, sentence structure, and discourse structure in a context, instructors give students a variety of materials to read.

Reading for content information: Students' target for reading in their native language is often to get information about a subject they are studying, and they can also use the same target in the language learning classroom as well. It can be useful. Reading for content information in the language classroom gives students both authentic reading material and an authentic purpose for reading.

Reading for cultural knowledge and awareness: By reading everyday materials that are prepared for native speakers can give students opportunity to learn about the lifestyles and worldviews of the people whose language they are learning. When students read newspapers, magazines, and Web sites, it is possible that they are exposed to culture in all its variety. While reading to learn, students should follow four basic steps:

Students have to be aware of the purpose for reading. They will activate background knowledge of the topic to predict or guess content and identify suitable reading strategies.

They take part in the parts of the text that are relevant to the identified purpose and ignore the rest. This selectivity makes students to focus on specific items in the input and reduces the amount of information they have to store in short-term memory.

Learners select strategies that are convenient to the reading task and use them interchangeably and interactively. Students' comprehension gets better and their

confidence increases when they use top-down and bottom-up skills simultaneously to get the meaning.

They should control comprehension while reading and when the reading task finished. Monitoring comprehension helps students detect inconsistencies and comprehension failures, helping them learn to use alternative strategies.

2.8. Reading Comprehension

Firstly, we will begin with the explanation of only ‘comprehension’. Comprehension is a part of life. Every minute, people are making sense of their world. Beatrice S.Mikulecky and Linda Jeffries (2004) say “Information is constantly coming in about what you see, hear, smell, touch, or taste. Your brain receives all the pieces of information, interprets them, sorts them, and saves them”.

When the brain notices new information, it needs to have a connection to the information the brain has saved. After finding a connection, the new information becomes a part of a network and it is stored in the long term memory. If the connection fails, it is generally forgotten. Gephard (1987) claims that teachers can facilitate successful reading comprehension by providing background information.

Secondly, it is the same process with reading comprehension. Reading comprehension refers to the ability of understanding information on a subject given in the written form. For many students, reading comprehension is a problem when they are reading in a foreign language, but since they can read in their own language, they try to use their own experience which helps in their native language. After having some difficulties in a foreign language, they may feel that they fail in understanding the text because of their lack of ability or capacity. With a better understanding of how information is presented in English texts, comprehension will almost improve and they will gain their confidence back.

Grabe & Stoller (2002) indicate that fluent reading comprehension, which is useful for academic studies in particular, consists of rapid, efficient, interactive, flexible, evaluating, purposeful, comprehending, learning, and linguistic processes. While comprehension takes place, some of these skills are performed automatically and some are coordinated effectively. Good readers apply various strategies before, while, and after reading.

When reading, students try to make connections between the information they know and the information they read.

As mentioned above, second language comprehension is a difficult task for the language learner. So, reading comprehension includes a set of sub skills apart from reading skills. It is an interaction between text and the readers' background knowledge. Reading would be meaningless and empty without comprehension. That is why; teachers should enhance students' ability to read with comprehension.

There are comprehension strategies which indicate how readers perceive a task, what textual cues they attend to, how they make sense of what they read, and what they do not understand. The skills include both "bottom-up" and "top-down" models of reasoning and comprehending.

Beatrice S.Mikulecky and Linda Jeffries (2004) offer some important rules to the teachers how to help students improve their comprehension skills:

- Focus on one reading /thinking skill at a time
- With each skill, explain the purpose for doing the exercises and how the skill is important for effective reading.
- Do an example or a sample exercise with the whole class. Model your thinking aloud as you do the exercise.
- Put the students into pairs and assign one exercise for practice.
- When the pairs have completed the exercise, discuss it with the whole class.
- Assign an exercise to be done by individual students, either in class or as homework, so they can check their own ability and confidence in using the skill.
- While working on comprehension exercises, do not simply judge answers as right or wrong. Instead, respond the students' answers with questions **such as** "Why?" or "How can you tell? to encourage them to examine their reasoning process.
- Whenever possible, direct the students to work in pairs or small groups.

2.8.1. Text Comprehension

‘A text is the verbal record of a communicative act’. (Brown and Yule, 1983 p;6). The readers try to understand the text written for them. Comprehension is the reason for reading. They are not reading the text if they can read the words but do not understand what they are reading. During the process of reading, good readers are both purposeful and active.

There may be some reasons for reading, for example; to figure out how to use a food processor or a magazine for entertainment.

They also think while they are reading. Their experiences and knowledge of the world, vocabulary, language structure, and reading strategies to make sense of the text and know how to get the whole meaning out of it are very helpful. They know how to resolve problems with understanding as they occur.

We can see comprehension questions in reading course books. The students are trying to answer these questions according to the passage. This exercise is related to comprehension.

Without a strong background in basic skills like decoding and vocabulary-building, comprehension is impossible.

2.9. The Reading Process

Reading is an interaction between the text and the reader. The readers look for and construct meaning. It depends on what they bring to the text and what the text brings to them.

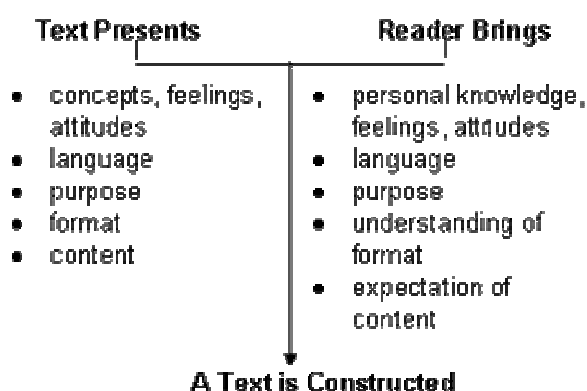


Figure 1. The Reading Process, Flood & Lapp (1991)

It is essential to develop fluent and effective readers who are experienced in the reading process. As effective readers, active readers use comprehension strategies

before, during, and after interacting with texts. They bring their background knowledge to the reading, have a plan for comprehending a range of texts, interact with the texts, and react to the texts by their responses based on their reading.

2.10. The Communication Process

Now, we will tell about the process of the communication. To Nuttall (1982), instead of using the writer, we will use the more general term 'encoder'. The encoder has a message and wants to share it with somebody.

It is the first step to put the message into words, in other words, he will encode it. Now it is a text outside his mind. Anybody who hears or reads is possible to access to the text. In fact, it is in the second step the reader encodes the text. And then the message comes to the mind of the reader. The communication is succeeded.

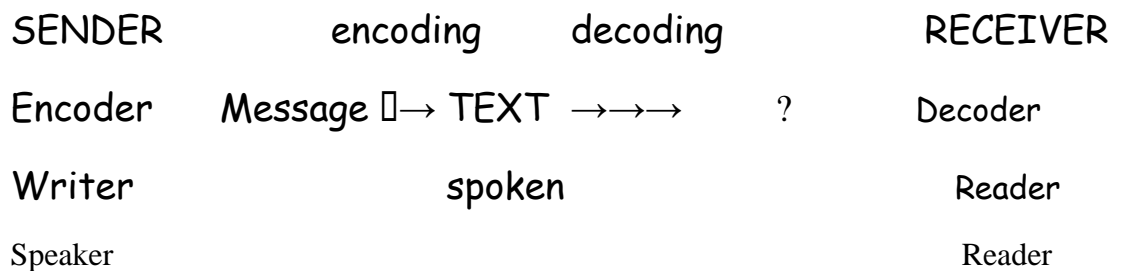


Figure 2. The Communication Process

In some situations, readers can be passive throughout the process of communication. We can imagine the text which is full of meaning like a jug full of water and it is poured into the reader's mind. But this rarely happens. As we know from personal experience that a text which seems difficult to one may seem easy to another.

When the readers are not familiar with the text or code in which it has been expressed the text turns out to be a difficult task. They should know the language in which the text or message encoded. When the reader has poorer vocabulary than the writer, he will have some difficulty to understand the text and it will be hard to decode.

The meaning is not merely lying in the text waiting to be passively absorbed. On the contrary, he is involved and he must work to get the message. The reader approaches to the meaning more actively. The writer should make possible demands that the reader can fulfill to receive the message. The reader tries to make sense of the text in terms of his own presuppositions.

Reading is not just an active process, but an interactive one. Although the writer has an advantage as he has time to structure his text effectively, the speaker has no chance to structure his subject. The reader has also time for his disposal, he can stop or think and then go back to check a previous reference.

The reader must be objective enough to understand the differences in point of view between himself and the writer. To achieve this he should evaluate all the evidence, choice of words, and selection of facts and so on. So that he can get the message intended.

Shannon's (1948) model of the communication process is still possible to see in introductory textbooks. It has been one of the first things most students learn about communication when they take an introductory communication class. Indeed, it can be found in introductory textbooks in both mass communication and interpersonal communication.

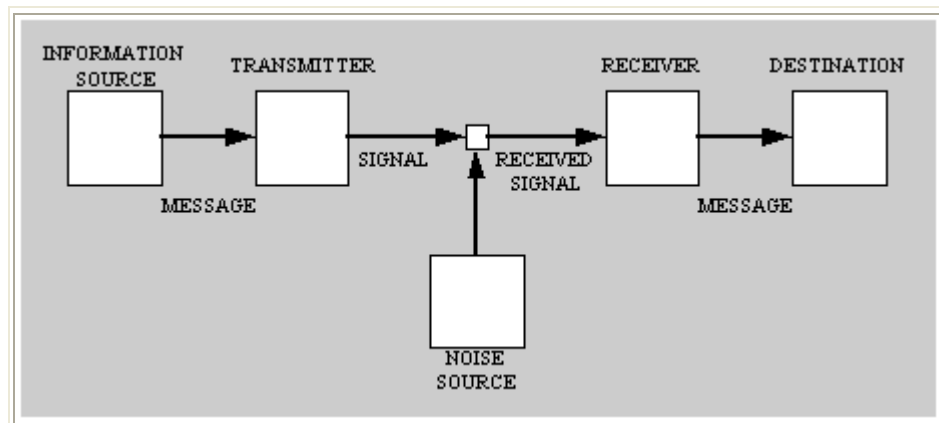


Figure 3. Shannon's (1948) Model of the Communication Process

We can define the communication process with Nuttall's own expression.

“The message in the writer’s mind is the perfect piece of furniture planned by the designer. The process of breaking this down into its component parts and packing them all into a box with instructions for assembly is a little like the process of putting thoughts into words and organizing them into a coherent text. A reader tackling a text resembles the amateur furniture maker unpacking his do-it yourself kit and trying to work out how the pieces fit together”. (Nuttall–1982, p; 11),

2.11. The Three Phases in a Reading Lesson

As mentioned before, many researchers explain the importance of the guidance of teachers for effective teaching of reading. It is believed that teachers should prepare their students for the level of understanding in reading process. Mathews (1993) indicates that the readers are sensitive to the variety of contexts that affect meaning, and think about and think through the author’s ideas. That is why; the three-phase approach reading strategies (pre-, during-, post reading) are used to improve reading comprehension as well as efficiency in reading.

By the help of these strategies, students have no problem during reading and they become good, mature, and effective readers. Instructors can help their students become effective readers by teaching them how to use strategies before, during, and after reading. The teachers help the students follow these phases during the process of reading.

2.11.1. Pre-reading Phase

Before reading, it is a kind of planning for the reading task. In this phase, students survey the text. Before surveying the text, students should set a purpose or decide in advance what to read for. And then, they must determine whether to enter the text from the top down (attend to the overall meaning) or from the bottom up (focus on the words and phrases). Strategic readers preview the text by looking at the title and the text to evoke relevant thoughts, memories, and associations they skim the text to get an overview of the main points. It is an introduction and it arouses interest in the topic.

In addition to this, Pre-reading stage motivates learners by giving a reason for reading. Furthermore, it provides some language preparation for the text. During the preparation process, the teacher should not explain every possible unknown word and structure in the text.

Strategic readers build background by questioning themselves to see what they already know about the topic, the form in which the topic is presented, and the vocabulary that might communicate the ideas about the topic. They set purposes for reading by asking themselves what they want to learn or experience by reading the selection.

To Williams (1984) there are some useful questions that are necessary for the teachers to prepare students for pre-reading phase. If the teachers answer them, they will have clues to introduce the text and motivate the learners. They build background by questioning themselves to see what they already know about the topic, the form in which the topic is presented, and the vocabulary that might communicate with the ideas. They set purposes for reading by asking themselves what they want to learn or experience by reading the selection.

2.11.2. While-reading Phase

This phase mostly focuses on the text rather than the learner's ideas previous to reading. During this process, the readers understand the author's aim. They check their understanding of the text by paraphrasing the author's words and they monitor it by imagining, inferring, predicting, and confirming. They integrate their new understanding with existing knowledge. They are continually revising their purposes for reading as they read.

During reading, strategic readers create a dialogue with the author, striving to reformulate what the author is saying. They check their understanding of the text by paraphrasing the author's words and they monitor it by imagining, inferring, predicting, and confirming. They integrate their new understanding with existing knowledge. They are continually revising their purposes for reading as they read.

Through reading the text, they see the structure and understand it. Another advantage of this phase is to clarify the content. Completing diagrams or maps, making lists, taking notes are other types of while-reading work. It is possible to encounter plenty of while-reading exercises in the course books. According to Williams (1984), while-reading work ought to begin from general understanding of the text, and move to more specific units such as paragraphs, sentences and words.

2.11.2. Post-reading Phase

It is the reflection upon what has been read. Effective readers summarize what they have been reading and consider their first impressions. It aims to relate the text to the learner's own knowledge, interests, or views. It may include some reactions to the text, for example, learners criticize the text by indicating whether they liked, and found it useful or not.

Finally, they make applications of the ideas encountered in the text by extending these ideas to broader perspectives. Successful language learners adapt these strategies as they construct meaning from a variety of oral, written, and visual texts and experiences.

After reading, strategic readers summarize what they have been reading and contemplate their first impressions. They reflect and take second looks to develop more thoughtful and critical interpretations of the text. Finally, they make applications of the ideas encountered in the text by extending these ideas to broader perspectives (Flood & Lapp, 1991, p. 732).

Successful language learners adapt these strategies as they construct meaning from a variety of oral, written, and visual texts and experiences.

Another characteristic that distinguishes proficient readers from ineffective readers is that they read often and regularly. As they read, their reading improves. Ineffective readers often choose to avoid reading and do not develop the same love of literature or the lifelong habit of reading as a rewarding leisure-time pursuit. Teachers can make a major difference in students' success or failure to read texts effectively by modeling, coaching, facilitating, and promoting reading in their classrooms.

Consequently, these three phases do not occur automatically on every occasion. Sometimes, the teachers do not use the pre-reading stage and lead learners to the text directly. Motivating the learners take place in pre-reading, while-reading, and post reading phases.

To Williams (1984), the three phases brings two main advantages to the learners. Firstly, as the main source of motivation and involvement, it makes use of the student's own knowledge of language and of the world. The other advantage is related to integration of the skills in a coherent manner. It means that the reading session is not simply isolated.

Harmer (1998) indicates some principles behind the teaching of reading that the teachers should persuade their students about how these principles are vital to follow. First, reading is not a passive skill and it is an active occupation.

Secondly, students need to be engaged with the text they are reading. Thirdly, students should be forced to respond to the content of a reading text. Fourth principle suggests that prediction is a major factor in reading. The next principle is encouraging to match the task to the topic. The last principle advises the good teachers to exploit reading texts to the full.

Table 2. Teaching-Learning Strategies, Flood & Lapp (1991)

Teaching-Learning Strategies		
Teacher-Guided	Student Empowerment	Specific Strategies
<p><i>Before</i></p> <ul style="list-style-type: none"> • Activating what students already know about the text • Providing important background information • Explaining conventions, techniques, and vocabulary • Setting purpose(s) for reading <p><i>During</i></p> <ul style="list-style-type: none"> • Modelling the strategies effective readers use • Guiding with questions and activities <p><i>After</i></p> <ul style="list-style-type: none"> • Encouraging initial responses • Discussing and developing interpretations • Analyzing, clarifying, and extending • Evaluating 	<p><i>Before</i></p> <ul style="list-style-type: none"> • What do I know about the topic? • What do I need to know? • What is the organization of the text? • What is my purpose for reading? • What might I learn from this reading? <p><i>During</i></p> <ul style="list-style-type: none"> • Do I understand what I am reading? Does it make sense? • What will I learn about next? • Do I picture in my mind what I am reading? • What in my personal experience helps me to make sense of what I am reading? • Do I make changes if things do not make sense? <p><i>After</i></p> <ul style="list-style-type: none"> • What do I think? How did this affect me? • What did I learn that was new to me? 	<ul style="list-style-type: none"> • Anticipation Guides • Questions • Vocabulary Development • Journals • Think-alouds • REQUEST • Reading Guides • Directed Reading-thinking Activity • Response Sheets • Reading Response Groups • Think-Pair-Share • Discussion Groups • Reading Workshops • Literature Response Circles • Author's Chair • Snowballing • Mini-lessons • Conferencing • Independent Reading • Writing (Summaries, Reviews, Appreciations) • Dramatizing • KWL, SQ3R • Illustrating • Storyboards • Paired Response • Fast Writes • Readers Theatre • Role Play

CHAPTER III

3. READING TEXTBOOKS

3.1. Types of L2/ FL Reading Books

3.2. Intensive Reading Textbooks

Intensive Reading Textbooks concentrates exactly on building reading comprehension abilities through reading texts from the book and doing exercises. They are written according to the readers' L2/FL proficiency level. Many exercises will go along with each text; some of them focus on reading skills, some on vocabulary, and perhaps some with other objectives. It is possible or not for these exercises to identify the skills they practice. The objectives are referred to the restrictions of the book (Goodman, Freeman, & Murphy, 1988).

3.2.1. Informational Textbook

3.2.1.1. Variety Textbook

This type uses mostly informational reading texts including a variety of topics and many of text types, containing formal and informal writing. To give examples of these type textbooks, we can see textbook excerpts, newspaper and magazine articles, pamphlets, schedules, notes, transcripts of conversations.

There may be a series of texts on various aspects of one or more of the topics presented in the book to raise the value of background in reading.

3.2.1.2. Content –Based Textbook

Not only reading skills but content information as well are tried to teach in this type of textbook. The exercises mostly focus on building content knowledge and perhaps on improving reading comprehension skills.

3.2.2. Story/ Narrative

Although a textbook may specialize in a definite type of story reading, such as short story, about all types of textbooks in this category contain a variety of topics. These textbooks can be divided into two:

3.2.2.1. Authentic

It is generally a collection of literary works without modifications to the text. There are exercises that include the main events and the significance of the story.

3.2.2.2. Modified

It is written in language that differs to some degree from that of the educated native speaker. The text may be a rewritten version of a current piece of literature; it is a probability that not only the language but also the story has been modified to some degree to make it accessible to the L2/FL reader (Goodman, Freeman, & Murphy, 1988).

3.3. Extensive Reading Textbooks

This type of reading textbooks have a goal to improve reading abilities by having students read large quantities of texts outside of the reading textbook and report on them in some way. They generally include few reading texts in them; however, types of texts which exist in the real world to be read, types of activities readers can use to report on the outside texts that they read are commonly presented in them.

3.4. Reading Skills Textbooks

These books aim to develop reading abilities by concentrating on the development of various reading strategies, such as skimming, scanning, finding main ideas of the paragraph, inferencing, summarizing. Chapters or sections of the book are given to which reading strategy to practice. To practice a definite skill, there are several short texts in each chapter or section.

3.5. Integrated Skill and Series Textbooks

These textbooks have a purpose to teach language by using reading, speaking, listening, and writing skills. Reading skill practice may be limited to having readers answer some questions on the text. These types of textbooks are usually found at the beginning and intermediate levels of L2/FL readers. Integrated books can form a series.

Series books are set of integrated skill books that progress in difficulty. In each level, new skills are presented by reviewing previously taught skills (Moran, 1991; Auerbach & Paxton, 1997, Salataci & Akyel,2002).

3.6. The Role of Textbooks in the EFL/ESL Classroom

English language teaching has many important components but according to many ESL/EFL classrooms and programs, the textbooks and instruction materials that are often used by language instructors are the most important constituents.

As Hutchinson and Torres (1994) suggest: "The textbook is an almost universal element of [English language] teaching. Millions of copies are sold every year, and numerous aid projects have been set up to produce them in various countries. No teaching-learning situation, it seems, is complete until it has its relevant textbook".(p.315).

Some other theorists such as Sheldon (1988) share the same idea and suggest that textbooks not only "represent the visible heart of any ELT program" (p.237) but also suggest considerable advantages for both the student and the teacher when they are being used in the ESL/EFL classroom.

To Haycroft (1998), one of the essential advantages of using textbooks is that they are psychologically important for students because their progress and success can be measured correctly when we use them.

O'Neill (1982) has pointed out that textbooks are mostly sensitive to students' needs. Though they are not designed especially for them, they are rather helpful in terms of time and money, and they can provide adaptation and concentration.

Another advantage identified by Cunningsworth (1995) is the potential which textbooks have several additional roles in the ELT curriculum. He claims that they are an effective resource for self-directed learning, an effective resource for presentation material, a source of ideas and activities, and a reference source for students, a syllabus where they reflect pre-determined learning objectives, and support for less experienced teachers who have not gained enough self-confidence.

Finally, Hutchinson and Torres (1994) have indicated that textbooks may play a vital role in innovation. They suggest that textbooks can support teachers through potentially introducing changes and demonstrate new and/or untried methodologies, show change gradually and in conclusion, teachers can build a more creative methodology of their own.

An important theorist Allwright (1982), for instance, has written a commentary on the use of textbooks in the ELT classroom. He argues that textbooks are too strict

and generally show the pedagogic, psychological, and linguistic preferences and biases of their authors.

Consequently, the classroom setting will be influenced by the educational methodology that a textbook introduces by indirectly imposing external language objectives and learning strategies on students as well as potentially incongruent instructional paradigms on the teachers who use them.

We come to conclusion that, textbooks importantly determine and control the methodology, process and procedures of language teaching and learning.

Other theorist Alptekin (1993) tries to see the effect of the use of the target language culture as a vehicle for teaching the language in textbooks. He claims that it is not really possible to teach a language without using its cultural knowledge.

Gray (2000), on the other hand, has defended the socio-cultural components of many textbooks. Furthermore, he argues that learners can develop their language skills by using their textbooks as useful instruments for making discussion, cultural debate, and a two-way flow of information.

In fact, there is no consensus on this issue at this particular time and this causes some degree of caution when using these types of books in certain teaching and learning contexts.

They have showed that many written textbook language models and dialogues are not natural and suitable for communicative or cooperative language teaching. Therefore, they do not adequately prepare students for the types of pronunciation, language structures, grammar, idioms, vocabulary and conversational rules, routines and strategies that they will have to use in the real-world (Cathcart, 1989; Bardovi-Harlig et al., 1991; Yule et al., 1992).

A final disappointing reason with many ELT textbooks is the fact that they are often considered as the "...tainted end-product of an author's or a publisher's desire for quick profit" (Sheldon, 1988 p.239).

Nowadays, there are too many textbooks often marketed with extra artificial claims by their authors and publishers. Moreover, these books aim to contain serious theoretical problems, design flaws, and practical shortcomings.

3.7. Justification for Textbook Evaluation:

It is commonly believed that textbooks are too inflexible and supposed to be used directly as instructional material. Another alternative use of them is their actual help for teaching and learning. Textbooks still have enormous popularity.

We can go back to the 1970's that there has been an attempt to make learners the center of language instruction. In fact it is the best way to see textbooks as resources in dealing with aims and objectives that have already been arranged according to learner needs. Furthermore, these textbooks should not necessarily decide the aims themselves (components of teaching and learning). But the teachers and learners should be included to determine the aims (Brown, 1995).

As a result, we must try a lot to set a large variety of relevant and contextually appropriate criteria for the evaluation of the textbooks that we use in our language classrooms.

We should also provide "that careful selection is made, and that the materials selected closely reflect [the needs of the learners and] the aims, methods, and values of the teaching program." (Cunningsworth, 1995 p.7)

Sheldon (1988) has suggested some other reasons for textbook evaluation. He claims that the selection of an ELT textbook means taking an important administrative and educational decision. In this decision, there is important professional, financial, or even political investment.

A comprehensive evaluation, therefore, would be very helpful for the managerial and teaching staff of a specific institution or organization to distinguish between all of the available textbooks in the market. Besides, it would be very easy for the educators and instructors to identify the definite strengths and weaknesses in textbooks

Therefore, it makes assisting teachers realize the most suitable use of a book's strong points and recognizing the shortcomings of certain exercises, tasks, and entire texts.

Another reason for textbook evaluation is the fact that it can be very helpful in teacher development and professional improvement. To Cunningsworth (1995) and Ellis (1997), textbook evaluation helps teachers acquire useful, exact, systematic, and contextual understanding to the overall nature of textbook material.

In a similar manner, textbook evaluation can also be of great worth component of teacher training programs as it serves the double purpose of making students and teachers aware of important features seek in textbooks while making them familiar with a wide range of publicly known language teaching materials.

3.8. Textbook Evaluation Schemes:

As already stated before, in the case of accepting the value of textbooks in ELT therefore it must surely be with the suitability that they are of a satisfactory level of quality, usefulness, and appropriateness for the context and people with whom they are being used.

There are ways of helping teachers suggested by different writers to be more sufficient in their evaluative approach, by presenting evaluation 'checklists' based on generalizable evaluation criteria that can be used by both teachers and students in many different situations.

There are many lists of criteria to evaluate the textbooks. Although Sheldon (1988) claims that no general list of criteria can ever really be applied to all teaching and learning contexts without considerable modification. But, most of these standardized evaluation checklists include common components and they can be used as useful beginning points for ELT professionals in a large sort of situations.

Williams (1983), Sheldon (1988), Brown (1995), Cunningsworth (1995) and Harmer (1996) who are predominant theorists in the field of ELT textbook design and analysis all agree that evaluation checklists should have some criteria connected to the physical characteristics of textbooks such as layout, organizational, and logistical qualities. There are also some other criteria to determine a textbook's methodology, goals, and approaches.

At the same time, these criteria assess the degree to which a set of materials is not only teachable but also meets the needs of the individual teacher's approach as well as the organization's overall curriculum.

Besides, criteria should analyze the specific language, grammar, functions, and skills content. As a result, textbook evaluations should include criteria in which there should be representation of cultural and gender components in addition to the extent.

The linguistic items, subjects, content, and topics satisfy students' personalities, backgrounds, needs, and concerns as well as those of the teacher and/or institution.

CHAPTER IV

4. TEXTBOOK ANALYSIS: A CASE STUDY

4.1. Presentation

Chapter 4 includes four sections aiming to analyse and evaluate the results of the questionnaires which have been implemented to the target students and teachers. 4.1 will present the questionnaires, 4.2 introduces the participants and gives some information about them, 4.3 is intended to present the findings of the results along with the tables. In the last part, the results of the questionnaires are interpreted.

4.2. Questionnaire

4.2.1. Students' Version of Questionnaire

The students' version of questionnaire is given under the name of 'Assessment of Reading textbook For Students'. There are 26 statements with five options for each topic. These topics are related to the chosen textbook that is used by the participants of a preparatory school at the university. It aims to find the students' attitudes and thoughts about their reading coursebook provided by the school authority.

All of the topics are identified in an objective manner not to confuse the students' ideas. As the level of the students is pre-intermediate, the questions have been organised in a simple way. In this way, they can understand and evaluate the topics easily.

In order to save the participants from boredom, the topics are limited. Participants are given enough time to think and evaluate the topics. They evaluate the topics in a classroom atmosphere. The questionnaire has been given to 20 students from each university.

4.2.2. Teachers' Version of Questionnaire

The students' questionnaire is adopted according to teachers' point of view and teachers' version is formed by the help of this viewpoint. It is delivered to the teachers under the title of 'Assessment of Reading textbook For Teachers'. The questionnaire consists of 23 topics and there are some nearly common topics with students' version.

Through the teachers' questionnaire, the participants' thoughts are searched. In teachers' version, the teachers' point of views about reading textbook they have taught

in their prep-classes for a specific period is tried to be identified. In seeking to understand whether their textbook meets the needs of the students or the institution, we will get some according to the results of the teachers' answers.

Moreover, another part is prepared for the teachers to get background information about them. There are 8 questions to be answered by the teachers related to their profession in a university and some facts about the textbook's current usage.

4.3. Participants

Twenty students and ten instructors have participated in the questionnaires. The level of the students is pre-intermediate. They are some typical prep-classes students of Çankaya University, Abant İzzet Baysal University and Karaelmas University. The instructors are also the members of these universities.

These instructors are active teachers of reading textbooks through the education terms in a year. The questionnaire has been applied to the students and teachers at different times in the second term of the year 2008. The students are all studying the reading textbooks and the teachers are all teaching using these books as their reading coursebooks.

All of the instructors are native. Most of them have at least two years of experience in young learners' foreign language education. Each of the teachers is given the questionnaire at different times and different places so that they don't affect each other with their evaluations.

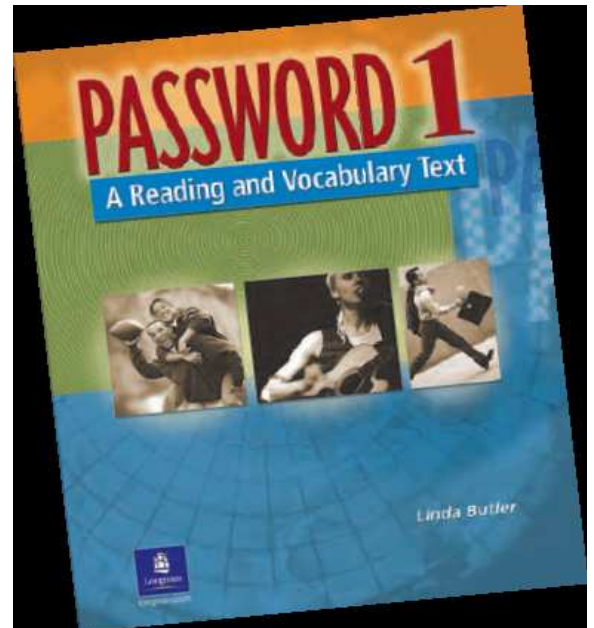
4.4. Analysis and Evaluation of Data

4.4.1. PASSWORD 1

A Reading and Vocabulary Text

A reading and vocabulary text which helps students develop their reading skills and increase their active vocabulary through engaging readings about real people, places and events.

It is a Reading and Vocabulary Textbook which was written by Linda BUTLER and published by Pearson Longman in 2003.



The password 1 is aimed to provide the necessary opportunities for the English learners to develop their reading abilities and their vocabularies. That book includes theme-based units including readings, different kinds of developing language skills activities, and exercises. As a result, the students are able to understand, remember, and use new vocabularies.

The level of the book is designed according to High Beginning Students. It is supposed to have an English vocabulary of about 600 words and teach 500 more. After covering the book, the students are expected to learn more than 400 new words and phrases; all of them are commonly used in American English.

Many learners can deal with daily oral communication and have potential capacity to read unadopted texts. On the other hand, the vocabulary presented in The Password appears to be chosen carefully. Especially, target words and phrases are frequently used and so most likely to be necessary for the students. It seems that the

target words are not only chosen in agreement with the topic of a chapter, the frequency and usefulness of the vocabulary among many subjects are aimed.

Knowing the meanings of words isn't enough though it is the key without hesitation. In order to learn new words, the students should be able to see them many times and in different contexts. This is very important for students' guessing meanings of unknown words from the context. So, understanding the context is necessary for the learners to make predictions about the meanings of these words. The number of the vocabulary used in the contexts is restricted to those 600, 1,000, or 1,500 high-frequency words that the reader is supposed to know.

The words and phrases used in the chapter are recycled from previous chapters. The Password 1 puts emphasis on systematic vocabulary acquisition by explaining and practising the new vocabulary in exercises and activities, encountering again in later units and chapters, and reviewing in oral practice and self-tests.

The book contains seven units and each unit includes four chapters followed by a wrap-up section. There are vocabulary self-tests after units four and seven. At the end of the book, there are vocabulary self-tests answer key and the index to target words and phrases.

Considering each unit, we can say that it depends on a topic and then each topic includes four readings that handle real people, locations, and events. Even though the teachers don't want the students to memorize the content, they are expected to understand, discuss, and write about the content.

At the beginning of each chapter it starts with a photo or illustration and pre-reading questions or tasks. They are mostly organized for pair or group work. It can be also dealt with the whole class. The students are forced to think about the subject of the reading to make them aware of what they already know by bringing out their ideas and relevant vocabulary.

After studying 'Getting Ready to Read' section, it is time to read the passage of the chapter. The passages given under every unit proceed from approximately 200 to 450 words through the end of the book. It is possible to see only present and future tense verbs in the first three units. In unit four, we can see the simple past tense. The grammar subjects are given to the students slowly but surely. It is instructed that the students should read the passage at first without looking up their dictionaries.

The teachers have the opportunity to play the audio as listening to make the students' comprehension and retention improve while reading. It is also very important for the students to develop their pronunciation.

After reading the passage, there is another part following the text that it is 'Quick Comprehension Check'. It aims to make students check their general understanding and keeping the main points in mind by providing a brief true/ false exercise section. To study that part it can be useful to ask some questions about reasons of their answers. Thanks to this method, students turn back into the passage to find clues to confirm their answers.

'Quick Comprehension Check' is folled by 'Exploring Vocabulary'. After getting general understanding about the passage, the students are forced to concantrate on new words. Under the title of 'Thinking about the Vocabulary' and the students focus on the the words and phrases given in the box. Then they are asked to cirle the words which are new to them. So they read the text again to predict the meanings of the words from the context. They are wanted to see what the text is about. With the guidance of the teacher, the whole class gets the necessary information and then they become able to discuss the meanings of these words in groups or pairs.

The next part is 'Using the Vocabulary', including three types of exercises. The students are asked to understand the meanings of the target words as these words are used in the passage and in diferent contexts.

The following part is on 'Building on the Vocabulary', with a word grammar or collocation exercise. The exercises related to grammar are mostly about studying the most common parts of speech, phrasal verbs, noncount nouns, and irregular past tense forms. On the other hand, the exercises concerned with collocation are drawing students' attention to how words come together with others. After all these study parts, the students are advised to look up their dictionaries for further information in terms of exploring new vocabulary.

According to the organization of the book, it follows 'Developing your Skills' after studying the 'Exploring Vocabulary' part. This part contains some exercises that students are expected to concentrate on the passage again. Tere are some reading skills to develop the students' skill that are scanning, answering comprehension questions,

summarizing, recognizing cause and effect, focusing on details, determining pronoun references, and identifying or stating the main idea. There are also other types of exercises that are on fluency-building: Discussion, Sharing Opinions, Role Playing, or Interviewing.

At the end of the chapter, 'Using New Words' includes aims to encourage students to work productively by using the target vocabulary orally and mostly in writing. Within the exercise 'Writing', students try to write sentences and paragraphs. In some chapters there are even more topics to choose for the students to write about.

The Unit Wrap-Up, which comes at the end of each unit, brings together the vocabulary from the four chapters. There are four parts in The Unit Wrap-Up. Reviewing Vocabulary is the first part with review word meanings. Expanding on Vocabulary is the second one with exercises on word families, word parts, and collocations. Playing with Words is the third part with a crossword or word search puzzle. The last part is Building Dictionary Skills that uses exceptions from the Longman Dictionary of American English.

Table 4.1. Students' Version about Password 1

	STRONGLY AGREE %	AGREE %	CANNOT JUDGE %	DISAGREE %	STRONGLY DISAGREE %
S1	4	44	36	16	0
S2	36	56	4	4	0
S3	16	44	28	12	0
S4	16	40	36	8	0
S5	16	32	24	20	8
S6	16	32	20	24	8
S7	12	36	24	16	12
S8	4	8	24	52	12
S9	16	20	12	44	8
S10	12	36	44	8	0
S11	16	4	32	32	16
S12	28	40	16	12	4
S13	4	44	40	8	4
S14	2	20	16	32	20
S15	24	36	24	16	0
S16	24	36	20	16	4
S17	12	12	40	20	16
S18	20	20	20	32	8
S19	28	44	16	8	4
S20	16	40	16	20	8
S21	40	36	16	4	4
S22	28	44	24	0	4
S23	52	36	4	4	4
S24	13	29	19	16	23
S25	20	36	20	20	4
S26	24	36	20	12	8

Statement 1: The price of the textbook is affordable.

For Statement 1,

36 % of students cannot judge whether the price of the textbook is affordable. 16 % of students disagree with the price of the book. 4 % of the participants strongly agree with the price of the book. 44 % of the students strongly disagree with the price of the book. The results show that most of them find the book's price expensive.

Statement 2: The textbook is easy to use and understand.

For Statement 2,

56 % of students strongly disagree on the topic that the textbook is easy to use and understand. 4 % cannot judge and the other 4 % disagrees on that topic. 36 % of the participants strongly agree about easiness and understandability of the book. As a result, most of them find the book hard to use not difficult to understand.

Statement 3: The book gives us adequate practice in the skills we are required to master

For Statement 3,

12 % of students say 'Disagree', 28 % 'Cannot Judge', 16 % 'Strongly Agree' and 44 % of them strongly agree on that topic. Results show that most of them claim that the book is inadequate about providing practice to develop their skills.

Statement 4: The textbook provides enough activities and exercises.

For Statement 4,

36 % says 'Cannot Judge', 8 % 'Disagree', 16 % 'Strongly Agree' and 40 % strongly disagrees on the idea that the textbook provides enough activities and exercises. Consequently, there is lack of activities and exercises for the students.

Statement 5: There are visuals to support the written text such as charts, graphs, maps, models and pictures presented with the text.

For Statement 5,

20 % says 'Disagree', 8 % 'Agree', 16 % 'Strongly Agree', 24 % 'Cannot Judge' and 32 % strongly disagrees on that topic. In conclusion, many of the students find the book deficient about supplying enough visuals.

Statement 6: The table of contents and index are organized and easy to use**For Statement 6,**

24 % of the students say 'Disagree', 8 % 'Agree', 16 % 'Strongly Agree', 20 % 'Cannot Judge' and 32 % says 'Strongly Disagree'. As a consequence, the students find the table of contents and index difficult to use.

Statement 7: The layout and design is organised effectively**For Statement 7,**

16 % of the students say 'Disagree', 12 % 'Agree', 12 % 'Strongly Agree', 24 % 'Cannot Judge' and 36 % of the participants strongly disagree on the statement about the layout and design of the book. So, it shows that the design and layout is not liked so much by many of the students.

Statement 8: Descriptions are adequate for a reader to create visual images while reading.**For Statement 8,**

12 % of the students says 'Strongly Disagree', 52 % 'Disagree', 24 % 'Cannot Judge', 4 % 'Strongly Agree' and 8 % of them 'Agree' on the statement. As a result, most of the readers do not find the descriptions adequate to create visual images while reading.

Statement 9: The activities encourage individual, pair and group work

For Statement 9,

44 % of the students say 'Disagree', 8 % 'Agree', 16 % 'Strongly Agree', 20 % 'Strongly Disagree', 12 % 'Cannot Judge'. As a result, most of the students claim the activities do not encourage individual, pair and group work.

Statement 10: The author explains a specific idea completely before passing on another one.

For Statement 10,

12% of the students strongly agree with the idea that the author tells a specific idea completely before passing on another one. Yet most of them, 44% says 'Cannot Judge'.

Statement 11: Reading comprehension questions include critical reading, not just literal comprehension.

For Statement 11;

32 % of the students cannot judge about that statement. 16 % says 'Strongly Agree' and 31 % disagrees with the idea that reading comprehension questions include critical reading. So, the results show that the students are satisfied with reading questions that are lack of critical reading.

Statement 12: The units of the book give opportunities to develop speaking and listening and writing skills

For Statement 12;

68 % of the participants accept the idea that the units of the book help students develop speaking and listening and writing skills. Few of the students do not accept this statement.

Statement 13: The grammar and vocabulary are introduced in motivating and realistic contexts.

For Statement 13;

44 % says 'Agree', 40 % 'Cannot Judge' and a few of them do not agree with the statement. Shortly, the grammar and vocabulary are accepted to be motivating and realistic by most of the students.

Statement 14: Related technology is available (CD of selected readings, audio or multimedia activities etc.)

For Statement 14;

According to the results, we can say that 52 % of them do not agree with the statement and related technology is not available. Beside, some of them are not sure about the related technology.

Statement 15: The texts provide for direct instruction of important words and frequently used words in a text before reading it.

For Statement 15;

About 60 % of them agree on the statement. So we can say that there is direct instruction of important words before reading it.

Statement 16: The language used in the textbook is at the right level with my current English.

For Statement 16;

The results show that most of the participants accept that the language of the book is suitable for the students. Very few of them find its language inappropriate to the level of their English.

Statement 17: The texts provide direct instruction in using word parts (prefixes, suffixes, base words, and Greek, Latin and French)

For Statement 17;

The students' view to the statement is mostly from negative side. 40 % of them have dilemma. Few of them find the book enough in using word parts. In short, there is lack of direct instruction in using word parts.

Statement 18: The texts include a variety of types, such as a newspaper article, scientific paper, letter or a novel.

For Statement 18;

The results show equality in terms of agreement and disagreement. Half of them agree with the statement. 20 % says 'Cannot Judge'. As a result, there is an equal point of view to the statement.

Statement 19: Section questions and chapter questions are provided to help us know what to focus on while they're reading.

For Statement 19;

Most of the students accept the statement and section questions help them know what to concentrate on as they are reading. Only a few of them disagree with the statement.

Statement 20: Headings and subheadings divide the chapter into meaningful sections

For Statement 20:

Depending on the results, above 50 % of the participants agree with the statement.

Statement 21: Bold faced type, italics, and colored type are usually intended to help us focus on new words or information.

For Statement 21:

Above 70 % of the students agree with the statement. Bold faced type, italics, and colored type make them focus on new words or information.

Statement 22: Captions under pictures are intended to help us use pictures to support their learning.

For Statement 22:

About 70 % of the students agree with the statement. There are captions which are used under pictures help them and support their learning.

Statement 23: Notes in the margins often provide the definition of an important vocabulary word, provide an important fact, or share an anecdote that relates to the information.

For Statement 23:

The great amount of the students comes to an agreement on this statement. Only a few of them oppose to the statement.

Statement 24: Resources include reading skills practice activities.

For Statement 24:

19 % of them can not judge about the statement. Whereas about 40 of them agree with the statement, other 40 % part does not agree.

Statement 25: Instruction and practice in language skills is linked to literature and writing

For Statement 25:

High percentage of the participants agrees with the statement. 20 % of them cannot judge. Consequently, instruction and practice in language skills is linked to literature and writing

Statement 26: Learning activities enrich and reinforce skills and strategies for extended learning.

For Statement 26:

60 % of the students say yes to the statement. As result, most of them believe that learning activities develop skills and strategies.

Table 4.2. Teachers' Version about Password 1

	STRONGLY AGREE %	AGREE %	CANNOT JUDGE %	DISAGREE %	STRONGLY DISAGREE %
S1	56	11	0	0	33
S2	67	33	0	0	0
S3	40	60	0	0	0
S4	50	33	0	0	17
S5	33	67	0	0	0
S6	83	0	0	17	0
S7	57	29	0	0	14
S8	0	40	60	0	0
S9	0	29	42	0	29
S10	17	33	50	0	0
S11	49	0	17	17	17
S12	33	17	33	0	17
S13	57	29	0	0	14
S14	32	17	17	17	17
S15	34	33	33	0	0
S16	0	17	17	33	33
S17	33	17	17	0	33
S18	0	0	17	33	50
S19	67	33	0	0	0
S20	0	50	33	0	17
S21	33	50	17	0	0
S22	17	17	17	17	32
S23	17	33	17	33	0

Statement 1: The cost of the book is within the institute's budget.

For Satatement 1,

About 70 % of teachers agree with the statement that the price of the textbook is affordable.33 % of teachers disagree with the price of the book. The results show that most of them find the book's price cheap enough for the institute's budget.

Statement 2: The textbook is easy to use and understand.

For Statement 2,

33 % of teachers strongly agree on the topic that the textbook is easy to use and understand. 67 % of the participants stronly agree about easiness and understandibility of the book. As a result, all of them find the book easy to use and understand.

Statement 3: The book fits local schedule requirements

For Statement 3,

100 % of them agree on that topic. Results show that most of them claim that the book is adequate about providing practice to develop their skills.

Statement 4: The book gives the students adequate practice in the language they are required to master.

For Statement 4,

About 80 % agrees on the idea that the textbook provides enough activities and exercises. Consequently, there is not lack of activities and exercises for the students.

Statement 5: There are visuals to support the written text such as charts, graphs, maps, models and pictures presented with the text

For Statement 5,

100 % agrees on that topic. In conclusion, all of the teachers find the book enough about supplying enough visuals.

Statement 6: The table of contents and index are organized and easy to use.

For Statement 6,

17 % of the teachers say 'Disagree', 83% 'Strongly Agree' .As a consequence, most of the teachers find the table of contents and index easy to use.

Statement 7: The layout and design is organised effectively

For Statement 7,

About 80 % of the participants strongly agree on the statement about the layout and design of the book. So, it shows that the design and layout is liked so much by many of the teachers.

Statement 8: The activities encourage individual, pair and group work.

For Statement 8,

60 % of the teachers say 'Cannot Judge', 40 % 'Agree' about the statement. As a result, most of the teachers cannot decide about the descriptions whether they are adequate to create visual images while reading.

Statement 9: In relation to the students, the content appeals to them.

For Statement 9,

29 % of the teachers says 'Agree', 42 % 'Cannot Judge'. As a result, most of the teachers cannot decide whether the content appeals to them.

Statement 10: The book gives the students adequate practice in the tasks demanded by the curriculum.

For Statement 10,

50 % of the teachers agree with the idea that the author tells a specific idea completely before passing on another one. Yet half of them, 50% says 'Cannot Judge'.

Statement 11: The units of the book give opportunities to develop speaking, listening and writing skills besides reading skill.

For Statement 11;

About 70 % of teachers agree on that statement. 24 % disagrees with the statement. So, the results show that many of the teachers are satisfied with the opportunities to develop speaking, listening and writing.

Statement 12: The grammar and vocabulary are introduced in motivating and realistic contexts.

For Statement 12;

50 % of the participants accept the idea that the grammar and vocabulary are introduced in motivating and realistic contexts. Few of the students do not accept this statement. Shortly, the grammar and vocabulary are accepted to be motivating and realistic by most of the teachers.

Statement 13: Related technology is available (CD of selected readings, audio or multimedia activities, etc.)

For Statement 13;

About 90 % agrees with the statment. Consequently, they find the technological materials enough.

Statement 14: The texts present direct instruction of important words and frequently used words in a warm up text before the main reading text

For Statement 14;

About 50% of them agree on the statement. So we can say that there is direct instruction of important words before reading it.

Statement 15: The texts provide direct instruction about the use of word parts (prefixes, suffixes, base words)

For Statement 15;

About 60 % of them agree on the statement. 25 % of them do not accept the statement. Some of them cannot judge about the statment. So we can say that there is direct instruction of important words before reading it.

Statement 16: The texts include various text types, such as literary texts, newspaper articles, scientific articles, letters, etc.

For Statement 16;

About 70 % of the participants disagree with the statment. The results show that most of the participants find the texts inadequate to provide various text types.

Statement 17: Section questions and chapter questions are given to help readers know what to focus on while they are reading

For Statement 17;

The teachers' view to the statement is mostly from positive side. 17 % of them have dilemma. 50 % of them agree on the statement. It is understood that section questions and chapter questions are helpful.

Statement 18: The teachers' book helps teachers warm up the students to the lesson

For Statement 18;

The results show disagreement from most of the teachers' perspective. We can conclude that the teachers' book does not help teachers warm the students to the lesson.

Statement 19: The textbook directs the students' attention to new words and important information with some special devices (e.g. bold faced type, italics, and colored type)

For Statement 19;

All of the teachers agree with the statement.

Statement 20: The materials expose students to real samples of the target language (i.e. authentic samples of the target language) realistic exposure to the language

For Statement 20:

Depending on the results, 50 % of the participants agree with the statement. But, 33 % of them are not sure about the statement.

Statement 21: The levels of the text are in accordance with the level of students.

For Statement 21:

Above 80 % of the teachers agree with the statement. Bold faced type, italics, and colored type make them focus on new words or information.

Statement 22: Learning activities use a variety of pedagogical strategies: e.g., open-ended questioning, direct instruction, practice, discussion and flexible grouping patterns

For Statement 22:

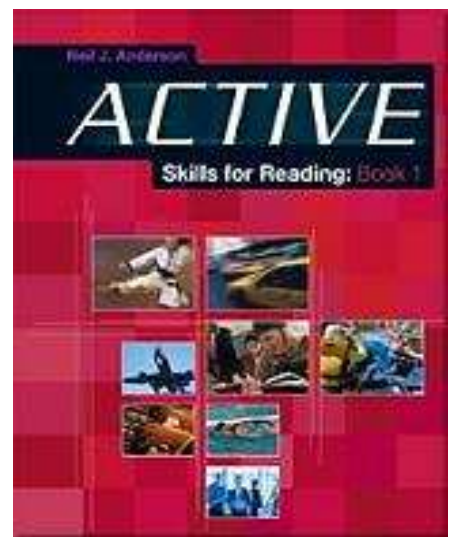
About 40 % of the students agree with the statement. There are captions which are used under pictures help them and support their learning. But most of them disagree with the statement.

Statement 23: It is appropriate to the level of the students.**For Statement 23:**

Depending on the results, 50 % of the participants agree with the statement. But, 33 % of them is not sure about the statement. 17 % of them cannot judge about the topic. As a result, most of them find its language appropriate to the level of the students.

4.4.2. ACTIVE 1**Active Skills For Reading**

From a thematic perspective, it has organized non-fiction reading passages that are used in Active Skills for reading to teach reading comprehension and vocabulary skills and vocabulary skills. It was written by Neil J. Anderson and published by Thomson in 2007.



As it is understood from the name of the book, there is an aim to make the readers active in reading, so we can see the necessary information about active reading at the very beginning of the book. It is explained according to the letters of the word 'Active'.

New intro level constructs the reading skills of beginning learners. Assessment CD-ROM with ExamView Pro test-generating software allows instructors to create custom tests and quizzes quickly and easily.

Twelve updated thematic units carefully develop students' active reading skills by including pre-reading activities, vocabulary development activities, critical thinking opportunities, timed readings, and opportunities to increase students' reading fluency.

Four "Building Reading Fluency" review sections aim to develop reading speed and fluency. Improved and varied reading selections consist of newspaper articles, web sites, blogs, journals, letters, and more for variety. Focusing on critical thinking motivates students to go through reading comprehension to analyze each text and the author's intent.

Students increase their reading fluency by reading passages, graphs, charts, and interviews, and by practicing skills such as scanning, predicting, and looking for the main idea of a reading passage. Audio Program lets students hear the readings.

Teacher's Manuals contains an introduction to the methodology, a unit walk-through, and detailed lesson notes. To inspire new English readers with both proficiency and passion, thematically organized non-fiction reading passages are used. Active 1 focuses on developing students' reading skills by incorporating pre-reading activities, vocabulary development exercises, timed readings, and chances to increase students' reading rate. There are some popular topics such as sports, culture, and technology that help students connect the material to their lives outside the classroom. The book includes vocabulary and skill indexes.

Each five-page unit follows a similar framework of exercise. They are Before you read (questions centered around photographs), Reading Skill (the reading), Reading Comprehension (post-reading tasks), Vocabulary Comprehension, What Do You Think? (pairwork discussion questions), and Real Life Skill (measuring units, dictionary usage, job hunting tips, and more!).

On the other hand, Audio Program allows students to hear the readings. Cassettes or CDs contain recordings of all the reading passages. Teacher's Guides offer an introduction to the series' methodology, a unit walkthrough, answer keys, and lesson notes. Web site includes internet search activities to promote extensive reading. Assessment CD-ROM with Exam View Pro test-generating software allows instructors to create custom tests and quizzes quickly and easily. FeatureAudio Program allows students to hear the readings.

‘A’ is used for the title of ‘Activate prior Knowledge’ that Activation of background knowledge can be helpful to develop the students’ reading comprehension.

‘C’ means ‘Cultivate Vocabulary’ that puts emphasis on the crucial role of vocabulary in the development of reading ability. There are vocabulary comprehension sections in each unit that they examine vocabulary items in the main reading texts.

‘T’ is implied for the meaning of ‘Think About Meaning’. The learners are forced to think throughly about the meaning of the text.

‘I’ means ‘Increase Reading Fluency’ that the learners’ conscious improvement of reading rate and comprehension are the most important elements in building reading fluency.

‘V’ implies ‘Verify Strategies’ in which learners are motivated to be aware of what they are doing and why they are doing it while they are reading.

‘E’ is used for the title of ‘Evaluate Progress’ and it includes both qualitative and quantitative evaluation of learners’ progress.

Active 1 includes 12 units and each unit consists of two chapters. Learning new vocabulary is essential to be a good reader. At the very beginning of the book, there are vocabulary learning tips that are related to how learning new vocabulary is an important part to be a good reader. There are 8 important tips aiming to teach some strategies for cultivating vocabulary.

First of all, learners should decide if the word is worth learning at that moment. It advises to stop to find out the meaning of a new word when they read the same word many times or the word appears in the heading of a passage. Review Unit 3 (Page 117) gives more practice with this strategy.

Second strategy is about recording information about new words they decide to learn. The learners are expected to keep a vocabulary notebook they write words in if they want to remember. They should be aware of these words whether they are important to learn or not.

Thirdly, readers should learn words from the same family. In general, many important words that we want to learn belong to a word family. So, they learn other part of speech (nouns, verbs, adjectives, adverbs, etc.)

Fourthly, it gives a tip about learning words that go with the key word the learners are learning. Such words are called collocations.

Fifth tip is to create a word web that helps students connect words together and increase their vocabulary.

The next tip suggests memorizing common prefixes, roots, and suffixes. A list of prefixes and suffixes are given on pages 174-175 in this book.

The following tip puts emphasis on regularly reviewing students' vocabulary notebook. It claims that the more often they review their list new words list, the sooner they will be familiar with the words.

The last tip advises to make vocabulary flash cards. We know that the learners can carry these cards wherever they want.

After teaching Vocabulary Learning Tips, Active 1 presents Tips for Fluent Reading. Although many textbooks give fluent reading strategies within the chapters or units, at this time, we see that these strategies are given at the very beginning of the book. The explanations of the strategies are organised according to the initial letters of the words 'FLUENT READER'. We can see these suggestions for fluent reading one by one.

F- Find time to read every day.

L-Look for a good place to read

U-use clues in the text to make predictions.

E-Establish goals before you read.

N-Notice how your eyes and head are moving.

T-Try not to translate.

R-Read in phrases rather than word by word.

E-Engage your imagination

A-Avoid subvocalization (Subvocalization means quietly saying the words as you read.)

D-Do not worry about understanding every word.

E-Enjoy your reading

R-Read as much as you can.

Before beginning to first unit, the readers are wanted to answer a quiz to check if they are active readers or not. The questions of the quiz are related to their reading habits, and strengths and weakness when reading in English. Before beginning to the

course, they answer the quiz and again at the end of the course, they check the same questions to see the results if they have become a more fluent, active reader.

To sum up, Active 1 is designed to develop the students' reading skills. It introduces the useful reading strategies which students are expected to apply to any given reading materials. Moreover, it helps students improve reading comprehension, cultivate their vocabulary skill and interpret new vocabulary by using various methods, and finally increase their reading fluency. All exercises presented in this book include these following skills: scanning, word analysis, using titles, subtitles, subheading, and illustrations to predict content, word webs, skimming for the main idea, and identifying main ideas within paragraphs.

Table 4.3. Students' Version about Active 1

	STRONGLY AGREE %	AGREE %	CANNOT JUDGE %	DISAGREE %	STRONGLY DISAGREE %
S1	0	0	0	44	56
S2	6	44	28	22	0
S3	0	11	44	28	17
S4	0	28	28	33	11
S5	6	33	17	22	22
S6	0	38	17	28	17
S7	6	28	38	11	17
S8	0	17	11	44	28
S9	6	32	17	17	28
S10	6	28	38	11	17
S11	0	17	17	38	28
S12	11	39	6	22	22
S13	11	33	17	28	11
S14	0	22	22	17	39
S15	11	22	39	0	28
S16	22	17	17	27	17
S17	0	6	24	24	46
S18	0	17	27	28	28
S19	6	49	28	0	17
S20	11	22	33	17	17
S21	39	33	11	6	11
S22	6	44	11	11	28
S23	11	38	28	6	17
S24	0	22	55	6	17
S25	28	11	33	17	11
S26	6	6	44	22	22

Statement 1: The price of the textbook is affordable.

For Statement 1,

44 % of students disagree with the price of the book. 56 % of the participants strongly disagree with the price of the book. The results show that most of them find the book's price expensive.

Statement 2: The textbook is easy to use and understand.

For Statement 2,

22 % of students disagree on the topic that the textbook is easy to use and. 28 % cannot judge. 44 % of the participants agree about easiness and understandability of the book. As a result, most of them find the book easy to understand.

Statement 3: The book gives us adequate practice in the skills we are required to master

For Statement 3,

28 % of students say 'Disagree', 44 % 'Cannot Judge', none of them 'Strongly Agree'. Results show that most of them claim that the book is inadequate about providing practice to develop their skills.

Statement 4: The textbook provides enough activities and exercises.

For Statement 4,

28 % says 'Cannot Judge', 33 % 'Disagree', none of them 'Strongly Agree' and 11 % strongly disagrees on the idea that the textbook provides enough activities and exercises. Consequently, there is lack of activities and exercises for the students.

Statement 5: There are visuals to support the written text such as charts, graphs, maps, models and pictures presented with the text.

For Statement 5,

22 % says 'Disagree', 33 % 'Agree', 6 % 'Strongly Agree', 17 % 'Cannot Judge' and 22 % strongly disagrees on that topic. In conclusion, many of the students find the book deficient about supplying enough visuals.

Statement 6: The table of contents and index are organized and easy to use**For Statement 6,**

28 % of the students say 'Disagree', 38 % 'Agree', 16 % 'Strongly Agree', 17 % 'Cannot Judge' and 17 % says 'Strongly Disagree'. As a consequence, most of the students find the table of contents and index difficult to use.

Statement 7: The layout and design is organised effectively**For Statement 7,**

11 % of the students say 'Disagree', 28 % 'Agree', 12 % 'Strongly Agree', 38 % 'Cannot Judge' and 17 % of the participants strongly disagree on the statement about the layout and design of the book. So, it shows that the design and layout is not liked so much by many of the students.

Statement 8: Descriptions are adequate for a reader to create visual images while reading.**For Statement 8,**

28 % of the students say 'Strongly Disagree', 44 % 'Disagree', 11 % 'Cannot Judge', none of them 'Strongly Agree' and 17 % of them 'Agree' on the statement. As a result, most of the readers do not find the descriptions adequate to create visual images while reading.

Statement 9: The activities encourage individual, pair and group work

For Statement 9,

17 % of the students say 'Disagree', 32 % 'Agree', 6 % 'Strongly Agree', 28 % 'Strongly Disagree', 17 % 'Cannot Judge'. As a result, most of the students claim the activities do not encourage individual, pair and group work.

Statement 10: The author explains a specific idea completely before passing on another one.

For Statement 10,

6 % of the students strongly agree with the idea that the author tells a specific idea completely before passing on another one. Yet most of them, 38 % says 'Cannot Judge'. In conclusion, most of them can not decide about the topic.

Statement 11: Reading comprehension questions include critical reading, not just literal comprehension.

For Statement 11;

17 % of the students cannot judge about that statement. No person says 'Strongly Agree' and 38 % disagrees with the idea that reading comprehension questions include critical reading. So, the results show that the students are dissatisfied with reading questions that are lack of critical reading.

Statement 12: The units of the book give opportunities to develop speaking and listening and writing skills

For Statement 12;

50 % of the participants accept the idea that the units of the book help students develop speaking and listening and writing skills. Few of the students do not accept this statement.

Statement 13: The grammar and vocabulary are introduced in motivating and realistic contexts.

For Statement 13;

33 % says 'Agree', 17 % 'Cannot Judge' and a few of them do not agree with the statement. Shortly, the grammar and vocabulary are accepted to be motivating and realistic by most of the students.

Statement 14: Related technology is available (CD of selected readings, audio or multimedia activities etc.)

For Statement 14;

According to the results, we can say that 56 % of them do not agree with the statement and related technology is not available. Beside, some of them are not sure about the related technology.

Statement 15: The texts provide for direct instruction of important words and frequently used words in a text before reading it.

For Statement 15;

About 35 % of them agree on the statement. 39 % of them can not judge. 28 % of the students strongly disagree with the statement. So we can say that there are direct instructions of important words before reading it according to some of them. A great amount of them are not sure and the rest of the students do not have the same ideat with the statement.

Statement 16: The language used in the textbook is at the right level with my current English.

For Statement 16;

The results show that most of the participants accept that the language of the book is suitable for the students. About half of the students find its language inappropriate to the level of their English.

Statement 17: The texts provide direct instruction in using word parts (prefixes, suffixes, base words, and Greek, Latin and French)

For Statement 17;

The students' point of view to the statement is mostly from negative side. 24 % of them have dilemma and they can not judge. Few of them find the book enough in using word parts. In short, there is lack of direct instruction in using word parts.

Statement 18: The texts include a variety of types, such as a newspaper article, scientific paper, letter or a novel.

For Statement 18;

56 % of them do not accept the idea given by the statment 18. 27 % says 'Cannot Judge'. As a result, there is strong opposition to that statement.

Statement 19: Section questions and chapter questions are provided to help us know what to focus on while they're reading.

For Statement 19;

Most of the students accept the statement and section questions help them know what to concantrate on as they are reading. Only e few of them disagee with the statement.

Statement 20: Headings and subheadings divide the chapter into meaningful sections

For Statement 20:

Depending on the results, above 35 % of the participants agree with the statement. 33 % of them can not judge. So that, we can say that many of the students agree with the idea that headings and subheadings divide the chapter into meaningful parts.

Statement 21: Bold faced type, italics, and colored type are usually intended to help us focus on new words or information.

For Statement 21:

Above 70 % of the students agree with the statement. Bold faced type, italics, and colored type make them focus on new words or information.

Statement 22: Captions under pictures are intended to help us use pictures to support their learning.

For Statement 22:

50 % of the students agree with the statement. There are captions which are used under pictures help them and support their learning. 39 % of them do not accept the statement.

Statement 23: Notes in the margins often provide the definition of an important vocabulary word, provide an important fact, or share an anecdote that relates to the information.

For Statement 23:

Very large amount of the students come to an agreement on this statement. Only a few of them oppose to the statement.

Statement 24: Resources include reading skills practice activities.

For Statement 24:

55 % of them can not judge about the statement. Whereas about 22 of them agree with the statement, 23 % does not agree.

Statement 25: Instruction and practice in language skills is linked to literature and writing**For Statement 25:**

High percentage of the participants agrees with the statement. 33 % of them cannot judge. Consequently, instruction and practice in language skills is linked to literature and writing

Statement 26: Learning activities enrich and reinforce skills and strategies for extended learning.**For Statement 26:**

44 % of the students say no to the statement. 44 % of them can not judge. As a result, most of them believe that learning activities do not develop skills and strategies.

Table 4.4. Teachers' Version about Active 1

	STRONGLY AGREE %	AGREE %	CANNOT JUDGE %	DISAGREE %	STRONGLY DISAGREE %
S1	0	17	33	50	0
S2	0	67	0	33	0
S3	17	17	49	17	0
S4	0	0	33	50	17
S5	17	49	0	17	17
S6	17	83	0	0	0
S7	17	50	0	33	0
S8	0	40	20	40	0
S9	0	50	33	17	0
S10	17	17	17	49	0
S11	0	17	17	33	33
S12	0	0	0	17	83
S13	0	50	0	50	0
S14	0	50	0	17	33
S15	0	50	17	33	0
S16	17	33	0	17	33
S17	0	17	33	50	0
S18	17	17	17	32	17
S19	0	50	33	17	0
S20	17	33	50	0	0
S21	0	0	17	33	50
S22	17	33	0	33	17
S23	0	33	33	17	17

Statement 1: The cost of the book is within the institute's budget.

For Statement 1,

About 17 % of teachers agree with the statement that the price of the textbook is affordable. 33 % of teachers cannot judge with the price of the book. The results show that most of them find the book's price expensive enough for the institute's budget.

Statement 2: The textbook is easy to use and understand.

For Statement 2,

33 % of teachers cannot judge on the topic that the textbook is easy to use and understand. 67 % of the participants disagree on easiness and understandability of the book. As a result, all of them find the book easy to use and understand.

Statement 3: The book fits local schedule requirements

For Statement 3,

34 % of them agree on that topic. Results show that most of them claim that the book is adequate about providing practice to develop their skills.

Statement 4: The book gives the students adequate practice in the language they are required to master.

For Statement 4,

About 50 % disagrees on the idea that the textbook provides enough activities and exercises. Consequently, there is not lack of activities and exercises for the students.

Statement 5: There are visuals to support the written text such as charts, graphs, maps, models and pictures presented with the text

For Statement 5,

66 % agrees on that topic. In conclusion, all of the teachers find the book enough about supplying enough visuals.

Statement 6: The table of contents and index are organized and easy to use.**For Statement 6,**

100 % of the teachers have an agreement on that statement..As a consequence, most of the teachers find the table of contents and index easy to use.

Statement 7: The layout and design is organised effectively**For Statement 7,**

About 70 % of the participants strongly agree on the statement about the layout and design of the book. So, it shows that the design and layout is liked so much by many of the teachers.

Statement 8: The activities encourage individual, pair and group work.**For Statement 8,**

20 % of the teachers say 'Cannot Judge', 40 % 'Agree' about the statement. As a result, most of the teachers cannot decide about the descriptions whether they are adequate to create visual images while reading.

Statement 9: In relation to the students, the content appeals to them.**For Statement 9,**

50 % of the teachers says 'Agree', 33 % 'Cannot Judge'. As a result, most of the teachers cannot decide whether the content appeals to them.

Statement 10: The book gives the students adequate practice in the tasks demanded by the curriculum.

For Statement 10,

49 % of the teachers disagree with the idea that the author tells a specific idea completely before passing on another one. Yet, 17 % says 'Cannot Judge'.

Statement 11: The units of the book give opportunities to develop speaking, listening and writing skills besides reading skill.

For Statement 11;

About 33 % of teachers disagree on that statement. 33 % strongly disagrees with the statement. So, the results show that many of the teachers are dissatisfied with the opportunities to develop speaking, listening and writing.

Statement 12: The grammar and vocabulary are introduced in motivating and realistic contexts.

For Statement 12;

100 % of the participants do not accept the idea that the grammar and vocabulary are introduced in motivating and realistic contexts. Few of the students do not accept this statement. Shortly, the grammar and vocabulary are accepted to be motivating and realistic by most of the teachers.

Statement 13: Related technology is available (CD of selected readings, audio or multimedia activities, etc.)

For Statement 13;

About 50 % agrees with the statement. On the other hand, 50 % disagrees with that statement. Consequently, some of them find the technological materials enough, but half of them do not.

Statement 14: The texts present direct instruction of important words and frequently used words in a warm up text before the main reading text

For Statement 14;

About 50% of them agree on the statement. But half of them disagree with that statement.

Statement 15: The texts provide direct instruction about the use of word parts (prefixes, suffixes, base words)

For Statement 15;

About 50 % of them agree on the statement. 33 % of them do not accept the statement. Some of them cannot judge about the statment. So we can say that there is direct instruction of important words before reading it.

Statement 16: The texts include various text types, such as literary texts, newspaper articles, scientific articles, letters, etc.

For Statement 16;

About 50 % of the parcipitants agree with the statment. The results show that most of the participants find the texts adequate to provide various text types.

Statement 17: Section questions and chapter questions are given to help readers know what to focus on while they are reading

For Statement 17;

The teachers' view to the statement is mostly from negative side. 33 % of them have dilemma. 50 % of them disagree on the statement. It is understood that section questions and chapter questions are not helpful.

Statement 18: The teachers' book helps teachers warm up the students to the lesson

For Statement 18;

The results show disagreement from most of the teachers' perspective. We can conclude that the teachers' book does not help teachers warm the students to the lesson.

Statement 19: The textbook directs the students' attention to new words and important information with some special devices (e.g. bold faced type, italics, and colored type)

For Statement 19;

50 % of the teachers agree with the statement. 33 % cannot judge about that statement.

Statement 20: The materials expose students to real samples of the target language (i.e. authentic samples of the target language) realistic exposure to the language

For Statement 20:

Depending on the results, 50 % of the participants disagree with the statement. But, 50 % of them are not sure about the statement.

Statement 21: The levels of the text are in accordance with the level of students.

For Statement 21:

Above 80 % of the teachers disagree with the statement.

Statement 22: Learning activities use a variety of pedagogical strategies: e.g., open-ended questioning, direct instruction, practice, discussion and flexible grouping patterns

For Statement 22:

About 50 % of the teachers agree with the statement. The rest of them disagree with the statement.

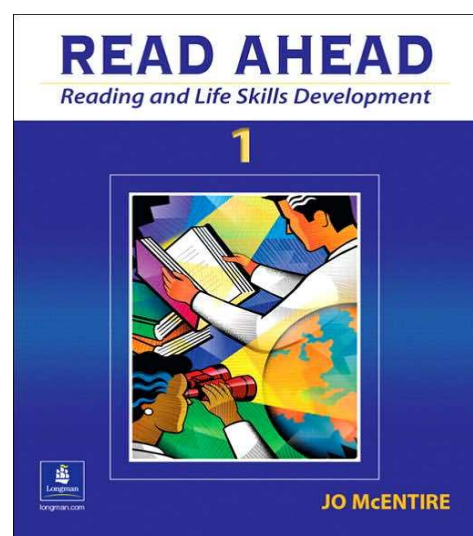
Statement 23: It is appropriate to the level of the students.

For Statement 23:

Depending on the results, 33 % of the participants disagree with the statement. But, about 30 % of do not accept the statement. 33 % of them cannot judge about the topic. As a result, most of them do not find its language appropriate to the level of the students.

4.4.3. READ AHEAD 1**Reading and Life Skills Development**

Read Ahead 1: Reading and Life Skills Development aims to help low-intermediate students build academic, life, and work skills essential to be successful by employing readings and classroom-tests.



Activities encourages natural and purposeful language use. Read Ahead 1 makes it possible for the students to communicate with confidence, make informed decisions, and take responsibility for thier learning.

Coming to the features of the book, we can say that it is a variety of text styles and topics connected to the current subjects and it expands literacy and keeps students engaged. Beside, throughout the text Reading, vocabulary, and life skills are presented and recycled.

On the other hand, writing reminders and guided online activities allow students to make connection between the readings and their own experiences and to expand their content knowledge.

Read Ahead 1 was written by Jo McENTIRE and published by Pearson Longman in 2005. It mostly focuses on Reading and Life Skills Development.

As a brief description of the book, there are eight chapters and each chapter consists of some reading passages. When we check the Scope and Sequence of the book, we can see that readings come at the beginning of the chapters and then reading skills follow the texts. After learning some reading skills, the students go on studying vocabulary skills. As a distinctive feature of that book, we can see that there is a part in each chapter to teach life skills that are necessary for students' real life activities. Writing skills are given after the life skills and online activities are the last steps in each chapter that the students are expected to study.

If we try to describe our textbook more specifically and in detail, we can give some exact numbers and subtitles about the book. As we mentioned before, Read Ahead 1 includes eight chapters, each being composed of three thematically related readings. First page of each chapter has a short explanation of the readings and a preview of the reading, vocabulary, and life skills practiced in the chapter.

When we check the text organization, before each reading text there are some questions for the students to activate their knowledge about the content of the reading. To help students' comprehension of the reading and to motivate fluency, key vocabulary is previewed.

Each of the three chapter reading texts explores a various aspect of one theme. Students read many types of texts changing from exposition to interview and short stories. '*How well did you read?*' follows each reading and then '*Check your Understanding*' comes. These exercises mostly focus on students' general understanding of the reading. Extra exercises concentrate on specific skills that are introduced in the chapter, encouraging students to practice and apply these skills.

At the end of each chapter there is a subtitle 'Expanding the Topic' includes writing topics that motivate student to use the vocabulary and content they have learned. It also asks students to find out more about the topics by completing guided online searches.

Vocabulary, reading, and life skills are obviously presented in skill boxes throughout each chapter and recycled throughout the book. From the beginning to the end of the book, reading skills, which are taught previewing, predicting, identifying topics and main ideas in a paragraph, and inferring information. Vocabulary skills are guessing meaning through context, understanding word forms and understanding phrasal

verbs. Life skills are topics such as sending e-mail, making introductions, understanding medicine labels, reading advertisements, completing applications, and setting goals.

There is a review of vocabulary in each chapter. For both teachers and students, it is a quick and effective way to assess their understanding of this vocabulary. Looking at the first exercise, we can see that it is colze test. The second exercise makes students use the vocabulary in their own words.

Furthermore, the students will go on working with classmates to develop confidence in reading and talking about reading. Thanks to the carefully chosen themes, students can understand that they have some information about the theme and this means their background information makes their learning easy. They are aimed to become more independent learners.

Read Ahead 1 also includes Teacher' Manuel that consists of 'teaching the chapter' guidelines, teaching suggestions for specific chapters, and Chapter Review Tests. There are vocabulary items for the chapter and comprehension questions about a reading passage in each test. These tests are given to the students during a class period and students get necessary feedback. So, teachers can easily observe the students' progrees in building reading and vocabulary skills. There are also answer keys for the student book exercises and Chapter Review Tests.

Table 4.5. Students' Version about Read Ahead 1

	STRONGLY AGREE %	AGREE %	CANNOT JUDGE %	DISAGREE %	STRONGLY DISAGREE %
S1	18	18	12	34	18
S2	6	0	35	59	0
S3	24	46	18	12	0
S4	29	41	18	6	6
S5	12	40	24	24	0
S6	18	52	24	6	0
S7	12	46	24	12	6
S8	12	46	24	18	0
S9	6	28	41	12	12
S10	24	18	46	12	0
S11	0	53	35	12	0
S12	24	29	29	18	0
S13	18	29	35	12	6
S14	18	18	24	34	6
S15	9	37	18	36	0
S16	29	24	29	12	6
S17	29	42	29	0	0
S18	12	41	12	35	0
S19	6	70	18	6	0
S20	11	22	28	17	22
S21	33	39	11	6	11
S22	0	45	11	11	33
S23	11	38	28	6	17
S24	0	22	55	6	17
S25	28	11	33	17	11
S26	6	6	44	22	22

Students' Version about Active 1

Statement 1: The price of the textbook is affordable.

For Statement 1,

44 % of students agree with the price of the book. 16 % of the participants disagree with the price of the book. The results show that most of them find the book's price expensive.

Statement 2: The textbook is easy to use and understand.

For Statement 2,

About 90 % of the students agree on the topic that the textbook is easy to use and. As a result, most of them find the book easy to understand.

Statement 3: The book gives us adequate practice in the skills we are required to master

For Statement 3,

60 % of students say 'Agree', 28 % 'Cannot Judge', a few them 'Disagree'. Results show that most of them claim that the book is adequate about providing practice to develop their skills.

Statement 4: The textbook provides enough activities and exercises.

For Statement 4,

About 60 % says 'Agree', 36 % 'Cannot judge', none of them 'Strongly Disagree' and 8 % disagrees on the idea that the textbook provides enough activities and exercises. Consequently, there are enough activities and exercises for the students.

Statement 5: There are visuals to support the written text such as charts, graphs, maps, models and pictures presented with the text.

For Statement 5,

About 50 % of the students say 'Agree', 20 % 'Disagree', 24 % 'Cannot judge'. In conclusion, many of the students find the book efficient about supplying enough visuals.

Statement 6: The table of contents and index are organized and easy to use**For Statement 6,**

48 % of the students say 'Agree', 24 % 'Disagree', 20 % 'Cannot Judge'. As a consequence, most of the students find the table of contents and index difficult to use.

Statement 7: The layout and design is organised effectively**For Statement 7,**

48 % of the students say 'Agree', 16 % 'Disagree', 12 % 'Strongly Agree', 24 % 'Cannot Judge' and 12 % of the participants strongly disagree on the statement about the layout and design of the book. So, it shows that the design and layout is liked so much by most of the students.

Statement 8: Descriptions are adequate for a reader to create visual images while reading.**For Statement 8,**

12 % of the students says 'Strongly Disagree', 52 % 'Disagree', 24 % 'Cannot Judge', none of them 'Strongly Agree' and 12 % of them 'Agree' on the statement. As a result, most of the readers do not find the descriptions adequate to create visual images while reading.

Statement 9: The activities encourage individual, pair and group work

For Statement 9,

44 % of the students say 'Disagree', 20 % 'Agree', 16 % 'Strongly Agree', 8 % 'Strongly Disagree', 17 % 'Cannot Judge'. As a result, most of the students claim the activities do not encourage individual, pair and group work.

Statement 10: The author explains a specific idea completely before passing on another one.

For Statement 10,

48 % of the students agree with the idea that the author tells a specific idea completely before passing on another one. Yet some of them, 44 % says 'Cannot Judge'. In conclusion, most of them agree with the topic.

Statement 11: Reading comprehension questions include critical reading, not just literal comprehension.

For Statement 11;

32 % of the students cannot judge about that statement. 16 % says 'Strongly Agree' and 32 % disagrees with the idea that reading comprehension questions include critical reading. So, the results show that the students are dissatisfied with reading questions that are lack of critical reading.

Statement 12: The units of the book give opportunities to develop speaking and listening and writing skills

For Statement 12;

68 % of the participants accept the idea that the units of the book help students develop speaking and listening and writing skills. Few of the students do not accept this statement.

Statement 13: The grammar and vocabulary are introduced in motivating and realistic contexts.

For Statement 13;

48 % says 'Agree', 40 % 'Cannot Judge' and a few of them do not agree with the statement. Shortly, the grammar and vocabulary are accepted to be motivating and realistic by most of the students.

Statement 14: Related technology is available (CD of selected readings, audio or multimedia activities etc.)

For Statement 14;

According to the results, we can say that 52 % of them do not agree with the statement and related technology is not available. Beside, some of them are not sure about the related technology.

Statement 15: The texts provide for direct instruction of important words and frequently used words in a text before reading it.

For Statement 15;

About 60 % of them agree on the statement. 24 % of them can not judge. 16 % of the students disagree with the statement. So we can say that there is direct instruction of important words before reading it according to some of them. A great amount of them are not sure and the rest of the students do not have the same ideat with the statement.

Statement 16: The language used in the textbook is at the right level with my current English.

For Statement 16;

The results show that most of the participants accept that the language of the book is suitable for the students. About half of the students find its language inappropriate to the level of their English.

Statement 17: The texts provide direct instruction in using word parts (prefixes, suffixes, base words, and Greek, Latin and French)

For Statement 17;

The students' point of view to the statement is mostly from negative side. 40 % of them have dilemma and they can not judge.. Few of them find the book enough in using word parts. In short, there is lack of direct instruction in using word parts.

Statement 18: The texts include a variety of types, such as a newspaper article, scientific paper, letter or a novel.

For Statement 18;

40 % of them accept the idea given by the statment. 20 % says 'Cannot Judge'. As a result, there is an agreement with the statement.

Statement 19: Section questions and chapter questions are provided to help us know what to focus on while they're reading.

For Statement 19;

Most of the students accept the statement and section questions help them know what to concantrate on as they are reading. Only a few of them disagree with the statement.

Statement 20: Headings and subheadings divide the chapter into meaningful sections

For Statement 20;

Depending on the results, above 55 % of the participants agree with the statement. 16 % of them can not judge. So that, we can say that many of the students agree with the idea that headings and subheadings divide the chapter into meaningful parts.

Statement 21: Bold faced type, italics, and colored type are usually intended to help us focus on new words or information.

For Statement 21:

Above 76 % of the students agree with the statement. Bold faced type, italics, and colored type make them focus on new words or information.

Statement 22: Captions under pictures are intended to help us use pictures to support their learning.

For Statement 22:

72 % of the students agree with the statement. There are captions which are used under pictures help them and support their learning. 4 % of them do not accept the statement.

Statement 23: Notes in the margins often provide the definition of an important vocabulary word, provide an important fact, or share an anecdote that relates to the information.

For Statement 23: Very large amount of the students come to an agreement on this statement. Only a few of them oppose to the statement.

Statement 24: Resources include reading skills practice activities.

For Statement 24:

19 % of them can not judge about the statement. Whereas about 29 of them agree with the statement, 16 % does not agree.

Statement 25: Instruction and practice in language skills is linked to literature and writing**For Statement 25:**

High percentage of the participants agrees with the statement. 20 % of them cannot judge. Consequently, instruction and practice in language skills are linked to literature and writing.

Statement 26: Learning activities enrich and reinforce skills and strategies for extended learning.**For Statement 26:**

60 % of the students say yes to the statement. 20 % of them cannot judge. As a result, most of them believe that learning activities do not develop skills and strategies.

Table 4.6. Teachers' Version about Read Ahead 1

	STRONGLY AGREE %	AGREE %	CANNOT JUDGE %	DISAGREE %	STRONGLY DISAGREE %
S1	0	17	33	50	0
S2	0	67	0	33	0
S3	17	17	49	17	0
S4	0	0	33	50	17
S5	17	49	0	17	17
S6	17	83	0	0	0
S7	17	50	0	33	0
S8	0	40	20	40	0
S9	0	50	33	17	0
S10	17	17	17	49	0
S11	0	17	17	33	33
S12	0	0	0	17	83
S13	0	50	0	50	0
S14	0	50	0	17	33
S15	0	50	17	33	0
S16	17	33	0	17	33
S17	0	17	33	50	0
S18	17	17	17	32	17
S19	0	50	33	17	0
S20	17	33	50	0	0
S21	0	0	17	33	50
S22	17	33	0	33	17
S23	0	33	33	17	17

Statement 1: The cost of the book is within the institute's budget.

For Statement 1,

About 17 % of teachers agree with the statement that the price of the textbook is affordable. 50 % of teachers disagree with the price of the book. 33 % of them cannot judge. The results show that most of them find the book's price expensive enough for the institute's budget.

Statement 2: The textbook is easy to use and understand.

For Statement 2,

67 % of teachers agree on the topic that the textbook is easy to use and understand. 33 % of the participants disagree with easiness and understandability of the book. As a result, all of them find the book easy to use and understand.

Statement 3: The book fits local schedule requirements

For Statement 3,

17 % of them agree on that topic. 49 % of the teachers cannot judge about the statement 3. Results show that most of them are not sure about the statement that the book is adequate about providing practice to develop their skills.

Statement 4: The book gives the students adequate practice in the language they are required to master.

For Statement 4,

About 33 % cannot judge on the idea that the textbook provides enough activities and exercises. 50 % of them disagree with the statement. Consequently, there is not lack of activities and exercises for the students.

Statement 5: There are visuals to support the written text such as charts, graphs, maps, models and pictures presented with the text

For Statement 5,

49 % agrees on that topic. In conclusion, most of the teachers find the book enough about supplying enough visuals.

Statement 6: The table of contents and index are organized and easy to use.**For Statement 6,**

17 % of the teachers say 'Strongly Agree', 83% 'Strongly Agree' .As a consequence, most of the teachers find the table of contents and index easy to use.

Statement 7: The layout and design is organised effectively**For Statement 7,**

About 80 % of the participants strongly agree on the statement about the layout and design of the book. So, it shows that the design and layout is liked so much by many of the teachers.

Statement 8: The activities encourage individual, pair and group work.**For Statement 8,**

40 % of the teachers say 'Agree', 40 % 'Disagree' about the statement. As a result, most of the teachers cannot decide about the descriptions whether they are adequate to create visual images while reading.

Statement 9: In relation to the students, the content appeals to them.**For Statement 9,**

50 % of the teachers says 'Agree', 33 % 'Cannot Judge'. As a result, most of the teachers agree with the idea that the content appeals to them.

Statement 10: The book gives the students adequate practice in the tasks demanded by the curriculum.

For Statement 10,

17 % of the teachers with agree with the idea that the auther tells a specific idea completely before passing on another one. Yet half of them, 50% says 'Cannot Judge'. 49 % of them disagree with the statement. Shortly, most of them do not have the same idea with the statement.

Statement 11: The units of the book give opportunities to develop speaking, listening and writing skills besides reading skill.

For Statement 11;

About 17 % of the teachers agree on that statement.33 % disagrees with the statement. So, the results show that many of the teachers are not satisfied with the oportunities to develop speaking, listening and writing.

Statement 12: The grammar and vocabulary are introduced in motivating and realistic contexts.

For Statement 12;

83 % of the participants do not accept the idea that the grammar and vocabulary are introduced in motivating and realistic contexts. Few of the teachers accept this statement. Shortly, the grammar and vocabulary are not accepted to be motivating and realistic by most of the teachers.

Statement 13: Related technology is available (CD of selected readings, audio or multimedia activities, etc.)

For Statement 13;

About 50 % agrees with the statment. 50 % of the teachers disagree with the statement. Consequently, they are not sure about the idea that technological materials are enough.

Statement 14: The texts present direct instruction of important words and frequently used words in a warm up text before the main reading text

For Statement 14;

About 50 % of them agree on the statement. So we can say that there is direct instruction of important words before reading it.

Statement 15: The texts provide direct instruction about the use of word parts (prefixes, suffixes, base words)

For Statement 15;

About 50 % of them agree on the statement. 33 % of them do not accept the statement. Some of them cannot judge about the statment. So we can say that there is direct instruction of important words before reading it.

Statement 16: The texts include various text types, such as literary texts, newspaper articles, scientific articles, letters, etc.

For Statement 16;

About 33 % of the participants agree with the statment. 50 % of the participants disagree with the statement. The results show that most of the participants find the texts inadequate to provide various text types.

Statement 17: Section questions and chapter questions are given to help readers know what to focus on while they are reading

For Statement 17;

The teachers' view to the statement is mostly from negative side. 17 % of them have dilemma. 50 % of them disagree on the statement. It is understood that section questions and chapter questions are not helpful.

Statement 18: The teachers' book helps teachers warm up the students to the lesson

For Statement 18;

The results show disagreement from most of the teachers' perspective. We can conclude that the teachers' book does not help teachers warm the students to the lesson.

Statement 19: The textbook directs the students' attention to new words and important information with some special devices (e.g. bold faced type, italics, and colored type)

For Statement 19;

Most of the teachers agree with the statement.

Statement 20: The materials expose students to real samples of the target language (i.e. authentic samples of the target language) realistic exposure to the language

For Statement 20:

Depending on the results, 50 % of the participants agree with the statement. But, 50 % of them are not sure about the statement.

Statement 21: The levels of the text are in accordance with the level of students.

For Statement 21:

Above 80 % of the teachers disagrees with the statement. Bold faced type, italics, and colored type make them focus on new words or information.

Statement 22: Learning activities use a variety of pedagogical strategies: e.g., open-ended questioning, direct instruction, practice, discussion and flexible grouping patterns

For Statement 22:

About 50 % of the teachers agree with the statement. There are captions which are used under pictures help them and support their learning. But half of them disagree with the statement.

Statement 23: It is appropriate to the level of the students.

For Statement 23:

Depending on the results, 33 % of the participants agree with the statement. But, 33 % of them are not sure about the statement. 17 % of them disagree with the topic. As a result, most of them find its language appropriate to the level of the students.

CHAPTER V

5. CONCLUSION

Sheldon (1988) agrees with this observation and suggests that textbooks not only "represent the visible heart of any ELT program" (p.237) but also offers considerable advantages - for both the student and the teacher - when they are being used in the ESL/EFL classroom.

Password1, Read Ahead 1, and Active1 are relatively selective reading textbooks to the vast place of ELT materials that are currently available on the market. While there are some other popular series of textbooks, these textbooks have many notable and worthwhile characteristics. For example, the entire textbook packages are well understood and they contain a wide variety of useful supplementary materials. These books are also very attractive and organized in a clear, logical, and coherent manner. Their organizations reflect a topic-based structural-functional syllabus that is designed with the goal of facilitating comprehension competence.

In addition, these textbooks reflect a multi-skills syllabus, and they manage to integrate the four language skills without neglecting other important aspects of ELT especially such as vocabulary development. In particular, receptive and productive skills are covered through a wide variety beneficial teaching and learning strategies that are consistent with many fundamental principles of SLA such as 'top-down' and 'bottom-up' reading exercises and both 'product' and 'process' guided approaches to writing skills. Vocabulary skills, on the other hand, are included through a variety of reliable techniques such as contextualizing or filling the gaps according to the meanings of the words and phrases.

In addition to the strategies and techniques of them, the activities and tasks in these books were found to be basically like common types and they seemed to systematically support a balance of activities approach. Thanks to this approach, it encouraged both controlled practice with language skills as well as creative, personal, and productive responses from the students' point of view.

Despite their strengths, the textbooks still had shortcomings. Many of the activities, for instance, were repetitive, failed to encourage truly meaningful practice, communicative competence. It was suggested that the inclusion of more consciousness-raising activities and effective cooperative learning strategies would have improved this

particular aspect of the books. Additional problems centered on the fit between some aspects of the syllabus and the actual needs and desires of the students and teachers in the English program. The adoption of a learner-centered approach, a reassessment or evaluation of the overall goals of the language program might have been appropriate in this case.

Final problems centered on these books' treatment of pronunciation skills. Some of the activities would have been beneficial if they could have designed to teach students the relevance and importance of prosody as well as the communicative purposes and functions of intonation.

While this study teaches how to evaluate a textbook, the results of the survey seemed to demonstrate that these particular textbooks actually are suitable according to the aims or syllabus of English programs in general. Despite a few shortcomings, the teachers felt that these books were relatively suitable for the university's language-learning aims and appropriate for small, homogeneous classes of Turkish students. It was also felt that any unnecessary concerns might be diminished or eradicated through supplementing, modifying, and adapting problematic aspects of these books.

Moreover, the teachers found that the books actually raised their students' interest in further language study and would voluntarily choose to use the textbooks again while the majority of students reported that the textbook was somewhat stimulating and useful for their purposes. In conclusion, the textbooks can be neither with full certainty recommended nor unconditionally put into practical use in this particular teaching and learning situation. Nevertheless, they still can be effective textbooks in the hands of a good teacher and instructors should be encouraged for using it with the appropriate learner audience.

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ASSESSMENT OF READING TEXTBOOK FOR STUDENTS		STRONGLY AGREE	AGREE	CANNOT JUDGE	DISAGREE	STRONGLY DISAGREE
Name: _____ Date: _____ Title of Book: _____						
1.	The price of the textbook is affordable.	1	2	3	4	5
2.	The textbook is easy to use and understand.	1	2	3	4	5
3.	The book gives us adequate practice in the skills we are required to master	1	2	3	4	5
4.	The textbook provides enough activities and exercises.	1	2	3	4	5
5.	There are visuals to support the written text such as charts, graphs, maps, models and pictures presented with the text	1	2	3	4	5
6.	The table of contents and index are organized and easy to use	1	2	3	4	5
7.	The layout and design is organised effectively	1	2	3	4	5
8.	Descriptions are adequate for a reader to create visual images while reading.	1	2	3	4	5
9.	The activities encourage individual, pair and group work	1	2	3	4	5

10.	The author explains a specific idea completely before passing on another one.	1	2	3	4	5
11.	Reading comprehension questions include critical reading, not just literal comprehension	1	2	3	4	5
12.	The units of the book give opportunities to develop speaking and listening and writing skills	1	2	3	4	5
13.	The grammar and vocabulary are introduced in motivating and realistic contexts.	1	2	3	4	5
14.	Related technology is available (CD of selected readings, audio or multimedia activities etc.)	1	2	3	4	5
15.	The texts provide for direct instruction of important words and frequently used words in a text before reading it	1	2	3	4	5
16.	The language used in the textbook is at the right level with my current English.	1	2	3	4	5
17.	The texts provide direct instruction in using word parts (prefixes, suffixes, base words, and Greek, Latin)	1	2	3	4	5
18.	The texts include a variety of types , such as a newspaper article, scientific paper, letter or a novel.	1	2	3	4	5
19.	Section questions and chapter questions are provided to help us know what to focus on while they're reading	1	2	3	4	5
20.	Headings and subheadings divide the chapter into meaningful sections	1	2	3	4	5
21.	Bold faced type, italics, and colored type are usually intended to help us focus on new words or information.	1	2	3	4	5

22.	Captions under pictures are intended to help us use pictures to support their learning	1	2	3	4	5
23.	Notes in the margins often provide the definition of an important vocabulary word, provide an important fact, or share an anecdote that relates to the information.	1	2	3	4	5
24.	Resources include reading skills practice activities	1	2	3	4	5
25.	Instruction and practice in language skills is linked to literature and writing	1	2	3	4	5
26.	Learning activities enrich and reinforce skills and strategies for extended learning	1	2	3	4	5

	ÖĞRENCİLERİN OKUMA KİTABI DEĞRENDİRMESİ Ad:_____Tarih:_____ Kitabın Adı:_____	TAMAMEN KATILYORUM	KATILYORUM	KARASIZIM	KATILMIYORUM	TAMAMEN KATILMIYORUM
1.	Kitabın fiyatı makuldür.	1	2	3	4	5
2.	Kitabı anlamak ve kullanmak kolaydır.	1	2	3	4	5
3.	Kitap, bizden istenilen becerileri öğrenmemiz için yeterli alıştırma sunmaktadır.	1	2	3	4	5
4.	Kitap yeterince aktivite ve alıştırma sağlamaktadır.	1	2	3	4	5
5.	Kitapla birlikte verilen yazılı metinleri destekleyici tablolar, grafikler, haritalar, örnekler ve resimler vardır.	1	2	3	4	5
6.	Konular ve indeks düzenli ve kullanımı kolaydır.	1	2	3	4	5
7.	Tasarımı ve düzeni etkin olarak hazırlanmıştır.	1	2	3	4	5
8.	Tanımlamalar okuyucuya okurken görsel imgeler oluşturmada yeterlidir.	1	2	3	4	5
9.	Aktiviteler bireysel, ikili ve grup çalışmalarını teşvik etmektedir.	1	2	3	4	5
10.	Yazar bir konuyu diğer konuya geçmeden tam olarak anlatmaktadır.	1	2	3	4	5

11.	Okuma-anlamaya yönelik sorular, sadece anlama değil, eleştirel okumayı da içermektedir.	1	2	3	4	5
12.	Kitabın üniteleri konuşma, dinleme ve yazma becerilerini geliştirme fırsatı sunuyor.	1	2	3	4	5
13.	Dil bilgisi ve kelime, gerçekçi ve motive edici okuma parçaları ile öğretilmektedir.	1	2	3	4	5
14.	İlgili teknoloji (seçilmiş parçaların ses yada multimedya alıştırmaları) mevcuttur.	1	2	3	4	5
15.	Okuma parçaları, metni okumadan önce sık kullanılan ve önemli kelimelerin açıkça öğretimini sağlamaktadır.	1	2	3	4	5
16.	Ders kitabında kullanılan dil, öğrencilerin mevcut İngilizce seviyesindedir.	1	2	3	4	5
17.	Okuma parçaları kelime bölümlerini (ön ek, son ek, temel kelimeler, Yunan, Latin) kullanımını açıkça öğretiyor.	1	2	3	4	5
18.	Okuma parçaları, gazete, makale, bilimsel yazı, mektup ya da bir roman gibi pek çok türü kapsamaktadır.	1	2	3	4	5
19.	Parça ve bölüm soruları, okurken neye odaklanmamız gerektiğini öğrenmeye yardımcı olmak için verilmektedir.	1	2	3	4	5
20.	Başlıklar ve alt başlıklar bölümleri anlamlı kısımlara bölüyor.	1	2	3	4	5
21.	Koyu türde, yatık ve renkli yazı genellikle yeni bilgi veya kelimelere odaklanmaya yardımcı olmayı amaçlamaktadır.	1	2	3	4	5

22..	Resimlerin altındaki başlıklar, resimleri öğrenmeyi desteklemede kullanmayı amaçlamaktadır.	1	2	3	4	5
23.	Kenarlardaki notlar çoğu kez önemli bir kelimenin tanımı, önemli bir gerçeği verir, yada konuyla ilgili olan bir alıntıyı paylaşır.	1	2	3	4	5
24.	Kaynaklar okuma becerileri egzersiz alıştırmalarını kapsamaktadır.	1	2	3	4	5
25.	Dil becerilerinde öğrenme ve pratik yapma, yazma ve dil ile ilişkilidir.	1	2	3	4	5
26.	Öğrenme aktiviteleri, kapsamlı öğrenme için stratejileri ve becerilerini destekleyip zenginleştirmektedir.	1	2	3	4	5

ASSESSMENT OF READING TEXTBOOK FOR TEACHERS		STRONGLY AGREE	AGREE	CANNOT JUDGE	DISAGREE	STRONGLY
Name: _____ Date: _____ Title of Book: _____						
1.	The cost of the book is within the institute's budget.	1	2	3	4	5
2.	The textbook is easy to use and understand.	1	2	3	4	5
3.	The book fits local schedule requirements	1	2	3	4	5
4.	The book gives the students adequate practice in the language they are required to master.	1	2	3	4	5
5.	There are visuals to support the written text such as charts, graphs, maps, models and pictures presented with the text	1	2	3	4	5
6.	The table of contents and index are organized and easy to use	1	2	3	4	5
7.	The layout and design is organised effectively	1	2	3	4	5
8.	The activities encourage individual, pair and group work	1	2	3	4	5
9.	In relation to the students, the content appeals to them	1	2	3	4	5
10.	The book gives the students adequate practice in the					

	tasks demanded by the curriculum.	1	2	3	4	5
11.	The units of the book give opportunities to develop speaking, listening and writing skills beside reading skill.	1	2	3	4	5
12.	The grammar and vocabulary are introduced in motivating and realistic contexts.	1	2	3	4	5
13.	Related technology is available (CD of selected readings, audio or multimedia activities, etc.)	1	2	3	4	5
14.	The texts present direct instruction of important words and frequently used words in a warm up text before the main reading text	1	2	3	4	5
15.	The texts provide direct instruction about the use of word parts (prefixes, suffixes, base words)	1	2	3	4	5
16.	The texts include various text types, such as literary texts, newspaper articles, scientific articles, letters, etc.	1	2	3	4	5
17.	Section questions and chapter questions are given to help readers know what to focus on while they are reading	1	2	3	4	5
18.	The teachers' book helps teachers warm up the students to the lesson	1	2	3	4	5
19.	The textbook directs the students' attention to new words and important information with some special devices (e.g. bold faced type, italics, and colored type)	1	2	3	4	5
20.	The materials expose students to real samples of the target language (i.e. authentic samples of the target language)realistic exposure to the language	1	2	3	4	5
21.	The levels of the text are in accordance with the level of students.	1	2	3	4	5

22.	Learning activities use a variety of pedagogical strategies: e.g., open-ended questioning, direct instruction, practice, discussion and flexible grouping patterns	1	2	3	4	5
23.	It is appropriate to the level of the students.	1	2	3	4	5

CURRICULUM VITAE

He was born in 1983 in Zonguldak. He finished his primary and secondary school education at 'Karapınar İlköğretim Okulu'. He graduated from high school in 2001 and then he won the university exam in the same year. He graduated from Faculty of art and Sciences, Department of English Language and Literature at Atatürk University in 2005. He began to his master studies in this year. He graduated from his master education in 2009. He has been working as an instructor at Karaelmas University for three years.