

REPUBLIC OF TURKEY
ÇANAKKALE ONSEKİZ MART UNIVERSITY INSTITUTE OF
SOCIAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE TEACHING

A CRITICAL EVALUATION OF "CAMPUS LIFE" IN TERMS OF
UNIVERSITY FIRST YEAR STUDENTS' AND ENGLISH
INSTRUCTORS' OPINIONS AND EXPECTATIONS

MA THESIS

Supervisor

Prof. Dr. Dinçay Köksal

Submitted by

Gülay Erdem

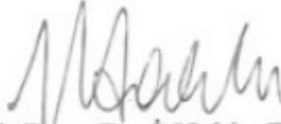
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SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜ'NE

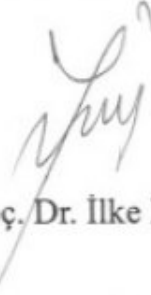
Gülay Erdem Kuzu'ya ait " A Critical Evaluation of Campus Life in Terms of University First Year Students' and English Instructors' Opinions and Expectations" (Campus Life Kitabının, Üniversite Birinci Sınıf Öğrencileri ve İngilizce Öğretim Elemanlarının Görüş ve Beklentileri Açısından Kritik Bir Değerlendirmesi) adlı çalışma jürimiz tarafından Yabancı Diller Eğitimi Ana Bilim Dalında YÜKSEK LİSANS TEZİ olarak kabul edilmiştir.



Başkan: Prof. Dr. Dinçay Köksal



Üye: Yrd. Doç. Dr. İ.Hakkı Erten



Üye: Yrd. Doç. Dr. İlke Evin Gencel

ABSTRACT

This study aims to find out the students' and the ELT instructors' opinions about the Compulsory English Language Teaching coursebook 'Campus Life', determine the strong and weak points of the book and be able to reach some suggestions about how the book can be more effective.

The study was conducted as a descriptive study adopting survey methodology and carried out with 278 student participants studying Compulsory Language (English) course as first grade students at Çanakkale Onsekizmart University in 2007-2008 fall term and 22 instructors participants who have been teaching the course. The data were collected by means of quantitative and qualitative research techniques. In the light of the literature, questionnaires were adapted and designed both for students and instructors. The reliability of both questionnaires were analyzed and found acceptable. The data obtained through the questionnaires were analyzed via Descriptive Statistics, Independent Samples T-test and Cronbach Alpha Reliability Test with the help of SPSS computer programme.

The results of the four questions in the first part of SEQ indicated that majority of students would like to be presented not only English but also other languages as options in their first years' programme, they expect to develop sequentially grammar, listening and vocabulary building skills in this course, expect the course to be based on a reader or a coursebook (the concepts of coursebook and reader might be mixed up by the students), and students' major considerations in an EFL coursebook are sequentially seen as the easily accesibility and low price, colourful and appealing appearance and plenty of grammar and vocabulary exercises in the book. As a result of the students' coursebook evaluations, no poor qualities were designated in the textbook. The book was found strong in terms of readable and clear type font and adequate number of visual aids. The rest of the book's qualities were found moderate by the students. In terms coursebook evaluations, no meaningful difference was defined between faculty and vocational high school students.

The results of the instructors' evaluation checklists indicate that the book was found strong in terms 14 considerations, and it was found weak in terms of 5 considerations in the evaluation checklist. The teacher's book was found poor in terms of including adequate amount of supplementary materials. The rest of the qualities were found moderate. Instructors suggested their further ideas and suggestions on 5 topics in the further suggestions part of the checklist.

The study also concludes that students and instructors have different evaluations and opinions over many common subjects in the checklists. Furthermore, both students and instructors have difference of opinions among themselves about each item in both questionnaires as the majority of standard deviations has indicated. Finally, in the light of all the findings, the study offers some suggestions for material writers and teachers, and for further research.

ÖZET

Bu çalışma, öğrenci ve öğretim elemanlarının Zorunlu Yabancı Dil ders kitabı olarak okutulan 'Campus Life' adlı kitap hakkındaki düşüncelerini almak, kitabın güçlü ve zayıf yönlerini belirlemek ve bu doğrultuda kitabın daha etkili olabilmesi için bazı önerilere ulaşabilmek amacıyla yürütülmüştür.

Çalışma, survey metodunu benimseyen betimsel bir çalışma olup, 2007-2008 güz döneminde Çanakkale Onsekizmart Üniversitesi birinci sınıflarında Zorunlu Yabancı Dil olarak İngilizce dersini alan 278 öğrenci ve bu dersi okutan 22 öğretim elemanı ile yürütülmüştür. Veriler nicel ve nitel araştırma teknikleri kullanılarak elde edilmiştir. Alandaki yazınlar ışığında hem öğrenciler hem de öğretim elemanları için değerlendirme anketleri oluşturulmuştur. Anketlerin güvenilirliği analiz edilmiş ve kabul edilebilir aralıkta oldukları saptanmıştır. Anketler yoluyla elde edilen veriler SPSS bilgisayar programı yardımıyla, Betimsel İstatistik, Bağımsız Örneklem T-test ve Cronbach Alfa güvenilirlik testi teknikleriyle incelenmiştir.

Öğrenci değerlendirme anketinin birinci bölümündeki dört sorunun inceleme sonuçları, öğrencilerin birinci sınıf programlarında sadece İngilizce değil başka dil seçeneklerinin de sunulmasını istediklerini, bu derste sırasıyla gramer, dinleme ve kelime bilgisi becerilerini geliştirmeyi beklediklerini, dersin bir okuma kitabına veya bir ders kitabına dayandırılarak işlenmesini beklediklerini (okuma ve ders kitabı kavramlarının karıştırılmış olabileceği düşünülmektedir) göstermektedir. Ayrıca, öğrencilerin bir İngilizce ders kitabıyla ilgili ana kaygılarının sırasıyla kolay elde edilebilir ve ucuz olması, renkli ve ilgi çekici olması ve bol miktarda gramer ve kelime bilgisi alıştırmalarına yer vermesi olduğu da görülmüştür. Öğrencilerin ders kitabı değerlendirme anketi sonuçları, kitapta hiçbir zayıf yön tespit edilmediğini göstermektedir. Kitap, açık ve okunaklı yazı karakteri ve yeterli sayıda görsel materyal içermesi bakımından güçlü bulunmuştur. Kitabın diğer tüm nitelikleri ortalama sınırlarda bulunmuştur. Kitap değerlendirmeleri bakımından fakülte ve meslek yüksek okulu öğrencileri arasında anlamlı bir farka rastlanmamıştır.

Öğretmen değerlendirme anketlerinin sonuçları, kitabın ankette yer alan 14 açıdan güçlü ve 5 açıdan zayıf bulunduğunu göstermektedir. Öğretmen kitabı, yeterli miktarda destekleyici materyal içermesi bakımından zayıf bulunmuştur. Kitabın diğer tüm niteliklerinin ortalama sınırlarda olduğu tespit edilmiştir. Öğretim elemanları, anketin son bölümünde yer alan ve çalışmanın nitel yönünü oluşturan bölümde ortak 5 konuda görüş ve önerilerini sunmuşlardır.

Çalışma ayrıca, öğrenci ve öğretim elemanlarının anketlerde yer alan bir çok ortak konuda farklı değerlendirmelerinin olduğu sonucunu da göstermiştir. Bunun yanında, çalışmadaki standart sapmaların büyük çoğunluğunun gösterdiği gibi, hem öğrenciler hem de öğretim elemanlarının anketlerde yer alan her bir konuda kendi içlerinde görüş ayrılıkları vardır. Son olarak çalışma, elde edilen tüm bulgular ışığında materyal yazarları, öğretmenler ve daha sonraki bilimsel çalışmalar için öneriler sunmaktadır.

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TO :

My tiny family: Dilailah & Keskin

AND TO:

*My previous family: my father Fehmi, my mother Bahriye and sisters Nuray and
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ABBREVIATIONS

A :	Agree
COMU :	Çanakkale Onsekizmart University
CITE :	Computer and Instructional Technology Education
D :	Disagree
EFL :	English as a Foreign Language
ELT :	English Language Teaching
ELL :	English Language and Literature
ESL :	English as a Second Language
FA :	Faculty of Agriculture
FAE :	Faculty of Architecture and Engineering
FE :	Faculty of Education
FFA :	Faculty of Fine Arts
FEMS :	Faculty of Economics and Management Sciences
FSL :	Faculty of Science and Literature
HVHS :	Health Vocational High School
ICLT:	Intercultural Language Teaching
IEQ :	Instructors' Evaluation Questionnaire
ME :	Materials Evaluation
NI :	No Idea
VHS :	Vacational High School
TLLT :	Turkish Language and Literature Teaching
SA :	Strongly Agree
SD :	Strongly Disagree

SEC : Students' Evaluation Checklist

SEQ : Students' Evaluation Questionnaire

CHAPTER ONE

INTRODUCTION

1.0 INTRODUCTION

This chapter starts with a brief discussion of some basic literature concerning the definitions of coursebooks and importance of course book use in EFL classroom. The process of coursebook selection and evaluation is also discussed in relation to the role of coursebook in language teaching. The purpose of the study, research questions, the assumptions and limitations of the study are then given. Finally, this chapter outlines the organisation of the thesis. In this study, coursebook and textbook refers to the same concept, and coursebook evaluation and materials evaluation are used interchangeably to refer to coursebook evaluation.

1.1 BACKGROUND OF THE STUDY

In English language education, there is a wide range of approaches, methods of teaching, and materials which involve variety of options ranging from OHPs, computerized materials, video-audio tapes, CDs, DVDs and photocopyable materials. However, despite this variety, textbooks are still indispensable components of EFL/ESL teaching and learning. Torres (1994:327) defines coursebook as “ an important means of satisfying the range of needs that emerge from the classroom and its wider context”. Hutchinson and Torres (1994; cited in Litz 2001) focused on the importance of textbook as:

“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)

Textbooks in the recent market are designed to provide as much material in it as possible. It usually provides “ the base or core materials” (Skierso, 1991 in Celce-Murcia, ed), activities, tests, method of teaching and syllabus for a course. Ariew (1992) and Macian (1986) state that “ ...both students and teachers use the examples, the written exercises, the oral work, and the explanations of grammatical material of the textbook and its accompanying materials as their main source of guidance” (cited in Skierso 1991: 432) and Yilmaz (2005) support this statement as “ ...most teachers tend to follow at least one textbook as their main guidance in the process of language teaching.” A course book is also a systematic guide for students which provide them with facilitating activities, texts, materials for self study, and most importantly a durable source at hand to consult when necessary. Various advantages of and counter-arguments for textbook usage in language classroom are discussed in detail in the second chapter of this study.

As the use of coursebook is so important for both students and teachers, selecting the most appropriate course material to the needs, interests and levels of students, and educational-teaching needs of teachers and institutions become a crucial issue and considered by many researchers in the area. In order to be able to select the most suitable coursebook or to adapt and manipulate the existing one, the user needs to conduct an evaluation process. Nowadays, published books for ELT is a big market and publishers present for teachers many appealing options. Each and almost every coursebook is claimed to be “ ...written by experienced and well-qualified people, and the material in most cases is carefully tested in pilot studies in actual teaching situations before publishing” (Cunningsworth 1984:2). Being presented such a lot of assertive options with almost the same promises naturally confuses teachers, and consequently, makes it difficult to select the most suitable coursebook. In addition to this, with the effect of learner-centered approach which views the learners and their needs in the centre of language instruction, textbooks have also been seen as resources in achieving aims and objectives that meet learners’

needs since 1970s. Not only in the selection process, but also during the use of the existing coursebook, ME has a crucial impact upon an effective language teaching, for example, as Sheldon (1988) suggests, it would provide teachers for a sense of familiarity with the book's content thus help them identify the weaknesses and strengths in it. This, in turn, assist teachers with optimum use of textbook's positive qualities and making adaptations for weak points of the book. It also contributes to the teachers' professional development. With the help of carefully designed analysis criteria and models, teachers can go far beyond 'impressionistic assesment' (Litz 2001) and see the "inside" (ibid) of the book with all necessary components. For these reasons, many researchers have suggested evaluation criteria in the form of checklists in order to make it easy and systematic to select and evaluate the course material. The detailed information about various evaluation models is given in Chapter 2.

Basicaly, materials evaluation is defined as the assesment or examination of the course material (in this study the term 'material' is limited to 'coursebook') in terms of its relation to course objectives, needs and levels of intended learners, curriculum, its essential components, and its suitability to the teaching situations and institutions. Tomlinson (1998:11-glossary) describes ME as "the systematic appraisal of the value of materials in relation to their objectives and to the objectives of the learners using them". Ellis defines ME as dividing into two titles:

Predictive evaluation is basically the teachers' concern who are the practitioners of the material, and its aim is to predict the future performance of the textbook prior to its use (Litz 2001). It is named *pre-use* evaluation in Cunningsworth (1995). This type of evaluation is especially suitable for the materials 'selection' which is usually conducted before the educational terms to choose the most suitable coursebook among the options.

Retrospective (reflective) evaluation is generally conducted after practicing the book in a particular classroom in order to evaluate whether the book proved to be teachable, successfully practised and worked really well for the predicted goals of the

teachers and/or institutions. It is also called as *post-use* evaluation in Cunningsworth (1995).

Another type of evaluation is called *while-use* or *in-use* evaluation that aims to examine the book which is currently being used. It is usually carried out intuitively by the teachers on the basis of observation and monitoring, and rarely done systematically. However, when it was planned carefully in advance it can be conducted in the form of systematic analysis and can be quite informative about the book and for reflective evaluation. This type of evaluation has several handicaps that, for example, it can be misleading in reflection of what has actually been learned because the learners rehearse items from short-term memory which is unreliable to reflect the real acquisition. Another handicap is, it can be misleading as learners may not observe any improvements in the productive skills while using the material, but they can benefit from the delayed effects of some activities. These handicaps may lead students and teachers have a negative implication about the book. For this reason, it is better to conduct a post-use evaluation in order to receive more objective and eventual assessment of the textbook.

This study may seem to be conducted as an in-use evaluation because the analysis was done at the end of the fall term although the book was being studied during the spring term. The book consists of twenty modules and first ten modules were taught in the first term, so the study was conducted considering that both students and instructors would have some idea about the components and practicality of the textbook. The instructors have a better overall idea about the book because its first edition was taught in 2006-2007 academic year. In this respect, it can also be considered as a post-use evaluation, in fact, the questionnaire adapted from the literature is designed for overall post-use analysis.

In McDonough and Shaw (1993) materials evaluation is defined in a three-level evaluation model as *external*, *internal* and *overall* evaluation. *External evaluation* analyzes the material in terms of the audience, the language teaching situation, the language and the methodology of the course book. *Internal evaluation*

examines the internal consistency of the book in terms of language presentation, sequencing and grading of the items. These first two levels can also be considered as a macro-evaluation, and according to this model, only after the course book is approved by the evaluator through the first two levels it can be gone through the next stage which is the overall evaluation. *Overall evaluation* is a micro-level analysis which concerns with the practicality, generalisability, adaptability and flexibility factors of the material. In this study, items to examine the book in terms of suitability to the target learners, teaching situations, the language, language presentation, sequencing, and variety of subjects, tasks, processing of cultural content and practicality are included in evaluation questionnaires, but the generalisability, adaptability and flexibility factors are not considered in the questionnaires. The qualities of the coursebook are clearly stated in the Teachers' Manual. The claims of the writers of the book are discussed comparatively in the light of findings of the study, in this sense, basically the internal consistency of the coursebook is examined in this study.

One of the important criteria of the textbook selection and evaluation checklists is evaluating the coursebook from the viewpoint of cultural content. This criterion may be considered more seriously by young-adult and adult learners, because these group of learners usually have established cultural attitudes, and may be more sensitive towards the treatment of culture in the coursebook. For this reason, the evaluation of the cultural content of textbooks written especially for young-adults and adult learners is of crucial issue. According to Martin and Jin (cited in Hinkel 1999), we can see direct or indirect reflections of target culture in course materials and methodology. This may be inevitable because, as Kılıçkaya (2004) also pointed out, students may want to learn in some degree about the target culture in order to be able to use the language appropriately and naturally within the society in which that language is natively spoken. On the other hand, the research conducted in 1960s by Hymes (cited in Hinkel 1999) indicated that, although the course materials should include some cultural aspects in order to develop intercultural skills in students, over reflection of culture in coursebook and methodology and the clash between that culture and students' own cultural values may create an obstruction to learning. In

this perspective, culture should be processed very carefully in course materials.

In recent years, some linguists found out a new method called “Intercultural Language Learning” (Byram 1997; Leather 2002 ; Patcher 1999 ; Rose nd ; Straub 1999 ; Tvares& Cavalcanti 1996 ; Alptekin 2002 cited in Kılıçkaya 2004). This method puts forward that in language teaching it should be focused on developing awareness about students’ own culture, and getting students gain ability to understand and interpret other cultures. A coursebook which takes this method will include aspects of different cultures at the same time,- not a specific culture-, in its syllabus. In this respect, the role of the cultural content of the coursebook should be giving information about different cultures and help students understand why something is processed differently in other cultures, and by doing so, to strengthen intercultural communication. This is supported by Hinkel (1999:135) as :

“...to be effective and to help students achieve intercultural competence, the teaching and the learning of culture need to become a dialogue between the source and the target culture.”

In this thesis study, Campus Life (Köksal ed 2007) is evaluated from the cultural perspective with 5 items in the evaluation form.

1.2. PURPOSE OF THE STUDY

The purpose of the study is:

1. to be able to determine the expectations of the students from an English coursebook.
2. to collect the evaluations and ideas of students and ELT instructors on the textbook called “ Campus Life”, and designate strong and weak points of the textbook.

3. to be able to give some opinions on how the book could be adjusted and adapted according to the designated expectations and opinions so that the book could be used more effectively and efficiently.

The results of the evaluation questionnaires will be evaluated in order to find answers to the following research questions:

RQ1. What are Çanakkale Onsekiz Mart University first year students' expectations from English education?

RQ2. What are the students' expectations from an EFL coursebook?

RQ3. What are the students' evaluations of the coursebook called *Campus Life*?

RQ4. Is there a meaningful difference between faculty students and vocational high school students in terms of their textbook evaluations?

RQ5. What are the ELT instructors' evaluations and suggestions about *Campus Life*?

1.3. SIGNIFICANCE OF THE STUDY

As English has been receiving more acceptance as the world communication language in our era, the ELT as a second or foreign language is taken more seriously. As a result, developing materials for teaching English has gained importance. Day by day, under the insights of new trends and approaches, appropriate materials to the changing conditions have been being developed. The well-known English textbooks in the market are now being edited considering the various conditions (social, economical, cultural, educational etc.) of the country in which the book will be marketed, and the book is tried to be adjusted to the conditions of that country as

much as possible. However, this effort may sometimes not be very successful and effective. This leads the academicians, material developers and teachers to produce their own teaching materials which meet better the teaching-learning conditions, student levels, needs, interests, attitudes, aims and objectives of language teaching in the curriculum and cultural inclinations of their own country. The coursebook which this study is subjected to is most probably the product of the above tendency.

Campus Life is an English teaching coursebook which is prepared for university students or young adult learners as a “coursebook” and written by Turkish academicians in Turkey. As being the A1 (elementary-basic user) level, it is the first book of its series. The book promotes a European perspective and has been built around the idea of European Education Programmes, namely Socrates/Erasmus student exchange programmes. Its teaching-learning context involves a natural campus life and the characters of the book are Turkish university students or foreign university students who have been visiting Turkey for Erasmus/Socrates exchange programmes. No native speakers are preferred to use as characters of the book, because English is appropriated as ‘lingua franka’ which is utilized as a common language by the students who join European Education Programmes, and in such programmes majority of the young people are from different parts of the world and they are non-natives. In this perspective, it carries the feature of being a global book as well as aiming at Turkish university level learners. The aim of the textbook is stated by its writers in teachers’ manual as below (Köksal ed 2007):

“ Campus Life A1 aims to provide a language experience in a foreign language context. It adopts a European perspective and treats English as a means for Turkish learners to communicate with European exchange students enrolled in different universities in Turkey...the main theme of the coursebook is purposely relevant to students’ own lives and realities.” (p:7)

The book is claimed not to be designed as a grammar book, but purposely focused on integrated skills approach, that is, its aim is to treat all four skills equally without focusing heavily on grammar, which is an accustomed tradition in most

books for EFL situation. With this purpose, it adopts a multi-strand syllabus and skills-based approach; and with taking the students' own experiences and real needs into consideration. In this respect, the book seems to be designed adopting *the learner-centered* approach. Real pictures and photographs are used in the book. With the above characteristics, it differs from, for example "Passport to English" (Demirel and Daventry ed 2004) which was also prepared for university or adult level students in Turkish context. With respect to the mentioned characteristics, Campus Life A1 is a unique attempt now in Turkish ELT context.

As the book is the first with these features and as it is the 'first' publication as an English elementary coursebook designed for compulsory language course studied at the first year in Turkish Universities, there may be some inadequacies of the book. With this consideration, in this study, Campus Life, which has been being studied by Çanakkale Onsekiz Mart University first year students in all faculties and vocational high schools, was analysed and evaluated by students and instructors with the intention of giving ideas to improve its qualities. A textbook which was adjusted and adapted to students' learning needs, interests, language levels and expectations may create a better motivation and attitudes towards language learning in students.

This study may create a better awareness in English instructors about how important material selection and evaluation is for a more effective language teaching and remind them how to select and evaluate course materials. This study may also help the English instructors implement the coursebook's intentions and purposes in their classes within the teaching process.

1.4. ASSUMPTIONS OF THE STUDY

This study was carried out under a number of assumptions. The very first assumption is that all the students and instructors participated in the study voluntarily in accordance of the purpose of the study. Other assumptions are listed as below:

1. Çanakkale Onsekiz Mart University first year students are aware of their needs and their lacks related to English language learning.
2. The mentioned students are aware of that they are going to need English in their school and work life in the future.
3. The English instructors who are the practitioners of the course are aware of their needs and lacks in the process of English language teaching.
4. The instruments used in the study are reliable and valid.

1.5. LIMITATIONS OF THE STUDY

In this study Çanakkale Onsekiz Mart University first year students and the English instructors who have been teaching the compulsory English course were participated. The study was conducted in 2007-2008 fall term. As involving all the first graders in all faculties and academies throughout the university may create difficulties in data collection and evaluation, the study was carried out with a sample group which represented the whole group. The sample group was chosen through “clustering” method (Nunan 1992). In order to eliminate the probable problems a pilot study was conducted before the main study.

The results received from the questionnaires were analysed in order to find answers to the research questions mentioned before.

As the study was conducted only at Çanakkale Onsekiz Mart University first grade classes and all the participants were the students and English instructors of this university, the results of the study may not have generalisable characteristics.

The coursebook was studied in 2007-2008 spring term as well as had been

studied in the fall term. However, the data of the study was collected through the end of fall term. When data collection could be done at the end of the whole academic year, different results might be obtained, because both the students and the instructors would get used to and understand the book better. This may constitute another limitation of the study.

The variations of the students' learning styles and strategies, differences in their needs to learn a foreign language and diversity in their language levels as a result of their educational backgrounds may create differences in comprehension of the book, therefore, this may also effect the results of the study.

1.6. ORGANIZATION OF THE THESIS

This thesis has been organized into five chapters. Chapter One provides some basic literature on *materials selection and evaluation*. It then proposes the research questions of the study. This chapter also presents the assumptions and limitations of the study and it finally describes the organization of the thesis.

Chapter Two discusses *materials evaluation* in detail. The definitions of *course book/ textbook* and *materials evaluation* are followed by the discussions of approaches and models suggested by different researchers for materials evaluation, several examples of empirical studies in the area, and impact of materials evaluation for the effectiveness of language teaching.

Chapter Three reports the methodology of the study. The type of study, pilot and main study, elements in the study such as setting, participants and instruments are described and then procedures of data collection and analysis are introduced.

Chapter Four points out the findings and discussions of the survey aiming to seek answers to the research questions.

Chapter Five aims to draw conclusions from the findings. Implications and suggestions for adaptation of the book and for further research are then proposed.

1.7 CHAPTER SUMMARY

This chapter briefly discussed some basic literature on Materials Selection and Evaluation and the notion of course materials. The purpose of the study and research questions were given. The assumptions and limitations of the study were discussed in separate sections. Finally, the organization of the thesis was presented.

CHAPTER TWO

LITERATURE REVIEW

2.0. INTRODUCTION

This chapter includes the review of literature in the area of materials/coursebook selection and evaluation. It presents the definitions of coursebook and its importance in EFL teaching, basic components of coursebooks, required qualities of textbooks, and approaches and frameworks for materials evaluation. Some relative studies are also referred briefly in this chapter, and finally the impact of materials selection and evaluation process for the effectiveness of language teaching and learning is discussed. Materials evaluation is used as an umbrella term for course book or textbook evaluation, and coursebook and textbook evaluation is used interchangeably with the same meaning in this study.

2.1. COURSEBOOKS AND THEIR IMPORTANCE IN EFL TEACHING

In education, printed materials are the oldest and most common educational tools, because they can be studied independently from a teacher or an institution. They are portable and cheaper in comparison to other materials. According to Hilton (1969) schools should choose and use a coursebook for each course because they provide the most permanent effect. Most students keep their coursebooks in their libraries so that they can recycle the knowledge they learned before. In this respect, they also act as self-study materials. A coursebook is a printed material which is designed considering the predetermined aims and objectives of a specific course and aims to help students gain knowledge, skills, familiarity and habits towards that course.

In language teaching, many kinds of instructional materials including textbooks, workbooks, audio-visual materials, media, posters, CDs and even computerized materials are utilized to present and teach the language being taught. Among these course materials, coursebooks are the most widely-used tools which include the the core materials for a course (Tomlinson 1998). They usually provide as much activities, tasks, exercises, tests and many other teaching-learning facilities as possible in one book, and most of the time they are prepared as a package with workbooks, CDs, grammar practice books, teachers manuals and other supplementary materials. All the items of coursebooks are normally prepared by well-qualified professionals and they are most of the time piloted before publishing, and edited and adjusted according to designated needs of target students and/or institutions. Thus, they save teachers' time for creating various materials and multi-sided tasks. 'Coursebook' is defined as the *term* which is most commonly used for the base material that the teacher and each student has a copy, and which is followed systematically as the basis for a language course in Ur (1996). Sheldon describes the course book as '...a published book, most often produced for commercial gain, whose explicit aim is to assist foreign learners of English in improving their linguistic knowledge and/or communicative ability' (1987: Introduction). Most books in the market today have well-planned syllabus for the course which provides a great help for teachers to determine the aims and objectives of the course. Cunningsworth (1995) highlights this function of textbooks and states that specific textbooks and supplementary materials which are utilized in a course have a direct influence on the content and nature of teaching-learning situation. From the above definitions, three general advantages of textbook usage can be derived as below:

1. They provide with various materials, activities, tasks, supplementary materials etc. in one book.
2. They release the teachers from creating and preparing materials which is a very complicated, demanding and time consuming task.
3. They provide with a well-planned syllabus to follow systematically for teachers as well as the students.

Penny Ur (1996) discloses the advantages of coursebooks in a more detailed way. They can be summarized as follow:

1. A coursebook provides a clear *framework*. It states what to teach and learn next.
2. It serves as a *syllabus*. The language content is carefully selected, planned and balanced so that teachers and students can follow systematically.
3. Textbooks provide *ready-made texts and learning tasks* which are likely to be of an appropriate level for most of the class. This frees the teachers from wasting time to prepare all the necessary texts, materials, activities, tasks etcetra.
4. A course book is the cheapest and the most convenient way of providing learning material for each learner, which all the components are stick together and easy to carry around, so they are *economical and convenient*.
5. It may provide useful *guidence and support* for teachers, especially for novice teachers.
6. The learner can use the course book to learn new language item, review, and monitor his/her progress independently from the teacher. So it also provide some degree of *autonomy*.

(adapted from Ur; 1996:184)

It can be added one more advantage to the above lists that textbooks are also advantageous in that they provide opportunity to recycle the learned items and they are permanent.

Besides the advantages, there are disadvantages of using a textbook in language classroom, as well. One of the disadvantages of using a coursebook as

Cunningsworth pointed out (1984), is teachers, especially inexperienced ones, may rely heavily on the coursebook and may aim to complete it as an objective of the course. This may cause the coursebook dominates over the course program and its procedure. This “heavy reliance” (Tomlinson 1998) on a coursebook may cause the teachers become the “servants of the textbook” (ibid). Ur states the probable disadvantages of coursebook usage in five headings (1996:185):

1. **Inadequacy:** Every class-in fact, every learner- has their own learning needs: no one coursebook can possibly supply these satisfactorily.
2. **Irrelevance, lack of interest:** The topics dealt with in the coursebook may not necessarily be relevant or interesting for your class.
3. **Limitation:** A coursebook is confining: its set structure and sequence may inhibit a teacher’s initiative and creativity, and lead to boredom and lack of motivation on the part of the learners.
4. **Homogeneity:** Coursebooks have their own rationale and chosen teaching/ learning approach. They do not usually cater for the variety of levels of ability and knowledge, or of learning styles and strategies that exist in most classes.
5. **Over-easiness:** Teachers find it too easy to follow the coursebook uncritically instead of using their initiative; they may find themselves functioning merely as mediators of its content instead of as teachers in their own right.

Despite these disadvantages , textbooks are still inevitable and indispensable course materials in language classroom. When it is asked teachers whether they can survive without a coursebook in language classroom or not, differing responses might be received as Gabrielatos cites (2000-2004:1) “... coursebooks have been variously regarded by teachers as Bible, a guide, a crutch, a necessary evil, or a burden”. This shows that, the textbook is mostly seen as a good thing, it is an ‘evil’

but 'necessary' for teachers. In especially EFL teaching situation such as Turkey, in which the learners have little or almost no opportunity to use the language outside the classroom, the role of the teacher and the course material become more important. Additionally, in most schools nearly all language teachers are non-native speakers of English and most of them have no experience in a situation where English is natively spoken, thus they need the guidance of professionally prepared course materials. Planning and preparing course materials especially for EFL courses needs professional training, great care and experience. In this respect, well-prepared English teaching textbooks have great help for particularly inexperienced teachers as well as the experienced ones. Furthermore, since the language courses are taught by a number of different teachers who bring into classrooms different professional skills, educational backgrounds and personality traits, coursebooks function as a tool to guarantee a degree of consistency in the courses. They also ensure some continuity between grade levels when materials come in a series.

Using a coursebook is not only helpful for teachers, they are also helpful for students. They provide for the learners something concrete that gives a measure of progress and sense of achievement as lessons are completed as Billows puts forward (1976; cited in Ersöz 1990) learners need a coursebook so that they can measure the rate of their progress, and practice that has been learnt. Since the textbooks are well-organised materials they are easy to concentrate on and save students' time and energy of trying acquire the knowledge and skills from different language learning sources and materials.

In the above considerations, coursebooks have great importance for effective language teaching/learning particularly in EFL situation where both language teachers and the learners are non-natives who need professional assistance. However, although textbooks are good support and guide for teachers and students, it should also be considered that not all course books are equally good supporters as Bromfit holds that they might be " masses of rubbish skillfully marketed" (1980:30; cited in Ansary & Babaii nd) . And not all of them can provide us the real guidance we need in our own circumstances. For these reasons, a careful coursebook selection and

evaluation may be necessary in order to select the most appropriate book which faces our situational, curricular, learner-based and institutional requirements. Textbook evaluation is also useful to make necessary adaptations in the book's materials we have already used according to our circumstances.

2.2.1 BASIC COMPONENTS OF ENGLISH TEACHING COURSEBOOKS

English language teaching market consists of quite a rich framework of textbooks. At the beginning of every educational year, ELT teachers are exposed to choose among them. Most of the English teaching textbooks are provided as a materials kit, which is the prior consideration of teachers especially in Turkey. The materials kit should normally contain the following items:

- a) *Coursebook (students' book)* ; aim to cover language areas systematically and progressively from beginning to end, and it is usually the students' copy.
- b) *Workbooks*; provide further optional activities for learners to do as a self-study or homework.
- c) *Teacher's manual (teacher's book)*; guide the teacher in the use of the coursebook and the workbook, and most of the time provide for the teacher additional ideas, activities, progress tests etc.
- d) *Supplementary materials*; consists of the materials like charts, posters, CDs, CDRoms, audio-tapes etc. which provide for the learners additional work and opportunity for additional exposure to language

(adapted from Ersöz 1990)

Many publishers now offer more than the basic components mentioned above. The coursebook called 'Snapshot' (Linley, Abbs, Freebairn and Baker 1998), for example, offers a language booster, a testbook, a worksheets book and a dictionary in the kit. Another book named 'Face2face' offers a grammar practice book and a dictionary as additions in the kit. These components can be considered as

supplementary materials, but not many books offer such additions in their packages. At first glance the books as many additional supplementary materials as possible are advantageous because such additions make teachers' job easy in the process of teaching, but as all the components should be evaluated carefully at the beginning, the evaluation for selection, and in-use evaluation for practicality of the materials can take longer time.

2.2.2 REQUIRED QUALITIES OF ENGLISH TEACHING COURSEBOOKS

Although the expectations from a good English teaching coursebook may vary from one situation, culture, type of learners, institutions and teachers to another, there are common-universal characteristics of standard EFL/ESL coursebooks. These qualities also form the basic criteria of evaluation process. The common-universal characteristics of EFL/ ESL textbooks are stated as below in Ansary and Babaii (nd):

Approach : Dissemination of a vision (theory and approach) about the nature of language, the nature of learning, and how the theory can be put into practice.

Content Presentation : Stating purposes and objectives for the total course and for individual units. Selection and its rationale for coverage, grading and sequencing. Satisfaction of the book to the teacher (whether it provides a guidebook, advice on methodology, theoretical orientations, key to exercises, supplementary materials) and to the student (facilitating instructions, visual aids, periodic revisions, workbook, supplementary activities, exercises, periodic tests, audio- visual aids etc.)

Physical Make-up : Appropriate size and weight, attractive layout, durability, high quality of editing and publishing and appropriate and appealing title.

Administrative Concerns : Macro-state policies, appropriate for local situations (culture, gender etc.), appropriate price.

Tomlinson (1998) lists the necessary qualities of course materials. They can be stated briefly as below:

- 1. *Materials should achieve impact:*** When materials arouse curiosity, interest and attention in learners, this indicates that they have a noticeable effect on students.
- 2. *They should help learners to feel at ease:*** Materials should be user- friendly. The users should feel safe, comfortable and relaxed with it.
- 3. *They should help learners to develop confidence:*** The material should encourage learners use their potential linguistic knowledge. The activities and tasks should be related to learners' existing knowledge and experiences.
- 4. *Materials should require and facilitate learner self- investment:*** They should involve learners in tasks and project works. Any task which involves students' own effort and attention has a more durable effect.
- 5. *Materials should expose the learners to language in authentic use:*** They should include real texts, dialogues, and materials ; and the interactions should be realistic.
- 6. *The learners' attention should be drawn to linguistic features of the input:*** Authentic input should be used as a natural context for the linguistic input to be presented.
- 7. *Materials should provide the learner with opportunities to use the target language to achieve communicative purposes.***
- 8. *Materials should take into account that the positive effects of instruction are usually delayed:*** According to the research the delayed effect of instruction is inevitable and no textbook can really succeed to create an instant outcome in learners, and the book shouldn't expect the learners to be able to use the learnt items straightaway.
- 9. *Materials should take into account that learners differ in learning styles:*** The material should include different types of tasks, activities and exercises for different style of learners so that it can be attractive for all types of learners.
- 10. *Materials should take into account that learners differ in affective attitudes:*** Learners have differing emotions, motives, cultural inclinations, experiences and attitudes, so the material should provide variety of texts, activities, and even method of teaching in order to catch the attentions of all students.
- 11. *Materials should permit a silent period at the beginning of instruction:*** Learners can produce only after they gain sufficient exposure to the target language and sufficient confidence in understanding it. For this reason the material should

provide enough time for learners to gain confidence and to internalize the language.

12. *Materials should not rely too much on controlled practice:* There should be a good grading in course materials. Controlled practice should be followed by semi-controlled and then free practice. The amount of controlled practice may inevitably be more at the beginning, but this amount should be reduced through the end.

13. *Materials should provide opportunities for outcome feedback:* Language production activities should have intended outcomes other than just practicing language.

(adapted from Tomlinson 1998: 7-22)

When it is searched in the literature, it can be seen that the required qualities of a good language coursebook is considered in more or less the similar way by different researchers. The order of the prior considerations may change, but they still have common points. The most common characteristics of a good EFL textbook can be summarized in five considerations as below:

(1)Practicality: It should be easily obtained and affordable. It should also be durable enough to withstand heavy use, and its size should be convenient for the students to handle as well.

(2)Appropriacy: The language of the coursebook should be appropriate for the students language level, age, educational background, attitudes, intellectual ability and level of emotional maturity. Additionally, it should be appropriate for the general goals of ELT in Turkey and in the institution. Moreover, it should be relevant to the needs of the target learners.

(3)Motivation: A good ELT coursebook should be motivating. It should encourage the learner to learn. It should provide with interesting, authentic, enjoyable and meaningful materials which arouse interest in learners.

(4)Flexibility: The structure of a good coursebook should be clear and systematic, but it should also be flexible enough to allow for creativity and

adaptability. It should provide variety of opportunities for learners who have different learning strategies and cultures.

(5) Meaningful/Real situations: A good coursebook should provide situations and/or contexts in which language is used for real and meaningful communication and where message is negotiated in a real and naturalistic way. In other case, the textbook does not teach 'communication'. The basic aim of coursebooks is to teach learners the ways of real communication beside other language aspects (structures, functions etc.).

A good language course book should also possess a fine balance between the current theories, new terminology and well-established descriptions and the old ones. It should present linguistic forms clearly and systematically to enable the learners to express the basic notions of target language. To do this, it should utilize communicative and real situations so that the learners could interact within a wide range of language functions. It should help students be aware of the appropriate use of language in different settings. A variety of text types, contexts and practice materials should be provided to meet the needs of learners with differing learning styles and strategies.

Recently, another quality which is highly given importance by EFL teachers is being provided with the textbook as a materials kit. The materials kit is a great help for non-native teachers who are not very professional at materials design no matter they were given the necessary training. Providing the book with a lot of material facilities is also very useful for teachers who are not the graduates of ELT departments.

One coursebook may not have all the mentioned qualities above, or it might 'seem' to possess most of them. To be able to understand whether it really has the necessary qualities or not, we need to evaluate it in detail. Besides, having the above qualities may help a coursebook seem appropriate and complete, but it may still need to be questioned according to our own circumstances. Furthermore, no matter how

complete it seems, one course book alone should never be the goal of the course . It should be seen as a vehicle or a facilitator of language teaching.

2.3 APPROACHES AND FRAMEWORKS FOR TEXTBOOK EVALUATION

For materials evaluation process various approaches were offered by different researchers. Each approach suggests its own framework for materials evaluation criteria. One of the best-known researcher in the area, Tomlinson (1998:192), set a general framework for analysing materials by asking three crucial questions in order to be able to select the most appropriate book. They are:

- “ 1. What aspects of materials should we examine?
2. How can we examine materials?
3. How can we relate the findings to our own teaching context?”

Tomlinson (1998) took the pedagogic viewpoint and focused on the methodological and contextual aspects of materials. He collected his list for materials analysis in two main parts:

1. Publication
 - a. place of the material in any wider set of materials
 - b. published form of the material (physical layout, print quality, pictures etc)
 - c. subdivision of the material into sections
 - d. subdivisions of sections into sub-sections
 - e. continuity
 - f. route
 - g. access
2. Design
 - a. aims

- b. principles of selection
- c. principles of sequencing
- d. subject matter and focus of subject matter
- e. types of teaching/ learning activities:
 what they require the learner to do
 (manner in which they draw on the learner's process, competence
 (knowledge, affects, abilities, skills)
- f. participation: who does what with whom
- g. learner roles
- h. teacher roles
- i. role of material as a whole

Another important cornerstone in the area of materials analysis and evaluation Cunningsworth states the main principles underlying materials evaluation as follows:

- “ 1. Relate the teaching materials to your aims and objectives
 - 2. Be aware of what language is for and select teaching materials which will help equip your students to use language effectively for their own purposes
 - 3. Keep your students' learning needs in mind .
 - 4. Consider the relationship between language, the learning process and the learner.”
- (1984: 5-6)

Under the light of these main principles we can summarize that a coursebook should guarantee the harmony between the aims and objectives of the course and the teaching process, and the learning needs and learning processes of learners.

Cunningsworth (1984) outlines the materials evaluation criteria in seven items from the viewpoints of:

- 1. Language content
- 2. Selection and grading of language items

3. Presentation and practice of new language items
4. Developing language skills (reading, listening, writing, speaking) and communicative abilities
5. Supporting materials
6. Motivation and the learner (in this part he involves some criteria to evaluate the cultural setting and cultural point of view of the book)
7. Conclusions and overall evaluation of the book

Cunningsworth also presents a “ Quick-reference checklist” (1995) which considers *aims and approaches* (whether the aims of the textbook corresponds closely with the aims of the program and learners needs), *design and organization* (what components it includes, how the content is organised and sequenced, and is the layout clear, is there adequate revision, is it suitable for individual study?), *language content* (does it cover main grammar and vocabulary items appropriate to learner needs?), *skills* (whether four skills are adequately covered and integrated, and whether the skills exercises and activities appropriate to students needs and levels), *topics* (is there sufficient real-interest, variety and range of topics?), *methodology* (are the approaches suitable to teaching-learning situation, what level of learning involvement can be expected, is student responsibility and autonomy expected, do the activities match the learners’ learning styles?), *instructor’s book* (is there adequate guidance for teachers?), and *practical considerations* (the cost, attractive physical appearance, durability and availability).

McDonough and Shaw (1998) suggest an evaluation model which focuses to do evaluation of ELT materials with the purpose of selection and adaptation before using in the classroom. With this respect, their model is suitable for pre-use evaluation purposes. Their model mainly deals with ‘macro evaluation’ and ‘micro-evaluation’. Macro-evaluation is the external evaluation of the textbook which examines the organization of the material in terms of what is explicitly claimed by the author or publisher. At this level of evaluation, information about the intended learners, proficiency level, the context where the material will be used, the language presented, author(s)’s views on language and methodology, core and supplementary

materials included, and how the material relate the language, learning process and the learner is tried to be found out. Micro-evaluation is the internal evaluation which aims to find out whether the explicit claims are sincerely reflected in the internal organization of the material. The criteria at this step aim to gather information about the presentation of language skills, sequencing and grading of the materials, types of skills activities, appropriacy of the exercises, activities and tests to the intended learners, levels and objectives, and self-study provision. Their last step, which is 'overall evaluation' aims to analyse the material for usability (if the material is suitable to the syllabus), generalizability, adaptability and flexibility (if the book is adaptable and usable in various contexts and ways).

Garinger (2002) found various approaches in materials selection and evaluation (such as Cunningsworth 1984; Sheldon 1988; Skierso 1991; Ur 1996) quite a lot detailed, time consuming, sometimes complicated and difficult to put into practice, so on the basis of his own experiences he founded a new approach. According to this new approach, the analysis of an English coursebook should be done beginning from general aspects (eg: aims, objectives and curriculum) to specific aspects (eg: activities, tasks, exercises). He states that the main aim of this technique is eliminating the inefficient and inappropriate books at each stage of evaluation process and by doing so selecting the most appropriate book at the end. Garinger (2002) orders the stages of coursebook selection process in two main parts:

A. Practical Considerations

1. Value and availability (is it available locally, cost effectiveness etc.)
2. Physical appearance/ layout (is it appealing, interesting, visual enough, well-organized etc ?)
3. Cultural aspects (does it reflect a specific culture or is it multicultural, is it sensitive to cultural differences etc?)

B. Language Considerations

1. Skills (does it really help learners acquire the language skills as it claims, does it integrate the skills well?)

2. The language (is it natural and authentic, does it place any focus on different dialects and accents, is there recycling, how is the sequencing/ grading of language items? Etc)
3. Exercises (are they well-balanced, do they encourage communicative abilities, are they meaningful? Etc)
4. User manual (is it defined well and does the content of the book accurately reflect this definition? Etc)

Garinger's evaluation framework may seem quite practical to many teachers as it consists of the most important common aspects of previously published materials and textbook evaluation lists.

Alexandra Skierso (1991) suggests us to start materials analysis process by collecting preliminary information. At this level of data collection, some background information will be collected about the target students, the instructors, course syllabus, and on institution in which the language teaching will take place. The stage of data collection on the students and instructors level is in the form of a needs analysis checklist (see Skierso, 1991:443-444, appendix A). His framework for textbook evaluation checklist consists of two main parts. First part deals with the textbook and second part with the teacher's manual. The framework could be summarized as below:

- I. The textbook
 - A. Bibliographical data: Author qualifications, availability and quality of supplementary materials, completeness and cost effectiveness are analysed.
 - B. Aims and goals: Targeted students specifications, matching to student needs, matching to syllabus requirements, availability to overall educational concerns and feasibility are evaluated.
 - C. Subject matter: Suitability and interest level, ordering, variety of text types, content grading, level of abstractness, register, cultural sensitivity, and cultural integration are examined.

- D. Vocabulary and structures: Grammar and vocabulary aspects are analysed in a very detailed way.
 - E. Exercises and activities: Satisfaction of syllabus objectives, fulfillment of student objectives, effectiveness, sequencing toward communication, meaningful communication, and aspects of skills teaching in exercises and activities are analysed.
 - F. Layout and physical makeup: This aspect is analysed with nine criteria.
- II. The Teacher's manual
- A. General features: Guide to rationale, syllabus, contents, answer guide, and guide for novice and non-native English-speaking teachers are evaluated.
 - B. Supplementary exercises for each language skill: This aspect is evaluated in a very detailed way, under 12 criteria.
 - C. Methodological and pedagogical guidance: This aspect is also analysed in detail with 22 criteria.
 - D. Linguistic background information for non-native-speaking teacher: Contrastive analysis for pronunciation, explanation on vocabulary and structures, list of cognates, denotation of likely grammatical problems, and cultural information are analysed.

Skierso's evaluation framework is one of the most detailed ones in the literature. For this reason, it may not be preferred by evaluators. On the other hand, his checklist has the most detailed 'teacher's manual' criteria, and this part may have a great help for teachers evaluate the teacher's book.

Sinclair and Ellis (1992) recommend a framework to analyse coursebooks in terms of learner autonomy and learner training elements they use. The first criterion in their approach examines the "explicit focus on the process of learning" which means whether the material integrates the explicit focus to the strategies applicable at different learning contexts and whether it informs the learners about these strategies. The second criterion focuses on integration of learner training elements into the teaching and practice tasks. The third criterion, "accessibility", emphasises the suitability of learner-training elements to the learner needs and level. The fourth

criterion is “ variety” which focuses on the variety of activities, tasks and contexts to meet different learning styles. The fifth criterion focuses on pairing of cognitive and meta-cognitive strategies which means whether the material integrates the learners’ own experiences into the textbook’s process of teaching. The next criterion deals with the “ opportunities for self-direction” in terms of whether the course book provide opportunities for learner autonomy through activities that let students take the responsibility of their own learning. The following criterion is “self-assessment and monitoring” and this focuses whether the coursebook has elements for students to evaluate and monitor themselves in the learning process. The final criterion focuses on the “reference materials”.

It is very difficult to cover all the approaches and frameworks one at a time in this study. The mentioned works are the most important view points and they give insights to the following studies in the area. All the approaches suggest appropriately designed checklists and testimonies for materials and/or coursebook evaluation. Ten of them were given in Ansary and Babaii (nd) for evaluators to consult.

In the evaluation process, our aims, reasons, objectives and circumstances determine the testimony or model of evaluation, so its evaluator’s decision to choose the most suitable model/ framework from this rich collection of options to develop his/her data collection tool.

2.4 STUDIES CARRIED OUT IN THE AREA

2.4.1 STUDIES IN TURKEY

Among many studies conducted on textbook and materials evaluation, Özbek (2004) carried out a thesis study about the evaluation of EFL coursebooks used in Turkish primary schools. The aim of the study was to detect the suitability of the textbook used by the 4th and 5th grades in Turkish primary schools. For the study,

both qualitative and quantitative means of data collection were used. The quantitative end included questionnaires which were filled by pupil participants, and qualitative end consisted of interviews made with the ELT teachers of those grades. The schools where the study was conducted were located in Biga district, those were the first schools which started to teach English in 4th or 5th grades 1997 – 1998 educational year with the decision of Ministry of Educational of Turkey. The findings of the research were discussed in four headings. First, the educational background of ELT teachers participated in the research was found insufficient and they need opportunities to attend in-service trainings and other types of professional assistance. Secondly, the textbook which is currently used has very few supplementary materials especially for skills teaching. For this reason, teachers have to carry out a heavy effort to provide and create materials. The third remark was that the textbook lacks of periodic test tools, so this also causes another burden for teachers. Finally, it was discussed that using wide range of materials such as flashcards, games, posters, pictures and etcetra plays an important role in teaching English to young learners. The analyzed book was also found poor providing with such materials. As a result, it was concluded in the study that, ELT teachers, although most of them are not graduates of ELT departments and have little experience in teaching, have to prepare a great deal of supplementary materials to back up the course book to be used.

The Phd thesis study conducted by Ersöz (1990) aimed to analyze and evaluate the coursebook called “ An English Course for Turks” ,which was once used for ELT in the state schools of Turkey, in terms of its form and content. It was also aimed to suggest an alternative approach to course design for Turkey. As the basis of analysis, a specially designed objective evaluation form, a checklist and teacher and student questionnaires were used. In the further remarks driven on the results of the mentioned data collection tools, it was stated that the following assumptions are true:

1. In the Foreign language teaching and learning coursebook is a very important aid, and the role of such an important aid can not be neglected. Otherwise may result in failure in language teaching and learning.

2. The present coursebook suffers from major deficiencies as it is prescriptive in nature, do not have an integrative approach, and do not reflect current standard English. Moreover, it suffers from incomplete explanations, and drill types could lead the learners to false generalizations and misunderstandings so they increase the likelihood of both linguistic and pragmalinguistic failure on the part of learners. In this respect, they might cause material-induced errors.

In addition to above determined findings, the coursebook was found insufficient to satisfy the needs of the learners and it was not based on modern teaching-learning theories. Thus, it was suggested that a new coursebook should be designed and published for state schools in Turkey. In the light of the findings, a new syllabus was suggested at the end of the research.

Aydemir (2002) conducted a study on the role of course book evaluation in foreign language education in Turkey. In his study he suggests a model for coursebook evaluation. The study was conducted at Osmangazi University Preparatory School, and the coursebook called "Cutting Edge" was analyzed in terms of its suitability to the present language teaching situation of mentioned university. The secondary aim of the study was to examine whether there is a relationship between the achievement scores of the students and their attitudes towards the book or not. The data was collected through macro and micro evaluation questionnaires given to both students and teachers.

It was concluded in the study that there is a considerable role of coursebook use in language education. Coursebook use was accepted and supported by language teachers. For this reason, coursebook selection was accepted as an important issue. It was also stated that as the educational settings and the learners needs are various in nature, different textbooks which are suitable for differing settings and learners' needs should be selected, but before the selection the institutional objectives and learners' needs should be determined. Finally, in the framework of this study it was found out no correlation between achievement scores of students and their attitudes towards language coursebook.

Coşkuner's thesis study (2002) aims to evaluate the effectiveness of a coursebook called "English for Business Studies", which is an instructional material for ESP course at Başkent University in Ankara, through the views of the instructors and the students of specified courses. It is designed as a macro-evaluation of the textbook to decide on the overall effectiveness of it. The study was conducted over 189 students and 10 instructors and the data was collected through questionnaires and face to face interviews with the instructors and the students. The conclusions were driven on the basis of the effectiveness of the book to the aims and needs of the students, in terms of layout and physical appearance, language and readability, design and organization, content and coverage, developing four skills and communicative abilities, encouraging learner interaction in the classroom, presentation and practice of vocabulary, and in terms of developing learner autonomy. The results indicate that both the students and the instructors found most qualities of the book positive and acceptable. Most of the participants think that the textbook is suitable for the determined aims and objectives of the course.

In Şahinel's study (1998), the opinions of students' and ELT teachers' opinions about the qualities of coursebooks studied at 6th, 7th and 8th grades in secondary education in Ankara. The analysed coursebooks were the Ministry of Education publication. It was a descriptive survey study and the data were collected through opinion checklists distributed to randomly selected group of teachers and students from all over Ankara. In the study 84 teachers and 270 students were participated. The findings were outlined in 7 items as:

1. The analysed textbooks provide opportunities for learners to express themselves partly with their own words using integrated language skills.
2. The textbooks provide little independent writing activities as a follow-up activities to reading exercises, so learners are provided with little productive language use opportunities.

3. The comprehension questions following the reading texts are usually given in the form of question-and-answer type, and this lead students to receive the answers directly from the text instead of expressing them with their own words. They are usually controlled exercises.

4. In these coursebooks there are not enough appealing, interesting and different types of topics and contexts to attract the attentions of students of various styles. The exercises are so mechanical that they are unable to lead free-thinking and creativity in language learning.

5. The reading text are partly appropriate for the age, knowledge and cognitive level of target students, however the instructions are too short and they are so insufficient that teacher explanation is needed most of the time.

6. The texts and topics are unrelated to students' real life and experiences, so they are unable to attract learners.

7. These physical layout, the cover, designs, visuals, paper and print quality of these textbooks are held carelessly, and figures and colours are unsuitable and there are many errors. For these reasons, they seem uninteresting to the students.

Materials and coursebooks evaluation studies are one of the most popular studies in ELT and there are many other studies in the area in Turkey. The studies mentioned above are the most relative ones to this study, so they were chosen to discuss here.

2.4.2. STUDIES ABROAD

Many appealing studies has been conducted under term of materials/coursebook evaluation around the world one which was carried out by Litz (2001) as a case study for the book called "English Firsthand2" at Sung Kyun Kwan University in

2000-2001. It was a detailed, in-depth study and complex evaluation process which aims to determine the overall pedagogical value and suitability of the textbook towards the sepecific language program. The textbook was analysed in terms of:

- (a)Package, value, content and methodology: Here, contrastive implications were driven among various textbooks like ‘ New headway’ and ‘New Interchange’ series. English Firsthand2 was found well conceived containing a wide variety of useful supportive materials, attractive, clearly organised. Its topic-based syllabus was found facilitating for communicative competence.
- (b)Layout and design- Overall and for each unit
- (c)Activities and tasks
- (d)Skillss- Receptive and productive skills: It was found out that the book reflects multi-skills syllabus that integrates four skills successfully.
- (e)Language Type and content
- (f)Subjects and content

Briefly, it was found out in the study that the book’s positive attributes outweighed the negative characteristics. It meets the university’s language learning aims and suitable for a small, homogeneous, co-ed classes of senior Korean students. It is adaptable and flexible for modifications. It has got a few short commings as it is lack of ESP focus, but still, ELT instructors think that English Firsthand is successful in raising students’ interest for further language study.

A very striking article written by John Adamson (2004) was carried out on the influence of September 11th terrorist attack on business English materials’ evaluation processes. It describes and critically views how the sensitiveness of teaching Muslim students hightened after the terrorist attack and how this view was reflected in changes in syllabus design. The changes in the syllabus desing brought naturally with revisions of the existing materials evaluation checklists. It was proposed that after the attack the needs of the students changed quickly, and the existing checklist was seen as lacking in certain areas. Adamson thinks that the checklists should be continiously updated according to changing trends, needs and

cultural hegemony. Eventually, it is proposed in his article that an on-going evaluation process is necessary for especially Business English programs in a time when external events effect student lives, and in turn, their needs.

Evans and Bates (1987) conducted a study upon the evaluation of an ESP coursebook which was used in Egypt, and aimed to determine how the instructors and students perceived the coursebook. The data collection was carried out with the questionnaires and seminars with instructors. The classes were visited by Egyptian Ministry of Education inspectors and by the writers of the book and their implications were also used as data. The questionnaires includes items about the problems faced by the instructors and learners related to the textbook. The textbook was analysed unit by unit in terms of learnability, meaningfulness, popularity and comprehensibility. The results indicated that the book has some short commings with the scientific and technical content and this causes a feeling of inadequacy. Some of the activities which require active involvement create difficulties and they do not really work. The designated time for each unit do not match the timetable of the institutional curriculum, so some of the units, or some activities had to be left incomplete.

Sean Banville (2003) carried out an MA thesis study about the evaluation of pronunciation component in a sample of elementary level course materials, with proposals for improvement incorporating a discourse intonation approach at the University of Birmingham. In the study 'communicativeness' perception was defined and its role over the pronunciation component of 14 elementary-level course materials was examined. The processing of pronunciation is stated as an essential component of communicative competence. It was concluded that there is an urgent need for materials which fully reflects and promotes the communicative value of pronunciation. He suggests "...DI (Discourse Intonation Approach) fulfills this as it recognizes phonological and intonational choices as being the heart of every unit of communication" (2003). The analysed coursebooks were found poor to meet the expectations of the kind of materials teachers and learners need to improve the communicative competence in students. Finally it was suggested that Discourse

Intonation Approach can contribute the communicative pronunciation, thus lead to more natural use of learnt language.

2.5. THE CONTRIBUTION OF MATERIALS EVALUATION TO THE EFFECTIVENESS OF LANGUAGE TEACHING

In order to be able to define a language course as 'effective', we need to consider many factors interactively. For instance, an effective language teaching can be achieved through well-qualified teachers, a well-designed course and syllabus, and most importantly through good, effective and efficient course materials. It is widely regarded that no language course can be carried out without the facilitation of course materials, in our case, textbooks, which are accepted as a key component in most language programmes. In this respect, ME has many important contributions on the overall effectiveness of language teaching. First, the course materials which are accepted as 'effective' in many ways have been subjected to long evaluation processes and edited year by year by benefiting from these analysis procedures. Therefore, it can be said that the 'good' books that are widely used in ELT now are the products of multi-sided ME processes. Secondly, evaluation constitutes one of the steps in course design and teachers are viewed as main practitioners of evaluation of all components of a course, which includes textbooks and other materials, in order to improve the areas of weaknesses (Hedge 2000). This indicates that, ME would also contribute to the quality improvement of course materials. The instructors' contribution to evaluation and subsequently the course and course materials can not be underestimated. When teachers have no role and contribution on course design and relatively coursebook development and selection, which is the case in most universities and state schools in Turkey, the only way to integrate their valuable opinions within course content and materials is conducting an evaluation and/or selection process. In this way teachers can have chance to contribute to the improvement of language teaching. Therefore, as a third consideration, materials evaluation has another role of integrating teachers into one of the most important side

of their professional area.

As it is discussed all above, coursebooks are inevitable tools in language teaching, and as almost all teachers accept, creating and collecting course materials is quite a demanding, time consuming and complicated task in many ways. For this reason, instead of dealing with this heavy burden, evaluating the ready-made materials by profiting from ME criteria in the literature and selecting the most suitable one will be easier and more economical. In this way, teachers can use their energy more efficiently to be more productive for other aspects of language teaching. Moreover, when we decide to write or collect our own materials which would be more appropriate to our circumstances, ME of present materials, as Hutchinson and Waters (1987: 105) suggested, can provide us a valuable ideas of what to do and what to avoid, and "...it can also save a lot of duplication of effort by possibly revealing existing materials can provide all or part of your materials needs". To utilize a coursebook safely in language classes, the evaluation should be carried out before the beginning of educational terms so that the book would be implemented without facing any problems during teaching. Therefore, as a fourth remark, when the evaluation is carried out as pre-use assesment, it would contribute to using instructors' time and energy in a more effective way by rescuing them from dealing with the material-based problems and duplication of effort when they create their own materials.

In addition to above considerations, ME would provide a great help for selecting the most suitable material to our conditions. Many commercial textbooks on ELT may have good intentions of contributing to the effectiveness of language teaching and most of their publishers and designers claim that they are high-quality books. They might really be so, or they may just 'seem' so. In order to see whether a course material is really beneficial for our courses it should be analysed in detail. It should not be forgotten that when a careful analysis is conducted while choosing a textbook, few coursebooks can be skimmed off among others.

As a final notion, ME is also beneficial for materials writers that evaluation

leads to improvement. If the materials writers take the evaluators opinions into account in the editions of the book, the outcome would be a more effective material.

Above discussions indicate that ME has several benefits over the quality of language teaching, but it can not guarantee the overall effectiveness of language courses and it is not the only factor in the process.

2.6. CHAPTER SUMMARY

This chapter presented the key concepts in materials evaluation in literature. First, the role and importance of coursebooks in language teaching was discussed. Under that title, basic components and universal required characteristics of EFL coursebooks were presented. The presentation of approaches and frameworks to ME was supplemented by discussing some common criteria used for coursebook selection and evaluation. Then, some relative studies in Turkey and abroad were mentioned, and the chapter was ended by discussing the impact of ME on the effectiveness of ELT.

CHAPTER THREE

METHODOLOGY

3.0 INTRODUCTION

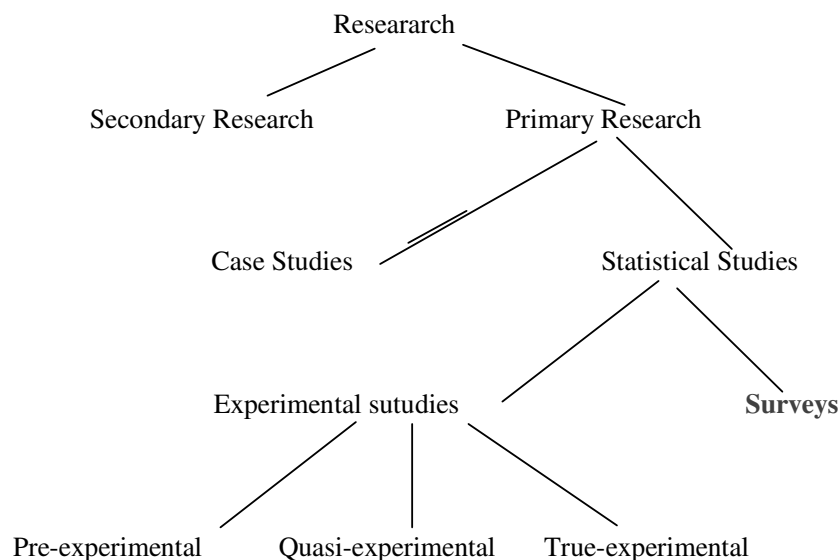
This chapter discusses the methodology of the study in five sections. The first section briefly describes surveys as a type of educational research. In the second section objectives and research questions of the study are given. In the third section the methodology of the thesis is presented. The fourth section gives the details of the pilot study and its findings. The last section deals with the methodology of the main study.

3.1 RATIONALE OF THE STUDY

There are variety of research design, styles or approaches to educational research which recommend different methods of collecting data. Among these variety of research designs, no one is insistent on or rejects any particular method. Bell (1993), for example, examines the approaches to educational research under the titles of *Action Research*, *Case Study*, *The Ethnographic Style*, *Surveys*, and *Experimental Style*. Brown (1988) on the other hand, divides educational research into two main categories: secondary research, which the information is gathered from secondary sources such as books, articles, on line or library sources; primary research, which the information is derived through dealing directly with the source itself, for example searching about the attitudes of a group of EFL learners towards a specific learning material. In order to collect such an information the researcher can conduct either case studies or statistical studies. Brown (1988) states that statistical studies deals with group of phenomena as well as individual behavior where cross-sectional studies are needed. As it is shown in figure 3.1, surveys are one of the

branches of statistical studies.

Figure 1. The place of surveys in educational research



Source: Original Razi 2004 (Based on Hatch and Farhady 1981; Brown 1988; and Bell 1993)

This study was conducted as a survey study. Surveys are classified as a research design (Nunan 1992, and McMillan & Schumacher 1993) as well as a type of data collection which most commonly used in descriptive studies. According to Cohen and Manion (1985; cited in Nunan 1992:140) "...surveys are the most commonly used descriptive method in educational research." The reason may be that surveys provide with a large-scale investigation about attitudes, beliefs, opinions, needs and other types of information of a group of people at a single point in time and by a single researcher. In contrast to experimental studies, survey researcher does not manipulate the conditions and environment in order to examine the interaction among variables. In surveys, the cases are examined as they are, in their real conditions, and if the survey is planned, designed and conducted carefully it may reflect the real condition.

As it is stated in McMillan & Schumacher (1993), surveys are usually designed so that information about a large number of people (population) can be inferred from the feedback received from a smaller but representative group of subjects (sample). For this reason, in order to obtain true information, the researcher should select the representative group very carefully. There are number of sampling strategies which can help survey researchers in the literature. Table 3.1 shows some procedures of selecting samples:

Figure 2. Strategies for survey sampling

<i>Strategy</i>	<i>Procedure</i>
1. Simple random	Select subjects at random from a list of the population.
2. Systematic	Select subjects in a systematic rather than random fashion (e.g., select every twentieth person).
3. Stratified	Subdivide population into subgroups (e.g.,male/ female) and randomly sample from subgroups.
4. Cluster	Restrict one's selection to a particular subgroup from within the population (e.g., randomly selecting schools from within a particular school district rather than the entire state or country
5. Convenience	Choose nearest individuals and continue the process until the requisite number has been obtained.
6. Purposive	Subjects are handpicked by the researcher on the basis of his/her own estimate of their typicality.

Source: Original Nunan 1992:142 , adapted from Cohen and Manion (1985)

Using the first four procedures the probability of selection of each respondent can be determined, whereas by the last two procedures non-probability samples are designated (stated in Nunan 1992) The resaercher may select the suitable procedure

which best meet her/his research aims and objectives. For this thesis study, cluster method was used to select the samples.

The main means of collecting data in surveys are questionnaires, interviews and observations. As one way can be used to collect data, two or three means can also be combined for one study. However, administering questionnaires is the most common way of collecting data in surveys because, as in Nunan's words (1992 :143) "... it enables the researcher to collect data in field setting, and data themselves are more amenable to quantification than discursive data such as free-form field notes, participant observers' journals, the transcripts of oral language." Using questionnaires in educational research has several advantages. For example, questionnaires are the cheapest and the quickest way of collecting certain types of data. Additionally, they are so practical to analyse statistically when especially the number of samples is large, that is to say, they are easy to quantify. In this respect, producing a well-designed questionnaire is a subject of great care "in selecting question type, in question writing, design, piloting, distribution, and return of questionnaires." (Bell 1993:75). Structured and well-chosen questions makes researcher's job easier to receive the most relative responses to her/his aims and objectives, and it will also be easy to analyse. Question wording should be free of ambiguity, impression and assumptions, and the researcher should avoid double, leading, presuming, hypothetical or offensive questions.

Interviews and observations are most commonly used to back up questionnaires in order to probe feelings, attitudes and opinions, and to reveal real characteristics or behaviors of groups or individuals as they occur naturally. However, both techniques are subject to 'bias', they are subjective and also time-consuming to analyse. Additionally, they are difficult to conduct with large groups of samples. This study was based upon questionnaires as the target population is quite large and with large samples questionnaires are easier to analyse quantitatively.

3.2 OBJECTIVES AND RESEARCH QUESTIONS

This study aims to discover the basic opinions and expectations of Çanakkale Onsekiz Mart University first year students from EFL education; to determine the learners' and English instructors' evaluations about ' Campus Life' ; and in the light of their evaluations to generate some suggestions for the weak points of the book. The research questions addressed as follows:

RQ 1: What are Çanakkale Onsekiz Mart University first year students' expectations from English education?

RQ 2: What are the students' expectations from an EFL coursebook?

RQ 3: What are the students' evaluation of ' *Campus Life*'?

RQ 4: Is there a meaningful difference between faculty students and vocational high school students in terms of their textbook evaluations?

RQ 5: What are the ELT instructors' evaluations and suggestions about *Campus Life*?

3.3 METHODOLOGY OF THE STUDY

This study consists of pilot study and main study. The details of these two studies are presented in the following sections.

3.3.1. PILOT STUDY

The pilot study was carried out in order to determine the possible problems and difficulties that could be faced during the main study. Additionally, it was

considered that a pilot study would test the reliability and validity of the data collection instruments.

It is also recommended in the literature, for example, as Bell (1993) cites:

“...all data-gathering instruments should be piloted to test how long it takes recipients to complete them, to check that all questions and instructions are clear and to enable you to remove any items which do not yield usable data”

As a result, the pilot study was conducted to see whether the participants experience any difficulties in completing it and whether the instrument is reliable and valid to test objectives of the study.

3.3.1.1 SETTING

The pilot study was conducted in the classes of Faculty of Education, Department of Primary School Teaching evening class, and Computer Teaching and Technology Education day class, in Çanakkale Vocational High School department of Accountancy day class, and in Biga Vocational High School Department of Raising Livestock day class in Çanakkale Onsekiz Mart University. The study was applied in their natural classroom setting. The selection procedure is explained in the following section. The pilot study was carried out during the eleventh week of 2007-2008 fall term. The classes were monitored while the study was conducted in order to make necessary explanations and obtain information about the problem questions from students' feedback.

It took participants approximately 15 minutes to complete the questionnaire.

3.3.1.2 PARTICIPANTS

All the participants are first year students who take English as a compulsory language course at Çanakkale Onsekizmart University. The compulsory language course is 3 lesson hours a week in faculties, and 4 lesson hours a week in vocational high schools throughout Çanakkale Onsekiz Mart University. Considering to distribute the main study checklists to 357 students, the pilot study checklists were planned to be handed over to 107 students which constitutes 30% of 357, but some students were not willing to participate and there were absentees. For the ethics of the study, those students were not forced to participate as asking voluntary participation is a must for test ethics. Eighty three (83) students participated in the study but seven (7) of them submitted invalid papers, so the study was estimated over 76 students' feedback. Average age level of students was 19.

The total number of participants and the distribution according to departments and genders are shown in Table 1.

Table 1: Number and gender distribution of participants

Department	Number of students	Female	Male
PST	19	16	3
CITE	25	10	15
ACC	12	5	7
RL	20	6	14
Total	76	37	39

Oral permission had been asked from the students before the study to use their responses for research purposes. The participants are also informed about the purpose of the study. They were reminded that the data to be collected would be kept confidential, have no effect on assesment of the course, and it will be used only for the sake of scientific research.

3.3.1.2 INSTRUMENTS AND PROCEDURES

The data was collected through two evaluation questionnaires: Students' questionnaires (and checklists, see Appendix I) and instructors' checklists. The student questionnaire (Appendix I) consists of two parts. The first part was designed as a questionnaire to collect demographic information about the participants, and to obtain students' opinions and expectations of EFL learning and an English teaching coursebook. In the first part of the questionnaire, two '*checklist items*' (McMillan & Schumacher 1993) which provide the respondents a number of alternatives and ask them to check one of the alternatives; and five '*ranked items*' (ibid) which ask the respondents to rank the opinions in sequential order from *most* to *least* or from *always* to *never* are used. In the second part was designed as a checklist where '*Likert scale*' type was used which the stem includes a value or direction and the respondent indicates agreement or disagreement with the given statement. (cited in McMillan & Schumacher 1993). The questionnaires were distributed and the classes were monitored by the researcher herself for the departments located in the center of Çanakkale. For the ones which located in towns of Çanakkale it was asked from the instructors to do the monitoring. The instructors who helped were informed about the purpose of the study and responding procedures of the checklist. The instructors' questionnaire consists of Likert scale questions, and was given to 5 English teaching instructors. All the items were closed-ended and the participants were asked to respond to them using the *Likert Scale*, including the statements from *totally disagree* and *totally agree*.

The questionnaires were adapted basically from Litz's (2001) and Coşkuner's (2002) textbook evaluation checklists. The adaptation was done getting insights from the materials evaluation testimonies of Rubdy (2003) and Tomlinson (2003) and the selected parts and items were adjusted according to the aims and research questions of this study. As the checklists were adapted from the literature their reliability and

validity had already been tested, as the Cronbach Alfa value of checklist used by Coşkuner to collect data for her thesis study titled “ Evaluation of Effectiveness of an ESP Textbook ‘English for Business Studies’: A Case Study at Başkent University” was **.96**. The reliability coefficient of Litz's questionnaire was not stated in his study. However, as it is pointed out in McMillan & Schumacher (1993), a questionnaire may be estimated reliable and valid in one study but this does not prove that it will be so with different participants and in other situations. With this respect, reliability of the checklists were estimated again. In order to improve the validity, it was consulted to five experts in Educational Sciences and the instruments were revised benefiting from the expert ideas. The checklists were also distributed to some colleagues to check the wording, sequencing, number of items and appropriacy to students' comprehension level. The questionnaires were designed in participants mother tongue (Turkish) which also believed to contribute to the validity of instruments.

Students' Evaluation Questionnaire consists of two parts and totaly 38 items whereas Instructors' Evaluation Questionnaire consists of 53 items apart from personal information part and an open-ended final part for their further ideas, criticism and suggestions.

The collected data was analysed through SPSS for reliability. The reliability coefficient of students' evaluation questionnaire and instructors' evaluation questionnaire are as below:

Table 2 : Reliability statistics of pilot studies

Type of questionnaire	Cronbach's Alpha	N of items	N of cases
SEQ	,7380	66	76,0
IEQ	,9242	53	13,0

As it is seen in the table, the reliability coefficient of SEQ is **,73** which is accepted as moderate but an acceptable value in the literature (Brown 1988, Karasar 2004). The reliability value of IEQ ,which is **,92**, is within the high slice of statistical research.

3.3.1.3 FINDINGS OF THE PILOT STUDY AND IMPLICATIONS FOR THE MAIN STUDY

According to the observations during application of questionnaires, no important problems were faced. It was observed that students pay greater care and attention to the first part of the questionnaire which get their opinions and expectations. From the students feedback, first question in the first part of the checklist was changed and formed as a ranked item. The following question (question 2) was deleted as it was considered that question 2 and 3 repeat each other and it is not necessary to asses for the aims of the study. One more question was added in the first part which asks the students' language level. The participants faced no noticable problems completing the second part, but they need information about 'cultural content' of coursebooks, and it was presented to them. For the main study such information was presented before participants start to check the checklist. Some statements were shortened without changing in the meaning. One check item was added after question 19. Question 14 in the second part was changed and explanation was added. The change is shown as below:

Before: "There is an even distribution of four skills in the textbook"

After: "There is an even distribution of four skills (reading, listening, writing and speaking) in the textbook"

It was considered that these changes would also contribute to the reliability of the checklist.

In the instructors checklist question 40 was deleted, which is stating " The language functions are representing the language that my students will utilise in the future", because the instructors stated that what language students' will need in the future can not to be predicted during this course. A shift in an item number was

noticed, and the number of items in IEC was corrected as 52. Some corrections in wording was applied in order to eliminate misunderstandings and ambiguity with great contributions of colleagues. One check item was included in the instructors'

checklist. It was also seen that instructors need to be informed about cultural content of coursebooks as well as the students.

Therefore, the pilot study was quite useful in defining the possible problems and avoiding the same problems in the main study.

3.3.2 MAIN STUDY

3.3.2.1 SETTING

The main study includes two groups of participants: students and English teaching instructors. The students questionnaires were conducted in 13 different departments of Çanakkale Onsekiz Mart University from Health Vocational High School, Çan Vocational High School, Çanakkale Vocational High School, Faculty of Education, Faculty of Science and Literature, Faculty of Economy and Management Sciences, Faculty of Fine Arts, Faculty of Architecture and Engineering, and Faculty of Agriculture. One class was selected from each department and for each class 35 copies of checklists were handed over. The distribution of departments according to faculties/ vocational high schools, their locations, and number of checklists collected is shown in table3 as follow.

Table 3: Faculty, location and received checklists distributions of departments.

<i>Department</i>	<i>Faculty/ VHS</i>	<i>Location</i>	<i>N of checklists</i>
TSS	FE	Çanakkale	24
CITE	FE	Çanakkale	23
TLLT	FSL	Çanakkale	26
Management	FEMS	Biga	29
Economy	FEMS	Biga	18
Midwifery	HVHS	Çanakkale	25
Agriculture Engineering	FA	Çanakkale	32
Industrial Ceramics	VHS	Çan	13
Lojistics	VHS	Çan	19
Building	VHS	Çanakkale	25
Cinema-TV	FFA	Çanakkale	15
Textile Representation	FFA	Çanakkale	3
Computer Engineering	FAE	Çanakkale	26
Total			278

The study was conducted in their natural classroom setting during the compulsory English language course considering that they might need to consult the coursebook during the completion of the evaluation checklist. The process was monitored as the way in the pilot study by the researcher or the English teaching instructors in order to help the participants to mark properly and to make necessary explanations.

The main study was carried out in the last two weeks (13th and 14th weeks) of 2007-2008 fall term. Instructors' checklists were handed out over a longer period, that is some of the instructors could be reached in the first two weeks of the spring term.

Most of the instructors assisted the researcher in a very helpful manner during the process. They helpfully contributed to the preparation of checklists, participated in the study and motivated the students during the application of questionnaires.

3.3.2.2 PARTICIPANTS

Basically two types of participants were included in the study : Students and English teaching instructors. These two groups of participants are described as below:

Students: The student participants of the study were selected from Çanakkale Onsekiz Mart University, first year students from thirteen different departments. The samples were selected by using the cluster procedure which suggests to restrict the population to particular subgroups. The population for this study is the whole COMU first grade students in all faculties and vocational high schools day and evening education. Representative classes (subgroups) were chosen from faculties (FE, FSL, FEMS, FFA, FAE, FA) and vocational high schools (ÇanVHS, Çanakkale VHS, HVHS) as stated in the table in the previous section, so the population was restricted to particular classes which could represent all types of students at COMU. There are three types of students who attend the compulsory English language classes in the university: Formal and secondary education faculty students who takes the language course for three lesson hours a week, vocational high school students who take the language course for four hours a week- they complete their university education in two years, health vocational high school students who take the course for three lesson hours although they are in vocational high school position, that is because they complete their university education in four years just like faculty students . In the information given by the Rectorate Student Registration office, the total number of students who registered in the first grade classes in 2007-2008 Academic Year

was defined as 5886 , which constitutes the size of the whole population of this study. In order to be able to define the valid number of representative sample it was consulted to the table from Baş (2001). The necessary part from his table was cut and shown as below:

Figure 3: The valid number of representative sampling

	Size of samples for $\alpha = 0.05$					
	$\pm 3\%$ sampling error (d)		$\pm 5\%$ sampling error (d)		$\pm 10\%$ sampling error (d)	
Size of Total Population (N)	p = 0,5 q = 0.5	p = 0,8 q = 0.2	p = 0,5 q = 0.5	p = 0,8 q = 0.2	p = 0,5 q = 0.5	p = 0,8 q = 0.
5.000	880	601	357	234	94	61
10.000	964	639	370	240	95	61

Source: Adapted from Baş 2001, p:46

The size of total population for this study is 5886, so, according to this table the valid number of samples should be in between the numbers 357 and 370 . Hence, 455 coppies of SEQ was distributed to the classes, but the number of checklists to be gotten was no more than 288, ten of them were invalid, therefore, the study was based on 278 checklists. The reason for this unexpected number might be the many absentees and involuntary students in the classes as the study was conducted in the last two weeks of the first term, and students were tired off completing the term and filling up many checklists as they stated during the presentation of the study.

The high school graduation and present language level distribution of student participants are shown as follow:

Table 4: High school and language level frequencies of student participants

<i>High School</i>	<i>Frequency</i>	<i>Valid %</i>	<i>Lang. level</i>	<i>Frequency</i>	<i>Valid %</i>
State HS	144	51,8	Beginner	64	23,0
Vacational HS	40	14,4	Elementary	61	21,0
Anatolian HS	37	13,3	Pre-int	71	25,5
Science HS	2	,7	Intermediate	74	26,6
Super HS	40	14,4	Upper-int	8	2,9
Multi-prog. HS	7	2,5	Advanced	0	None
Other	4	1,4	Total	278	100,0

As table 4 shows above the majority of the students find themselves at the intermediate ($f=74$), and secondarily at the pre-intermediate ($f=71$) level. The second most important part of the students find themselves at the beginner ($f=64$) and elementary ($f=61$) level. For about 7 years, English as a foreign language is a compulsory course in all state school programmes from primary school fourth grade and on. Therefore, majority of the students attends the university with some English language knowledge, with varying language levels. The variety in the types of high schools they graduated, may create the diversity at the language levels of the students. This variety in their language levels may effect on their perception of the language teaching material. For instance the participants who think that they are at the pre-intermediate, intermediate and upper-intermediate level may find the textbook quite below their current language level. This probable effect may be explored with another study. This information was used as students demographics for this study. All the demographic information was used to indicate that how many factors may have an influence over the evaluation of a course material.

The number of male students participated in the study is 133, which is the **47,8%** of total number, and female students is 145, which is the **52,2%** of total number. The effect of gender differences over the textbook evaluation process was not examined in this study, so gender differences has no effect over the results. This

data was again used only as a demographic information.

Instructors: All the instructors participated in this study were the ELT instructors who teach compulsory English course in faculties and vocational high schools at Çanakkale Onsekiz Mart University whose the total number is 35. The checklists were conveyed them via e-mail or given them up as a paper copy. Twenty-two (22) of them responded back, so IEQ was analysed over this number. The number of male participants is 7 and female participants is 15. Among these participants 12 of them have BA degree of graduation and 10 of them have MA degree. The year of experience and graduated departments of the instructors participants are shown in table 5:

Table 5: The distribution of experience and graduated departments of instructors

Experience	0-3	4-6	7-9	10-12	13-above	Total
Number	5	7	7	1	2	22
Department	ELT	ELL	EL	TI	--	--

This information is used just as demographics. There might be a difference among instructors who graduated from differing departments (ELT, ELL, etc) in terms of coursebook and/or materials evaluation, but this was not analysed in this study. It can be a subject of a further study.

For both student and instructor participants, the participation was on voluntary basis. All the participants were informed about the aims and objectives of the study, and that the responses received from them would be kept confidential and the collected data was only used for the sake of the research purposes.

3.3.2.3 PROCEDURES OF DATA COLLECTION

In the main study, the data were collected with questionnaires as the mean of data collection (Appendix I and II). Before the questionnaires were distributed, instructors and students were informed about the aims, content and procedures of the study. They were also informed about the data collection instruments and procedures of responding. The reliability values of SEQ and IEQ are given in table 7 below:

Table 6 : Reliability statistics of main study

Type of questionnaire	Cronbach's Alpha	N of items	N of cases
Q+SEC	,7815	58	278,0
SEC	,9248	32	278,0
IEC	,9234	52	22,0

Both students and instructors were given necessary instructions about how they would fill in the checklists. They were specially asked to be honest and sincere in responding the questionnaires, and they were reminded again and again that the names of the participants would be anonymous, the data obtained from the questionnaires would be kept confidential, and they would not be used as course assesment by teachers. The questionnaires were given to students in the compulsory English lesson so that they could consult their coursebook- Campus Life- when necessary.

3.3.2.4 PROCEDURES OF DATA ANALYSIS

The data was analysed basically by using SPSS 13.0 for Windows. Various procedures for analysis were used like frequencies, percentages and correlational statistics. The procedures to be used were decided under the light of research questions.

In this study, the five scale was divided equally into three, and the items which take the mean score between 1,00 and 2,33 were accepted as the poor

qualities, the items which take between 2,34 and 3,63 were considered as moderate, and the ones which take the mean scores between 3,64 and 5,00 were accepted as the high qualities of the book. The results were summarised according to this arithmetics.

3.4 CHAPTER SUMMARY

In this chapter, the methodology applied for the study was presented in detail. First, the rationale for the study was explained, then the objectives and research questions of the thesis were given. Next, the methodological procedures of pilot study were explained, and finally the methodology of the main study was presented.

CHAPTER FOUR FINDINGS AND DISCUSSIONS

4.0 INTRODUCTION

This chapter presents and discusses the findings obtained through students' and instructors' questionnaires. Instructors' suggestions are also discussed in this chapter, which forms the qualitative end of the study. The statistical and qualitative findings are reported in relation to each research question.

4.1 AIMS AND RESEARCH QUESTIONS

The main aim of this study is to evaluate the elementary level ELT textbook

Campus Life as an instructional material for compulsory English language teaching course in terms of university first grade students' and ELT instructors' opinions. The secondary aim is to be able to make teachers and coursebook writers realize the strong and weak points of the book, and as a result of the analysis process, to be able to reach some suggestions about how the book can be more effective. The study addressed the following research questions in order to reach the aims:

***RQ 1** What are Çanakkale Onsekiz Mart University first year students' expectations from English education?*

With this question the researcher tried to obtain a general idea about why the students learn English, what language skills they expect to develop in this course and how they expect the course should be taught. With this respect, questions 1, 2 and 4 in the first part of the SEQ were analysed descriptively. The collected information may not have a generalisable characteristic because the items in the questions were adapted through the feedback gathered from COMU students and instructors, therefore, expectation questions are limited to the 'expectations' of this type of students and they were adapted through the aims of the study.

***RQ 2** What are the students' expectations from an EFL coursebook?*

With this question it was aimed to obtain a general idea about COMU first year students' expectations from an English textbook. Their expectations may have an effect on their perceptions of the coursebook they have been studied. As items 2, 3 and 4, this item (item 5) may have a trigger effect for them to think critically and comparatively about the book in terms of their opinions, perceptions and expectations. This may again not be a generalisable data for the reasons stated above.

***RQ 3** What are the students' evaluations of Campus Life?*

This question aims to gather the evaluations of COMU first year students about the book through an evaluation form and the results were analysed

descriptively. The analysis items were collected under eight headings: Practical Considerations, Layout and Design, Activities, Language Skills, Language Type, Subject and Content, Overall Consensus and Cultural Content.

RQ 4 *Is there a meaningful difference between faculty students and vocational high school students in terms of their coursebook evaluations?*

There is a reality that in most universities in Turkey there are various faculties and vocational high schools under one roof. And a striking observation was often expressed by language teachers that there is an obvious difference in their language levels, language skills, perceptions and acquisition types between these two groups of students. In some universities- Çanakkale Onsekiz Mart University is one of them- compulsory English language course is given as a standard course which is studied with one specific coursebook throughout the university, and these two different groups of students are assessed with the same standard achievement tests (mid-terms, quizzes and finals). For this reason, it is also observed that there is quite a big difference in their achievement test results. The truth of this observation can be examined with another experimental study. In this study, considering that this observed difference may have an effect upon their perceptions of an English material, a statistical meaningful difference was sought between faculty and vocational high school students.

RQ 5 *What are the ELT instructors' evaluations and suggestions about Campus Life?*

For this research question, the instructors were asked to complete an evaluation form which consists of 52 items distributed under 8 headings as in SEQ. The results were analyzed descriptively. As a qualitative end of the study, the instructors were asked to state their further ideas and suggestions at the end of the form.

4.2 FINDINGS AND DISCUSSIONS OF THE STUDENTS' EVALUATIONS

4.2.1 RQ 1 What are Çanakkale Onsekiz Mart University first year students' expectations from English education?

Students' expectations from English language education are given as the descriptive analysis of three questions in the first part of SEQ in table 7 as below:

Table 7: Descriptive statistics of students' expectations from learning English

Question 1			Question 2			Question 4		
Item (because..)	Mean	Std.d	Item	Mean	Std.d	Item	Mean	Std.d
a. it is a compulsory course in my programme	4,06	1,89	Read.	2,48	1,42	a. It should be based on a course book	3,01	1,41
b. I do not have another choice of language	4,53	1,41	Writ.	3,56	1,40	b. It should be based on a package which is collected from different books and sources.	2,65	1,22
c. English is a world communication language	2,31	1,34	Listen.	3,68	1,59	c. It should be based on sources and materials which the instructor of the course develops	2,55	1,20
d. knowing English may provide better job opportunities	2,23	1,21	Speak.	2,83	1,85	d. It should be based on authentic (real) sources	2,06	1,27
e. I want to get academic career/degrees	3,35	1,39	Vocab	3,65	1,48	e. It should be based on a reader	3,59	1,30
f. I think learning a foreign language is	4,32	1,38		4,61	1,68	f. other		

enjoyable			Gram.				
Valid N (list wise) : 278							

For questions see Appendix I

As table 7 indicates for question 1, the highest mean value is in the responses to the expression “ I do not have another choice of language” which is 4,53. This may indicate that the majority of students want to learn another language other than English, they learn English because they do not have another language choice. The second highest mean is 4,32 which is seen in the responses to the expression “ I think learning a foreign language is enjoyable”. These two results may imply that the students are aware of the importance of learning a foreign language as a world communication mean. They are also aware of the importance of multilingualism, and they are willing to to learn a foreign language, but they would like to be presented different languages, not only English. The score for “ it is a compulsory course in my programme” (*mean:4,06*) is considerably high, and this result may support the inference above. On the other hand, some vocational high school students expressed in the “g. other...” (see Appendix I, part I) item that they do not want to learn any foreign language. This attitude may be resulted in the mentioned mean scores. Standard deviations indicate that students have quite a varying considerations as all the classes have heterogenous forms in terms of language level, educational background, language learning attitudes and learning styles and strategies.

For question 2, the highest mean values are sequentially seen in the skills of grammar that is 4,61, listening which is 3,68 and vocabulary that is 3,65. As the results points out the highest scores are in the receptive skills rather that productive skills (writing *mean: 3,56*, speaking *mean: 2,83*). This may indicate that students have less expectation to improve or develop productive skills in this course. They may hold this idea because the classes are usually crowded and the programmed lesson hour for this course is relatively insufficient to develop speaking and writing skills. The reason behind the fact that grammar takes the highest mean score may be the effect of the general opinion which takes language learning as just made up of learning grammar. Yet, when it is considered the scores are taken out of five, the

results for writing, speaking and reading are not low- they are above the middle point. This may mean that they still have some expectation to develop those skills.

For question 4, the highest values are seen sequentially in item *e* (3,59) and *a* (3,01). This may show that majority of the students prefer the course should be based on a reading book, and second most would expect the course to be based on a coursebook, or, they might mixed up the concepts of course book and reader. The lowest mean is seen in item *d* which is 2,06, that is students do not prefer the course to be based on authentic materials. As it is all known, throughout all the stages of secondary and high school education, almost all courses have been based on a course book and this creates a general habit and reflects upon the learning cultures of the students. The reason behind this result may be the impact of this general habit that students have brought up to the language classroom. As it is stated in the introduction and second chapter of this study, ready- made materials are advantageous in terms of economy and time, and they are easy to obtain, keep and follow for students. For these reasons students may prefer the course to be based on a course book.

4.2.2 RQ 2 What are the students' expectations from an EFL coursebook?

Table 8: Descriptive statistics of students' expectations of an English course book

Items	Mean	Std.d
a.It should be colorful and appealing	3,70	1,91
b. It should be easily accessible and cheap	3,75	1,79
c. The activities and exercises should be understandable, meaningful and useful for communicative purposes	2,19	1,25
d. The instructions of the activities and exercises should be in my mother tongue and there should be explanations in my mother tongue from time to time	3,15	1,73
e. There should be plenty of grammar and vocabulary exercises	3,22	1,56
f. It should place more importance to the skills which we would need in real life (eg: reading, speaking, academic writing etc.)	2,72	1,67
Valid N (list wise)	278	

As table 8 focuses, item *b* (mean: 3,75) and *a* (mean:3,70) have the highest mean scores. That may be interpreted that students assess a learning material from firstly economical and secondarily visual viewpoints, but economical anxieties outweigh the other considerations. The score for item *e* (mean:3,22) is also considerable. Students still see a language textbook as a material which teaches the structures and words, and this again supports the idea extracted from the results for question 2 above. That is, majority of the students would like to develop grammar and vocabulary skills in this course, and relatively they would expect a language coursebook focuses on those skills. The number of students who want the coursebook includes instructions and explanations in their mother tongue seems high, too (d:mean: 3,15). Basically, with Campus Life, material writers aim to encourage transnational cooperation between universities from different countries by developing a textbook which impliments principles set by Common European Framework (CEF) (Köksal ed. 2007 : 6,7) , and treated English as lingua franca for this purpose. With this respect, having instructions and explanations in learners' mother tongue might be against the globalisation principle of ELT coursebooks. Otherwise, the textbook should be adapted each time it is published in different countries. Explanations can be done in students' mother tongue by the course teacher when necessary, it may be useful from time to time. It may not be necessary to include explanations in mother tongue in the textbook for the reasons stated above. The mean value for item *f* (2,72) is again above the average. This may show that there are students who are aware of what skills they would need in real life. As standard deviations indicate, students have varying opinions about all the items in table 8.

4.2.3 RQ 3 What are the students' evaluations of Campus Life?

Table 9: Descriptive statistics of students' opinions about the practicality of the book

Items	Mean	Std.d
1.The price of the textbook is reasonable	2,64	1,26
2.The textbook is easily accessible	3,41	1,16

Valid N (listwise)	278	
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As it is seen in the table above, majority of the students find the textbook easily accessible (*mean*:3,41). This stands as one of the strong points of the course book. The mean value for the price of the book is not very low, it is above the average (*mean*:2,64). The reason for this score may be the result of students' expectation that a locally-published book should be cheaper. It may also imply that the students who were not exposed to English, and relatively English teaching textbooks long enough throughout their previous educational life, have little reference of comparison.

Table 10: Descriptive statistics of students' opinions about layout and design

Items	Mean	Std.d
3.The layout and design of the book is appealing	3,56	1,24
4.The type font in the textbook is readable and clear	3,94	1,03
5.There are adequate number of visual aids in the textbook	3,72	1,21
6.The visual aids in the book are helpful to me to understand the lesson	3,55	1,16
Valid N (listwise)	278	

As table 10 clearly shows, all the items about layout and design of the textbook score quite high mean values. The highest mean is with 3,94 the type font of the book. Item 5 has also got a high mean which is 3,72, but as some students stated orally during the application of the checklist that especially the photographs which represents the foreign characters in the book seem not natural. They expressed that the foreign characters look obviously Turkish. This may stand a shortcoming of the textbook, but still the layout and design seems another high quality of this course book.

Table 11: Descriptive statistics of students' opinions about the activities

Items	Mean	Std.d
7.There is an even distribution of activities in the book	3,27	1,09

8.The activities encourage meaningful communicative practice	3,39	1,08
9.Grammar points are introduced in an interesting way	3,12	1,20
10.The vocabulary presented in the book is suitable to use in real life context	3,60	1,04
11.The activities promote creativity in students	3,03	1,15
Valid N (listwise)	278	

Table 11 indicates that the mean values of the book's activities are again above the average. Item 10 has got the highest mean which is 3,60, and this may show that the defined goal about teaching most frequently used words was reached (Köksal ed. 2007 :7) with this coursebook. Students may notice that the vocabulary presented in the textbook are the ones they come face to face in real life even in foreign language setting, for example they may come across the vocabulary in films or on computer. Many students find the activities communicatively meaningful (*mean*:3,39), and according to literature it must be another quality of a good course book. Item 11 takes the lowest mean which is 3,03 that students didn't find the activities promoting creativity. The reason for them to think in this way may be the inadequate class time for the course. Due to inadequate class time, many activities could not be completed or applied in an appropriate way in the classroom, so the activities could not create an expected effect. The variety in learning styles and strategies in all classes could also cause this result. While some students find the activities creative, others may find them useless and this is quite normal in such heterogeneous classes, in fact, standard deviation of the item (1,15) supports this implication that students have diverse opinions about this item.

Table 12: Descriptive statistics of students' opinions about the language skills

Items	Mean	Std.d
12.The materials in the book include the skills that I need to practice	3,10	1,11
13.The materials in the book provide an appropriate balance of the four language skills (reading, writing, listening, speaking)	3,00	,92
14.The textbook pays attention to sub-skills i.e. listening for gists, note-taking, skimming etc.	2,99	1,06
Valid N (listwise)	278	

Table 12 points out that item 12 has got the highest mean: 3,10. 125 students marked agree and strongly agree to this item and 58 students have no idea about this (see Appendix III). This may imply that majority of the students are aware of what skills they would like to practice and find the textbook promoting in this way. For item 13, 106 of students marked no idea in the checklist, corresponds to 38,1% of all (see Appendix III). This considerable result may indicate that the participants could not understand what is meant by this item although they were explained before they start completing the checklist. The lowest mean is in item 14 that is 2,99. This is one of the required qualities for ELT course books recently, but for elementary level textbooks with this much class time it may be impossible to meet all the required qualities.

Table 13: Descriptive statistics of students' opinions about the language type

Items	Mean	Std.d
15. The language used in this book is authentic-i.e.like real-life English	3,49	1,06
16. The language in the textbook is at the right level for my current English ability	3,23	1,23
17. The grammar points are presented in easily understandable language	3,46	1,10
18. The language functions exemplify the English that I will likely to use in the future	3,19	1,00
19. The language in the book represents a diverse range of registers and accents	2,58	,98
Valid N (listwise)	278	

Table 13 clearly states that the book's language type is strong in terms of expressions in item 15 and 17, that is majority of the students find the language used in the textbook authentic and presentation of grammar points are done in easily understandable language. The mean for item 16 is also considerable (mean:3,23). This result seems contradictory to the result obtained for item *d* in table 8 above. In one hand, many students find the language of the book at the right level of their current English ability, and on the other hand they want the textbook includes explanations and instructions in their mother tongue. This may be because of the

heterogeneous forms of the classes and relatively the sample students which represent those classes. The standard deviations also prove the variety in their opinions. The only item here about which most of the students have a common idea is item 19 (std.d: ,98). This result may indicate that most students do not think that the language used in the book represents a diverse range of register and accents. Indeed, in the first edition of the book the audio-cds could not be prepared and delivered on time and in the second edition because of the low sound quality of the audio materials instructors did not prefer to use them in classes. In addition to this, the number of CD players were insufficient. As a result of these, students could not have much opportunity to hear the language presented. The mean and standard deviations of this item might be the result of above reasons.

Table 14: Descriptive statistics of students' opinions about subject and content

Items	Mean	Std.d
20. The subject and content of the book is relevant to my needs and interests as an English language learner	3,22	1,07
21. The subject and content is generally from real life	3,61	1,04
22. The content of the textbook is interesting	3,40	1,07
23. The content of the book promotes independent learning	3,21	1,10
24. There is sufficient variety in the subject and content of the book	3,36	1,13
Valid N (listwise)	278	

As it is understood from the results presented in table 14, the quality of the book in terms of subject and content is above the average level out of five. The highest mean value (*mean*:3,61) goes to item 21 that is majority of the students think that the subject and content of the book is generally from real life. This indicates that the material writers have achieved the goal of relating the teaching-learning material to the learners' real lives and realities. The students also find the book's content interesting (*mean*:3,40). That is probably because the content is originated from university students' real life (university campus life, school life, friendship and dating issues etc.). They may find the content quite common to them. The lowest mean score is seen in item 23. As it is stated in the teacher's manual (Köksal ed

2007:8) Campus Life acknowledges the role of the teacher and the material as a significant component of student learning, and it wasn't stated any intention about

promoting independent learning. However, promoting independent learning and autonomy in learners is one of the required qualities of a good coursebook as Rubdy (2003) points out and mirrors this issue with such criteria as “ Is the learner a decision-maker or just a receiver of information?”, “Do the materials encourage independent language learning?, and “ Do the materials encourage learners to guess, predict, discover, take risks, try-out several alternatives?” (Rubdy 2003:48 , in Tomlinson ed 2003). Although there are self-discovery activities in the coursebook, students may not have courage to try out them and habitually would prefer to stay dependent to the teacher. This may again the effect of students' learning culture that they have brought up to the language classroom.

Table 15: Descriptive statistics of students' overall consensus about the coursebook

Items	Mean	Std.d
25. The course book raises my motivation for further English language study	2,96	1,21
26. I would like to continue to study English with this textbook	3,14	1,21
Valid N (listwise)	278	

Although the diversity in the opinions of the sample students (Std.d:1,21), table 15 shows that the majority of the students would like to continue to study English with this coursebook. The mean for item 25 is lower (*mean*:2,96), but above the mid-point. In all classes chosen for this study there are normally highly-motivated and low-motivated students. The highly-motivated students may expect the book provide challenging activities while low-motivated students expect various activities (such as the ones that more common to them or individualized activities etc.) which can trigger their interest and motivation. As a result, these two types of students have different motivational concerns and this may reflect upon their evaluations of the textbook.

Table 16: Descriptive statistics of students' opinions about the cultural content

Items	Mean	Std.d
27. The coursebook presents a specific cultural setting-i.e. American, Turkish, young, middle class etc.	3,28	1,10
28. The cultural content is acceptable for me	3,23	1,13
29. The language teaching in the book is used as a vehicle to teach the culture presented	2,87	,99
30. The cultural content in the book is used to constitute a natural context for language teaching activities	3,38	1,00
31. The cultural content in the book is used to help learners understand and interpret intercultural differences	3,23	1,07
Valid N (listwise)	278	

As stated in the introduction of *Campus Life* (Köksal ed 2007), the coursebook's theme and content was built around a student exchange programme and the situations encountered by foreign students who arrive to study at different Turkish universities, and it treats English language as a mean for Turkish university students to communicate with European exchange students. With this respect, it aims to promote transnational and/or intercultural understanding among young people around different parts of Europe. From this viewpoint, it can be said that the book follows the new trend in language teaching: Intercultural Language Learning (Kılıçkaya 2004:3). The definition of this new trend was given in the introduction part of this study. According to Cortazzi and Jin (nd) coursebooks can be grouped into three separate types in terms of what notions they are based while presenting culture:

1. Coursebooks which are based on the source/native culture: Such coursebooks reflect and utilize the national or local culture in their content and curriculum.

In some ways we can see the reflections of Turkish culture in some units of *Campus Life* (i.e. Module 5-Party Time, Module 11- A Concert), but there is no heavy reflection of the native culture. In many ways it carries the feature of a global textbook.

2. Coursebooks which are based on the target culture: Such coursebooks reflect the cultures of nations whose first or second language is English such as American, British, Australian etc.

One can easily say that there is no reflection of mentioned cultures in this coursebook.

3. Coursebooks which are based on intercultural concept: Such textbooks reflects the cultures of countries whose first and second language is not English (just like in Turkey, Japan, China, etc), but use English as an intercultural communication tool, and learn English as a foreign language.

Campus Life seem to be based on intercultural language teaching. With the light of above considerations, the items in table 16 were formed to obtain the students' ideas about the real treatment of culture in the textbook. As table shows, items 27, 28, 30 and 31 receive mean values which are quite above the average (*27mean: 3,28; 28mean: 3,23; 30mean: 3,38 ; 31mean: 3,2*), that may imply that the treatment of culture in this text book was found good in given considerations. Intercultural Language Teaching approach suggests that language coursebooks should not have a direct or indirect intention to teach the target culture via language teaching. Instead, they should utilize the culture in order to constitute a natural context for language teaching activities, and they should promote intercultural awareness. In this respect, item 29 was expected to receive a low mean score, but it has got a higher score than it was expected, but still it has got the lowest score among all with 2,87.

4.2.4 RQ 4: Is there a meaningful difference between faculty students and vocational high school students in terms of their coursebook evaluations?

Table 17: Independent Samples T-test results for faculty and vocational high school differences in the perceptions of the coursebook

Faculty/ VHS	N	Mean	Std. D.	t	Sd	P
Faculty	119	105,2269	18,5757	-,679	199	,498
Vocational	82	107,2073	22,6338			

According to table 17, it was not defined a meaningful difference between faculty and vocational high school students in terms of their coursebook evaluations [$t_{(199)} = -,679; P > .05$]. The scores were assessed out of the total score of the whole

evaluation checklist. The number of faculty students is 119 and the mean value obtained from them is 105,2269 while the number of VHS students is less but they score more than the faculty students. The values may change when the numbers of independent samples are equal.

4.3 INSTRUCTORS' EVALUATIONS AND SUGGESTIONS

In this section, firstly the instructors' evaluation forms were analysed and discussed as an answer to the RQ5 and then instructors further ideas and suggestions were presented and discussed.

4.3.1 RQ5: What are the ELT instructors' evaluations of Campus Life?

Table 18: Descriptive statistics of instructors' opinions about the book's practicality

Items	Mean	Std.d
1.The price of the book is reasonable	3,95	,90
2.The textbook is easily accessible	4,14	1,04
3.The course book is a recent publication	4,73	,46
4.A teacher's book accompanies the course book	4,64	,66
5.A workbook and a supplementary book accompany the textbook	3,95	1,25
6.Audio-tapes and/or CD/DVD/CDROMs accompany the book	2,41	1,53
Valid N (listwise)	278	

According to table 18, the mean scores of instructors' opinions about the practical considerations are high. The highest mean is in item 3 which is 4,73 and it is followed by the mean of item 4 which is 4,64. These two considerations stand as the strongest points of the book according to instructors. Standard deviations of these two items indicates that instructors do not have very differing ideas about them (item3: Std.d: ,46 and item4: Std.d: ,66). Item 6 takes the lowest mean which is 2,41 and interestingly instructors have varying opinions about this item (Std.d: 1,53). The

reason behind this fact that some of the instructors could not receive the audio materials and CD-players, therefore, some of them could not state any idea about this consideration.

Table 19: Descriptive statistics of instructors' opinions about the layout and design

Items	Mean	Std.d
7.The textbook includes a detailed overview of the functions, structures and vocabulary that will be taught in each unit	2,27	1,16
8.The course book includes a detailed overview of the grammar items that will be taught in each unit	2,95	1,38
9.The design and layout of the book is appropriate for this type of students	3,77	,87
10.The design and layout of the coursebook is interesting and appealing	3,36	1,14
11.The textbook includes a vocabulary list/glossary which is related to the content of the book	2,14	1,08
12.A review section for each unit is included in the course book	3,23	1,19
13.It includes adequate practice exercises after each subject	2,59	1,37
14.It includes evaluation suggestions i.e. tests, quizzes etc. after a set of subjects	2,09	1,48
15.There are adequate amount of visual aids in the textbook	3,73	,98
16.The visual aids in the book are helpful to the students to understand the lesson	2,95	1,33
17.The teacher's book is prepared to provide adequate guidance about how the textbook can be used	3,09	1,27
18.The teacher's book includes adequate amount of supplementary materials-i.e. extra activities, progress tests, word lists etc.	1,86	,99
19.The type font in the textbook is readable and clear	4,23	,69
20.The objectives of the units are apparent to both teachers and learners	2,91	1,11
21.There is and equal balance in learning items among units-i.e.number of new words, number of activities etc.	2,64	1,09
Valid N (listwise)	278	

As table 19 indicates, the highest mean scores are stated sequentially for item 19 which is 4,23, item 9 that is 3,77 and item 15 which is 3,73. The instructors do not have very differing ideas about them as the standard deviations point out. The

results show that instructors find the textbook good in terms of type font, design and layout and amount of visual aids presented. The qualities which were found below the average by the instructors are the ones defined in items 18 (*mean*:1,86), 14 (*mean*:2,09), 11 (*mean*:2,14) and 17 (*mean*:2,27). Instructors have a more common idea about item 18 as its standard deviation is ,99. The mean score (1,86) focuses on that majority of the participant instructors do not think that the teacher's book includes adequate amount of supplementary materials.

Table 20: Descriptive statistics of instructors' opinions about the activities

Items	Mean	Std.d
22.The activities are meaningful in terms of communicative purposes	3,18	,96
23.The materials in the textbook-i.e. reading texts, listening activities, exercises etc. can be easily followed by the students	2,48	1,03
24.Grammar points are presented in an interesting way	2,91	1,27
25.The structures and functions presented in the book are suitable to use in real-life context	3,64	,95
26.The vocabulary presented in the book is suitable to use in real-life context	3,86	,89
27.The activities promote creativity in students	2,59	1,10
28.The homework in the coursebook provides with a better understanding of currently presented subject	2,86	,89
29.The activities of the textbook can be practiced in an easy way	3,50	1,01
Valid N (listwise)	278	

Table 20 shows that the majority of participant instructors found the vocabulary presented in the book suitable to use in real-life context (*mean*:3,86), just as the way students participants think (*mean*:3,60), as the same item receives the highest mean values in the activities part of both checklists. This result indicates that both students and instructors have consensus over this quality of the book. The second highest mean value is seen in item 25 which is 3,64, that is majority of the instructors find the structures and functions presented in the book suitable to use in real-life context ($f= 18$, see Appendix IV). According to the table, the activities of the book were found easily practiced as the mean is 3,50. Almost all qualities included in the

activities part were found good, except for item 23 which receives the lowest mean score (mean: 2,48). Due to the fact that the book was designed with a different perspective and purpose of teaching English, both students and instructors might not get used to the construction of this coursebook, and they might find it different from other commonly used EFL textbooks that both type of participants are accustomed to. This mean score may reflect this habitual behavior.

Table 21: Descriptive statistics of instructors' opinions about the language skills

Items	Mean	Std.d.
30.The coursebook includes the language skills that my students need to practice	3,73	,94
31.The materials in the book provide an appropriate distribution of the four language skills (reading, writing, listening, speaking)	2,68	1,25
32.The textbook pays attention to sub-skills-i.e.listening for gists, skimming, note taking etc.	2,23	1,07
33.The book includes pronunciation activities which help to develop natural-like pronunciation in learners (stress, intonation etc.)	2,27	1,16
34.Four language skills (reading, writing, listening, speaking) are distributed in an integrated way	2,77	1,19
Valid N (listwise)	278	

As table 21 reveals, majority of the instructors find the language skills included in the coursebook are the ones that their students need to practice at this level (mean:3,73), and as standard deviation indicate, they have a more common idea for this item (std.d.: ,94) than for other items. Item 32 receives the lowest mean (2,23) which is below the average. The result points out that the book was found poor in developing sub-skills by the instructors. It was also found poor by the students as reflected in the mean score (2,99) in item14 in table 12. This again may show that both student and instructor participants have consensus over this quality of the textbook.

Table 22: Descriptive statistics of instructors' opinions about the language type

Items	Mean	Std.d
35.The language presented in this book is authentic-i.e. like real-life English	3,68	,89
36.The language presented is at the right level of my students' current level of English	2,82	1,14

37.The grammar points are presented with easily followed language	3,32	1,09
38.The language in the book represents a diverse range of registers and accents	2,00	1,02
39.The language used in the instructions is not clear enough (<i>this is a check item in the checklist</i>)	3,32	1,39
Valid N (listwise)	278	

According to table 22, the language presented in the book was found authentic by majority of the instructors as reflected in the mean score which is 3,68. As the mean values reflects, item 37 and 39 (mean for both: 3,32), instructors found the language used to present the grammar points is easily followed and the language used in the instructions is clear. The item which scores the lowest mean (2,00) reflects that instructors found the book poor in representing a diverse range of registers and accents. The coursebooks which follow the ICLT approach should include diverse range of registers and accents so that the learners can communicate with the speakers of different nations without facing any pronunciation problems. This result indicates that this coursebook could not implement this quality.

Table 23: Descriptive statistics of instructors' opinions about the subject and content

Items	Mean	Std.d
40.The subject and content of the textbook is relevant to my students' needs as an English language learner	3,50	,96
41.The subject and content of the book is generally from real life	3,77	,87
42.The content of the book is interesting for my students	3,14	1,17
43.There is sufficient variety in the subject and content of the textbook	2,91	1,38
Valid N (listwise)	278	

As table 23 shows, the coursebook found strong in terms of subject and content as all the mean values are high or above the average. The strongest point in subject and content is seen as item 41 (*mean:3,77*) which states that the subject and content of the book is generally from real-life. This indicates that the material writers are successful in relating the book's content to the learners' real lives and realities. The instructors also found the subject and content of the textbook relevant to the students needs (*mean:3,50*). However, the book was found poorer in including

sufficient variety in the subject and content of the book (*mean:2,91*).

Table 24: Descriptive statistics of instructors' overall consensus about the book

Items	Mean	Std.d
44.The textbook is prepared appropriately to the language teaching objectives of the institution	3,50	1,01
45.The course book is suitable for COMU first grade students' language learning needs and expectations	3,36	1,09
46.The textbook raises students' interests for further English language study	2,59	1,01
47.I would choose to teach with this book again	2,59	1,22
Valid N (listwise)	278	

Table 24 indicates that with 3,50, item 44 scores the highest mean, that is, majority of the instructors found the book appropriate to the language teaching objectives of the institution. The textbook was found poorer in raising students' interests for further English language study. Students opinions seem to be in the same way that with mean 2,96 they score lower to the same item (item 25 in table15) than the other item. This result seems to be another consensus of both types of participants over the same consideration.

Table 25: Descriptive statistics of instructors' opinions about the cultural content

Items	Mean	Std.d
48.The coursebook presents a specific cultural setting- i.e. Turkish, American, young, middle-class etc.	2,95	1,43
49.The cultural content presented in the book is acceptable for me	3,68	1,29
50.The language teaching in the book is used as a vehicle to teach the culture presented	2,23	1,02
51.The cultural content is used to constitute a natural context for language teaching activities	3,77	1,02
52.The cultural content is used to help learners understand and interpret intercultural differences	3,05	1,33
Valid N (listwise)	278	

As table 25 reveals, with 3,77 mean value item 51 is the strongest point of the book in terms of cultural treatment. That is to say, majority of the instructors think that the cultural content is used to constitute a natural context for language teaching

activities. Item 30 presenting the same consideration also scored the highest mean in students' evaluation checklist as seen in table 16. In this sense, students and instructors seem to have an agreement on this consideration. Cultural content of the coursebook was found acceptable by the second most of the instructors ($f=16$, see Appendix IV) as reflected with mean 3,68. By receiving the lowest mean result (*mean:2,23*), item 50 implements the expected score for the reasons stated for item 29 in table 16 before. However, standard deviation of the same item implies that instructors have difference of opinion over this concept. The items which the participant instructors have quite diverse opinions are item 48 (Std.d:1,43) and item 52 (Std.d:1,33). As it is seen in Appendix IV, for item 48, 11 instructors marked SD and D and other eleven of them marked SA and A in the scale. For item 52, 8 participants marked SD and D, 3 of them marked NI, and 9 participants marked A and 2 of them marked SA. This may imply that the coursebook could not give a clear idea about the cultural treatment.

4.3.2 INSTRUCTORS' SUGGESTIONS

In the instructors' evaluation questionnaire, an open-ended part was included in order for the participants to state their further ideas and suggestions (see Appendix II). Eight instructors suggested some ideas for the textbook. They are presented as below:

P-1 (has taught in 3 VHS and 2 faculty departments) :

I think the aim of majority of vocational high school students is not to learn English, but to pass the exams. For this reason, I don't think that not only this book but also any book can motivate this type of students to learn English. Taking this into consideration, the coursebook should include as many materials for testing (quizzes, example achievement tests etc) as possible in its manual. There are some errors and mismatches in the answer keys presented in teacher's book, and in the students book the printing mistakes and mismatches of the dialogues and their pictures should be corrected.

This suggestion and the suggestion of P-3 seem contradictory to the results obtained for items 30, 40 and 45 in the IEQ, as the mean values for mentioned items were above the average and accepted as moderate qualities. However, having instructors' ideas and suggestions can be useful to see the differences in their conditions and relatively in their needs and expectations.

P-2 (has taught in 2 VHS and 3 faculty departments):

Extra exercises, progress tests and quizzes should be suggested. The present activities do not address to all types of students. I think the content of the book should be revised, and some modules can be reduced by joining two of them: for example module 16 and 17 can be joined.

P-3 (has taught in 3 VHS departments)

I think the content of some modules are too much that it is sometimes very tiring to finish them for both the teacher and the students. For some modules (for example module 8 and 16) we have to spend more time than it is planned because they are far above the language level of this type of students.

P-4 (has taught in 2 VHS and 3 faculty departments)

Teacher's book should be richer in extra exercises, explanations and activities. The sound quality of audio CDs are really bad, some tracks can not be understood and the volume is too low. I think the audio materials should be worked again.

The suggestions of P-2 and P-4 supports the result for item 14 and 18 in IEQ that the majority of instructors found the amount of supplementary materials in teacher's book inadequate (*mean:1,86*) and found the book poor including assessment suggestions like quizzes and tests (*mean:2,09*).

P-5 (has taught in 1 VHS and 3 faculty departments)

Supplementary materials: They are insufficient and for this reason instructors have to prepare materials.
Subject and content: I couldn't see any multicultural or environmental subjects in the book. It instead includes pop-media, popular-culture type of subjects. There aren't any subjects which can promote individual development. The content and subject is not very appealing for faculty students.
Activities: Some activities call for students' individual opinions and style (ie: what do you think about...? How is it performed in your hometown? Etc). I observe

that such activities raises students' performance in a positive way.

Other: I think using this book to teach in VHS classes does not result in an effective teaching because this book is not suitable to their way of learning and it sometimes above their language level. Whereas, most faculty students do not find it very challenging and for this reason they most of the time loose their interest. This book is a good idea, but different levels of it can be developed (beginner, elementary etc.). In this way, suitable level in the series can be studied in VHS and faculty departments. For some units (Module 16 reading texts) the learners were considered as intermediate learners, but indeed they are not. The colour of the cover of the book is fine, but I think it is not suitable for male students. Some research studies state that purple and the combination of yellow and orange are perceived initially by mental subconscious. This is just a suggestion. Finally, a teaching-learning material should not teach only language, it should also promote acquiring necessary values in learners to have a meaningful position in the rapidly improving and changing world. Creating and writing a material is not easy. Thanks a lot to the ones who made an effort.

As it is understood from this opinion that the book's subjects were found poor in promoting learners' individual development and the coursebook was not found effective in VHS classes. The variety in subject and content of the book was also criticized by this evaluator. P-6 found some subjects (i.e.Elton John) out of modern students' interests. This may show that the evaluator does not agree the result taken for item 43 (*mean:2,91*) which states that the book includes sufficient variety in subject and content.

P-6 (has taught in 3 VHS and 4 faculty departments)

Audio-visual materials were delivered very late to the instructors. For this reason we couldn't use them efficiently in our classes. Follow-up exercises for presented grammar points are inadequate. Some reading texts, for example the one in module 7 page 44, include the structures that were not presented and practiced before and they are presented in the new text. Some structures and functions are presented together at the same time in one paragraph (i.e. as...as, seem, nowadays, still). Such things make the reading texts more difficult than it needs to be and take long time to deal with. I think the picture and design of the outer cover is not appealing. It can be changed. The amount of pictures and photographs are not enough and some of them do not serve the aim of the activity (i.e. Module 15, page 93). The famous people used in the book, for example Elton John, are not interesting people for at least Turkish university students. The pictures for "What is it made of?" activity in module 8, page 49 are not clear enough for students to differentiate.

P-7 (has taught in 3 VHS and 3 faculty departments)

I think the workbook can be improved with more exercises and variety of activities. Grammar activities are insufficient especially for VHS students. There should be more follow-up activities and practice exercises for each grammar point. This is the students' expectation.

As P-1 and P-5, P-7 also think that the book is not effective to teach in VHS classes in the ways they stated. The common points in their suggestions are providing extra activities and exercises for especially VHS classes.

P-8 (has taught in 3 VHS and 3 faculty departments)

The accents in the audio CDs are very bad. It is easily understood from their accents that the speakers who were introduced as German or Spanish are Turkish speakers and students make fun of it. For this reason I didn't prefer to use the CDs in my classes for the goodness of our lessons. In addition to this, the tracks which were recorded in pure studio conditions without any outer natural sounds seem artificial and amateur to the learners. I think the activities are not suitable to finish completely in an 3-lesson-hour time. We also have to present the new language items in the planned lesson hour. The book can be more suitable for course students who take language course for 5 or 6 hours a week, only then all the activities in the book can be studied completely. In my opinion, as the writers of the book are not the practitioners of compulsory language course, they might misaccount the proper time for each activity and exercise. For these reasons, I personally couldn't complete all the activities of the book , especially workbook exercises, homework, speaking and writing activities in the planned lesson hour. Reducing the number of activities and intensifying the contents of present activities and exercises can be a solution for this problem.

The quality of audio CDs seem to stand as a poor quality of the book as P-3 and P-8 pointed out. This participant also pays attention to inadequate lesson hour for this course, and relatively for completing the activities in the book.

4.4 CHAPTER SUMMARY

In this chapter, the findings of both students' and instructors' evaluations were presented, discussed and implemented with regard to each research question. As a qualitative end of the study, instructors' further opinions and suggestions were given and discussed.

CHAPTER FIVE

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

INTRODUCTION

The aim of this chapter is to present the summary of the findings, and referring to the findings to draw some implications and suggestions for materials writers and ELT teachers as concluding remarks. Finally, implications for further study are suggested.

5.1 SUMMARY OF THE FINDINGS

The findings obtained from the students and instructors questionnaires can be summarized as below:

1. The results for question one indicate that, although the students find learning a foreign language enjoyable and necessary for future concerns, majority of them stated that they learn English because they do not have another language choice.
2. As the mean values for question two focus, majority of the students expect to develop sequentially grammar, listening and vocabulary building skills in this course. Lower mean score to speaking skill shows that most of the participants do not expect to develop this skill in compulsory English language course. The high standard deviation values indicate that students have differing opinions about each considerations.
3. According to the results for question four, majority of the students would prefer the course to be based on a reader or a coursebook. The concepts of coursebook and reader might be mixed up by the students.
4. In terms of expectations from an EFL coursebook, students' major considerations are seen as the easily accesibility and low price, and colourful and appealing appearance of the textbook. Their third consideration is seen as plenty of grammar and vocabulary exercises in the book.

In this study, the five scale was divided equally into three, and the items which take the mean score between 1,00 and 2,33 were accepted as the poor qualities, the items which take between 2,34 and 3,63 were considered as moderate and the ones which take the mean scores between 3,64 and 5,00 were accepted as the high qualities of the book. Both students' and instructors' evaluations were summarized according to the above arithmetics.

5. The results of students' coursebook evaluations indicate that the textbook has got no poor qualities. The book was found strong in terms of readable and clear type font and adequate number of visual aids. The rest of the book's qualities were found moderate.
6. In terms coursebook evaluations, no meaningful difference was defined between faculty and vocational high school students.
7. The results of the instructors' evaluation checklists indicate that the book was

found strong in terms of reasonable price, easily accessibility, recent publication, accompanying materials (teacher's book, CD, DVD, workbook etc.), appropriacy of the layout and design to the target students, adequate number of visual aids, clear and readable type font, suitability of structures and functions to real-life use, suitability of vocabulary to real-life use, including the language skills that target students need to practice, presenting authentic, real-life like language (English), including subject and content that is generally from real life, and including an acceptable cultural content for target evaluators.

8. The book was found weak in terms of including a detailed overview of the functions, structures and vocabulary that will be taught in each unit, paying attention to sub-skills, including pronunciation activities which help to develop natural-like pronunciation in learners, presenting a language which represents a diverse range of registers and accents, using the language teaching as vehicle to teach the culture presented (this was an expected result). The teacher's book was found poor in terms of including adequate amount of supplementary materials. The rest of the qualities were found moderate.
9. In the instructors' suggestions, the most commonly stated problems are seen as the poor sound quality of audio CDs, insufficient content of practice exercises and activities, improper cover design, inappropriacy of the book's content to VHS students, insufficient supplementary materials (activities, exercises etc) provided in teacher's book and inadequate grammar exercises.
10. Students and instructors have different evaluations and opinions over the same considerations in the checklists. Moreover, both student and instructor participants have difference of opinions about each item as the majority of standard deviations of both type of participants' evaluation results indicated.

5.2 CONCLUSIONS AND IMPLICATIONS

Taking the students' and ELT instructors' evaluations of the compulsory English teaching textbook *Campus Life*, following conclusions, implications and suggestions can be drawn for developing a more effective course material and/or utilizing the provided material more efficiently to achieve more effective language teaching.

5.2.1 CONCLUSIONS AND SUGGESTIONS FOR MATERIALS WRITERS

It is known that the writers of *Campus Life* have been in a continuing process of revising and improving the qualities of the book. They have consulted the instructors' ideas about every aspect of the textbook and given them checklists to gather their opinions and suggestions about each and every module. As a result of such effort, some improvement has already been observed in the second edition of the book. Different from the first edition, a teacher's book, audio-CDs and a supplementary grammar practice book were added to the kit, but the quality of the CDs and usefulness of the teacher's book were criticized by the instructors, and the supporting material could not be published on time by the publishers. As a result, the audio CDs and teacher's manual could not be used efficiently throughout the year, and the grammar practice book was not delivered to students and instructors. However, as it is widely accepted, developing a coursebook is an on-going process and it never ends. As long as the needs, conditions and most importantly targeted learners' characteristics go on changing, the teaching materials will have to be changed and adapted accordingly. In the meantime that this study was conducted, some adaptations were carried out about the book, and some of the suggestions presented in this study had already been implemented by the writers for the following editions. However, the suggestions drawn out of the results of the study can be helpful for materials writers who would like to develop a coursebook with similar aims and objectives and which subject to similar target learners to create a more effective coursebook in the future. Furthermore, the results can be useful for the writers of this textbook to see some aspects of criticism which were unintentionally not noticed during the preparation of the book. With this intention, following conclusions and suggestions were drawn out of the study:

1. As the findings reflect, Çanakkale Onsekiz Mart University first grade students expect to develop sequentially grammar, listening and vocabulary building skills in compulsory English language course at elementary level. This expectation should be noticed and the content and/or amount of grammar, vocabulary and listening activities and exercises should be increased. As it is understood from instructors' suggestions, the expectation of having more grammar presentation and exercises is higher in VHS classes.
2. Although no meaningful difference was designated between faculty and VHS students in their textbook evaluations, there are differences in language levels, attitudes to language learning and relatively in needs between faculty and VHS students. The above differences are also observed among faculty students according to varying departments as the ELT instructors always express. In order to be able to fulfill all types of learners' needs and expectations, materials writers should provide variety of exercises and activities as extra materials in the teacher's book so that the teachers can consult the one that best meet the needs of their students.
3. Extra activities and exercises with varying subjects and contents and with varying levels can also be beneficial in institutions where the same level book is chosen for and taught to different levels of students just as the case in Çanakkale Onsekiz Mart University where Campus Life Elementary has been studied. The activities and exercises can be prepared in different levels, for example an exercise for Simple Present Tense can be written in two forms: A simple form for lower level students (i.e. VHS learners) and a more challenging form for higher level learners (i.e. most faculty students). In this way, the material can catch all types of learners' interest, and save instructors time in adapting, simplifying or rewriting the same exercise.
4. As it is seen in the results of question 2 in SEQ, most of the students expect the language course to be based on a reader and secondarily on a coursebook. It was assumed that the participants mixed up the concepts of coursebook and reader. If we assume that they did not mix up these concepts, this may mean that they would like to be presented a reading book as a teaching

material. With this consideration, it can be suggested that the coursebook can be supplemented with a simple level reader.

5. The results of research question 2 present that the learners' economical and visual considerations outweighs other features in EFL textbooks. Students may consider that a coursebook which is published locally should be cheaper than the ones which are published abroad. In the evaluation checklist part of SEQ, students score 2,64 mean value for the item about the price of the book. On the contrary to students, instructors found the price of the book reasonable (Table 17, $X=3,95$). This may imply that, because instructors have dealt with a wider framework of coursebooks and they have a more objective idea about English teaching textbooks, they find the price of this coursebook reasonable. However, the book is sold to and studied by students. For this reason their expectations and conditions should be taken into consideration by the material writers and especially by the publishers.

6. When we compare the results of SEQ and IEQ, it is seen that students and instructors have differing approaches to the similar items (i.e. item 1 in each questionnaires, item 19 in SEQ and 38 in IEQ, 26 in SEQ and 42 in IEQ). In students' evaluations, no poor qualities were determined in the book while instructors' evaluations and suggestions show that the textbook has several poor qualities. And, while instructors found some qualities strong, students did not find any qualities strong enough in the book, but they still want to work with this book again (mean: 3,14) on the contrary to instructors (mean:2,59). Furthermore, both student and instructor participants have difference of opinions about each item in both questionnaires as the majority of standard deviations of each type of participants indicated. With such a big various target learners and teachers, materials writers job is not easy. In order to deal with this problem, we can suggest that the materials developers should integrate both the teachers and students in the material writing process. It can be done by taking their opinions about the material periodically (instructors' ideas have already been taken for this book) and by conducting needs

analysis processes to the teachers as well as the students. The results of needs analysis of students and teachers can be compared and common points can be drawn.

7. A materials development staff can be assembled from instructors and that staff can be led to improve the book's features, supplement its materials and adjust it to the changing needs and conditions, as well as to the defined common needs of students and instructors. Material writers can benefit from the works of materials development staff when adapting and editing the coursebook.
8. As another suggestion, the poor qualities which were found out from the IEQ should be improved, especially the sound quality of audio CDs and recording of listening tracks should be worked on again. As one of the instructors suggested, the listening tracks should not be recorded in a pure studio conditions because it does not sound natural. There should be some background sounds in them, for instance, if the speech takes place in a bus stop, we should hear some bus noise and voices of people waiting for the bus. Language in listening parts should represent different range of registers and accents- not only the Turkish or British accent. In addition to these, some pronunciation activities which can help the learners develop natural-like pronunciation can be added to the textbook.
9. As concluding remarks, a detailed introduction of the coursebook should be presented to the teachers as well as the students. The approach of the book to language, language teaching/learning and language skills, the methodology, syllabus, targeted learners, aims and objectives should be introduced before it is started to use. It can be useful to reduce the effects of established attitudes and habits of teachers and learners in language teaching/learning and adapt them to the new trends and approaches. It can also help the book to be understood better by both the instructors and students.
10. Finally, as the literature clearly points out, there is no complete book which can meet all the needs and expectations of every teacher, learner and institution. Therefore, it is really difficult to develop a perfect-like

coursebook. However, the materials developers can take the necessary precautions in order to create a more effective language textbook. At least, they should try to achieve some consistency between target learners' language learning needs and coursebook's language teaching aims.

5.2.2 CONCLUSIONS AND SUGGESTIONS FOR TEACHERS

The following suggestions were drawn in relation to conclusions for teachers, as well as the school boards:

- 1.** As majority of literature focuses, English teaching coursebooks are the vital tools for teaching language in especially EFL situation. Almost every teacher uses a coursebook as a major tool, guide and facilitator for teaching language. In this respect, it can be stated that teachers should normally have some rights to select and analyse their prior tool for teaching. Considering this natural right, the administeries of many private schools, universities and language schools of some universities give the right to select the language teaching textbook to the ELT teachers. However, in many state schools and universities, teachers are not integrated in the material selection process, instead they are exposed to teach a book which was selected by the institute or the responsible board. In such a case, teachers should act as as an evaluator in order to adapt or supplement the book's inefficient materials to increase the effectiveness of their language teaching.

- 2.** In order to carry out a systematic evaluation, instructors/teachers should know about the curriculum, programme, objectives of language course at the target level, target learners' language learning needs, learning styles and strategies, and the syllabus, approach and aims and objectives of the coursebook prior to evaluation process. When this study was conducted, it was observed that instructors have little idea about the mentioned aspects.

Although it may seem that such introductions are the responsibility of boards of institutions and publishers, teachers should not wait for help all the time. It is very easy to access the information about the curriculum needs and objectives of the course and the programme using the internet. For Çanakkale Onsekiz Mart University, the above information has already been defined clearly in the Rectorate Foreign Languages website. A detailed information about the coursebook's aims and approaches to language teaching has already been given in the teacher's book of Campus Life. Without recognizing the above aspects, we can not conduct a healthy and beneficial evaluation process.

3. The instructors/teachers should recognize the importance of systematic coursebook and materials evaluation in educational process, they should be willing to take part in evaluation processes and in necessary trainings about Materials Evaluation. In the situations where teachers did not choose the teaching material and have to carry out a set of adaptations and supplementations, ME can help them see the weak and strong points of the existing material and rescue them from unnecessary effort in acting out against a strong aspect of the book without knowing the fact. Teachers should be given periodic in-service training about ME and they should also be encouraged to carry out evaluation processes as action research by the educational boards.

4. The results of the study show that, students and teachers hold differing opinions about the similar considerations in coursebook evaluation. This may reflect that students have different expectations from the book. Teachers should consider and recognize this reality and supplement the book in the way to meet the needs and expectations of their students. The variation in the standard deviations also reflects that students have difference of opinions over the same items. This may imply that the learners couldn't understand the book very well. In this case, teachers should introduce the book in detail to the students before they start to use it. This variation can also be the result of the variation in students in terms of language level, learning styles and

strategies, attitudes, language learning needs and educational backgrounds. This may create difficulties in language classroom where the same material has been taught. In order to deal with this problem, teachers should begin the work by knowing their own students.

5. They can conduct simple needs analysis research as an action research form consulting the literature. The research can be seen as a “matching exercise” (Hutchinson & Waters 1987) which you match your available solutions to the designated needs. They can share the results of their research with other colleagues periodically in order to see in what ways their students differs from others, in what ways the things are the same, how language teaching/learning has been processed and how the language teaching materials work in different departments.

6. Teachers need to know that they are also responsible for informing the materials writers and curriculum developers about the insufficient and inefficient aspects of the teaching material. As a result of their evaluation of the existing material, they should come up with some suggestions and solutions, report them to responsible units and in this way, involve in the improvement process. They need to accept that the coursebook is the integral part of their profession, thus, the more effective is the book the more effective the teaching and learning is.

7. The findings of this study clearly state the weak and moderate sides of the coursebook from the viewpoint of students. Considering students ideas, teachers need to bridge the gaps between the textbook and the learners by supplementing the weak points with extra activities and exercises. For instance, item14 (mean:2,99), item19 (mean:2,58), and item 25 (mean:2,96) in students' evaluations seem moderate qualities, but they are the lowest moderate mean values in the checklist. Teachers may not do anything about the book's price (item 1; mean:2,64), but, they can prepare materials to develop sub-skills (note-taking, skimming, dictation etc.) which are suitable

for their classes. The book may not have to provide a language which represents a diverse range of registers and accents (item19). However, if the learners demands it in language classroom, it can not be very difficult for teachers to collect audio and written examples from different ELT sources. Teachers can also supplement the book with personalised, familiar and interesting subjects and activities in order to motivate students for further English language study (item25). They know their students better than the material writers and they know how to motivate them.

8. Finally, the language textbooks are not the ultimate sources which provide with all the materials we and our students need and expect, neither they are the holly books. Language teachers should also take some responsibility in creating effective language teaching materials as in Richard's words (nd, conclusion):

“ Textbooks should be regarded as one of the many resources teachers can draw upon in creating effective lessons, but teachers need training and experience in adapting and modifying textbooks as well as in using authentic materials and in creating their own teaching materials.”

5.3 SUGGESTIONS FOR FURTHER RESEARCH

This thesis study calls for further research for examining the effect of materials evaluation over the language materials and over the effectiveness of language teaching.

1. Another study can be conducted on evaluating the same book with different checklists. As it is stated in the literature review part of this study, different researchers hold different viewpoints and approaches to materials evaluation. The prior considerations may change according to varying researchers.

Analysing the book with different criterion from differing perspectives may provide the evaluators a more detailed and comparable information about the textbook.

2. A needs analysis research can be conducted for the target learners at the beginning of every academic year in order to be able to make necessary adaptations and supplementations during the year, or for the following editions of the book. It can be conducted as action research by the instructors, or by the materials development staff. Another study can be conducted to see whether there is a meaningful difference in coursebook evaluations of students who graduated from different types of high schools. Departmental variations in coursebook evaluations of students who attend the university can also be searched. The effects of gender differences on textbook evaluation can be another subject of study, as well. In order to obtain students' evaluations of the course materials, different research methods can be used, such as case studies, surveys and action research.
3. A needs analysis research can also be conducted for instructors/teachers. It can be very helpful for the material writers in improving the book by matching the book's qualities to the analysed needs.
4. A material evaluation research can be carried out with a wider number of sample instructors and their evaluations can be compared and correlated according to the departments they had graduated (ELT, ELL, etc), BA/MA graduation and year of experience.
5. The same coursebook can be analysed in three level evaluation as pre-use, while-use and post-use evaluations and the results can be compared. In addition to questionnaires, different techniques (observations, interviews etc) can also be used to collect data.
6. The contribution of the coursebook to the motivations of the learners for further language study can be examined. For such a study, the coursebook can be examined in comparison to another same-level EFL coursebook, for example Headway Elementary, which is in use.
7. Finally, the evaluation should not only be conducted for the students book level, but also for all other components of the book. That means, the teacher's

book, workbook, audio and computer-based materials and supplementary book should also be evaluated with specific checklists, as ELT coursebooks are not considered as a whole without the mentioned components and therefore all the components are provided as necessary particles in the kit. For the effectiveness of language teaching material, all the components of the book should be examined one by one in detail.

5.4 CHAPTER SUMMARY

This chapter presented the summary of the findings and then conclusions and implications were drawn for materials writers and teachers in the light of the analysis of the results. Finally, several suggestions for further research were provided.

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APPENDICES

Appendix I: Students Opinion Check and Textbook Evaluation Questionnaires

Appendix II: Instructors Textbook Evaluation Questionnaire

Appendix III: Percentile and Frequency Results of Students' Evaluation Form

Appendix IV: Percentile and Frequency Results of Instructors' Evaluation
Form

EK I.**BEKLENTİ BELİRLEME VE KİTAP DEĞERLENDİRME ANKETİ**

Sevgili öğrenciler,

Ekte sunulan bu anket, sizlerin İngilizce eğitimi ve bir İngilizce ders kitabı ile ilgili düşünce ve beklentilerinizi öğrenmek amacıyla hazırlanmıştır. Bu anket tez çalışmasının bir parçasıdır ve toplanan tüm bilgiler tamamen araştırma amacıyla kullanılacak ve gizli tutulacaktır.

Bu anket iki ana bölümden oluşmaktadır. Birinci bölüm öğrenci olarak sizlerin İngilizce öğrenimi ve İngilizce ders kitabı ile ilgili düşünce ve beklentilerinizle ilgili bilgi edinmeyi amaçlamaktadır. İkinci bölüm ise sizlerin kullanmakta olduğunuz İngilizce ders kitabını (Campus Life) kendi bakış açılarınızla değerlendirmenizi amaçlamaktadır. Ankette “DOĞRU” ve ya “YANLIŞ” cevap yoktur, sadece sizin ne düşündüğünüz sorulmaktadır. Bu bağlamda, siz öğrencilerimizin soruları dikkatlice okuyup uygun biçimde ve samimiyetle cevaplandırmanız, araştırmanın verimliliği açısından son derece önemlidir.

Katkılarınız için teşekkür ederiz.
Araştırmacı: İng. Okt. Gülay Erdem
Rektörlük Yabancı Diller Bölümü
e-mail: gulerdem74@yahoo.com

KİŞİSEL BİLGİLER

FAKÜLTE/ YÜKSEK OKUL:

BÖLÜM :

CİNSİYETİ: K__ E__

MEZUN OLDUĞUNUZ LİSENİN TÜRÜ: (Seçeneklerden birine “X” işareti koyarak belirtiniz)

- a. Düz lise__ b. Meslek Lisesi__ c. Anadolu Lisesi__ d. Fen Lisesi__ e. Süper Lise__
- f. Çok programlı lise__ g. Teknik lise__ h. Diğer (lütfen belirtiniz)_____

Bölüm I.

1. Neden İngilizce öğreniyorsunuz? Lütfen kendinize göre 1 (önemli)'den 6 (önemsiz)'a kadar sıralayınız.

- a. Programımda zorunlu ders olduğu için ____
- b. Başka bir dil seçeneğim olmadığı için ____
- c. İngilizce dünya dili olduğu için ____
- d. Gelecekte iyi iş imkanları sağlayacağı için ____
- e. Akademik kariyer (yüksek lisans, doktora vb) yapabilmek için ____
- f. Farklı bir dil konuşmanın zevkli olduğunu düşündüğüm için ____
- g. Diğer (lütfen belirtiniz).....

2. İngilizce dersinde özellikle hangi becerinizi geliştirmeyi bekliyorsunuz? Lütfen 1 (önemli)'den 6 (önemsiz)'a kadar sıralayınız.

okuma-anlama__ konuşma__

yazma__ kelime bilgisi__

dinleme__ dilbilgisi__

3. Aşağıda verilen ifadeleri kendinize uygun olarak Daima(1)'dan Hiç(5)'e kadar derecelendiriniz. Daima(1), Sıklıkla(2), Bazen(3), Nadiren(4), Hiç(5)

- a. görerek daha iyi öğreniyorum__
- b. kendi başıma okuyarak ve çalışarak daha iyi öğreniyorum__
- c. dinleyerek daha iyi öğreniyorum__
- d. başkalarıyla konuşarak ve görüşerek daha iyi öğreniyorum__
- e. ikili veya grup halinde çalışarak daha iyi öğreniyorum__
- f. diğer (lütfen belirtiniz).....

4. Sizce İngilizce dersi nasıl işlenmelidir? Lütfen Daima(1)'dan Hiç(5)'e kadar kendinize göre derecelendiriniz. Daima(1), Sıklıkla(2), Bazen(3), Nadiren(4), Hiç(5)

- a. Ders, bir ders kitabına dayandırılarak işlenmeli__
- b. Ders, farklı kaynak kitaplardan oluşturulmuş bir pakete dayandırılarak işlenmeli__
- c. Ders, dersin öğretmeninin oluşturacağı kaynak ve materyallere dayandırılarak işlenmeli__
- d. Ders, otantik (gerçek) kaynaklara (medya, internet dili, günlük konuşmalar, kitaplar, haberler vs.)dayandırılarak işlenmeli__
- e. Ders, bir okuma kitabına (reader) dayandırılarak işlenmeli__

f. Diğer (lütfen belirtiniz).....

5 . Bir İngilizce ders kitabından kişisel olarak ne bekliyorsunuz? Lütfen 1 (önemli)'den 6 (önemsiz)' ya kadar önem sırasına göre sıralayınız.

- a. renkli ve ilgi çekici olsun___
- b. kolay elde edilebilir ve ucuz olsun___
- c. etkinlikler ve alıştırmalar anlaşılır, anlamlı ve iletişimsel yönden işe yarar etkinlikler olsun___
- d. etkinlik ve alıştırmaların yönergeleri Türkçe olsun ve zaman zaman Türkçe açıklamalar bulunsun___
- e. bol bol gramer (dil bilgisi) ve kelime alıştırmaları olsun___
- f. gerçek hayatta ihtiyacımız olacak becerilere (örn: okuma, yazma, konuşma vb.) daha çok önem versin ___
- g. diğer (lütfen belirtiniz).....

6. Size göre dil seviyeniz aşağıdakilerden hangisidir? Lütfen seçeneklerden birine “X” koyarak işaretleyiniz.

- a. Beginner (yeni başlayanlar için) ___
- b. Elementary (temel, başlangıç) ___
- c. Pre-intermediate (orta altı) ___
- d. Intermediate (orta seviye)___
- e. Upper-intermediate (orta üzeri) ___
- f. Advanced (üst, gelişmiş seviye)___

Bölüm II.

ÖĞRENCİ DERS KİTABI DEĞERLENDİRME FORMU: Aşağıda verilen anket, İngilizce ders kitabınızın özellikleri konusunda ifadeler sunmaktadır. Lütfen “ Campus Life” adlı kitabınızı düşünerek, her ifade hakkındaki görüşlerinizi “*Kesinlikle katılmıyorum(1)*” ile “*Kesinlikle katılıyorum(5)*” arasında değişen cevap skalası üzerinden size uygun düşen ifadenin yanına (X) koyarak işaretleyiniz.

<i>Cevap</i>	<i>Değer</i>
<i>Kesinlikle katılmıyorum</i>	<i>1</i>
<i>Katılmıyorum</i>	<i>2</i>
<i>Fikrim yok</i>	<i>3</i>
<i>Katılıyorum</i>	<i>4</i>
<i>Kesinlikle katılıyorum</i>	<i>5</i>

Edinilebilirlik Yönünden						

1	Ders kitabının fiyatı uygundur.	1	2	3	4	5
2	Ders kitabı kolaylıkla elde edilebilirdir.	1	2	3	4	5
Dış Görünüş ve Tasarım Yönünden						
3	Ders kitabının dış görünüşü ve tasarımı ilgi çekicidir.	1	2	3	4	5
4	Kitapta kullanılan yazı tipi açık ve okunaklıdır.	1	2	3	4	5
5	Kitapta yeterli sayıda görsel tasarım (resim, çizim, grafik, tablo vb) mevcuttur.	1	2	3	4	5
6	Kitaptaki görsel tasarımlar dersi anlamada öğrenciye yardımcıdır.	1	2	3	4	5
Etkinlikler						
7	Ders kitabındaki etkinliklerin (okuma, dinleme, yazma, konuşma egzersizleri, bireysel ve sınıf içi etkinlikler, doğru telaffuzu sağlayan etkinlikler, ödevler vb.) mantıklı bir şekilde dağılımı sağlanmıştır.	1	2	3	4	5
8	Etkinlikler iletişimsel yönden anlamlıdır.	1	2	3	4	5
9	Grammer konuları ilgi çekici bir şekilde açıklanmıştır.	1	2	3	4	5
10	Öğretilen kelimeler gerçek hayatta kullanılabilecek özelliktedir.	1	2	3	4	5
11	Etkinlikler öğrencilerin yaratıcılığını artırıcı özelliktedirler.	1	2	3	4	5
Dil Becerileri						

12	Ders kitabında benim ihtiyacım olan becerilere yer verilmiştir.	1	2	3	4	5
13	Ders kitabında dört becerinin (okuma, yazma, dinleme, konuşma) uygun bir şekilde dağılımı sağlanmıştır.	1	2	3	4	5
14	Ders kitabı alt becerilere de önem vermektedir – ör. Not alma, hızlı bir şekilde bilgiye ulaşabilme vb.	1	2	3	4	5
Kullanılan dil						
15	Ders kitabının dili gerçek hayata uygundur.	1	2	3	4	5
16	Kullanılan dil benim şu anki dil seviyeme uygundur.	1	2	3	4	5
17	Dilbilgisi konuları kolay anlaşılır bir dille sunulmuştur.	1	2	3	4	5
18	Dil fonksiyonları benim ileride kullanacağım İngilizce'yi örneklemektedir.	1	2	3	4	5
19	Lütfen bu maddeyi dikkate almayınız ve işaretlemeyiniz.	1	2	3	4	5
19	Kullanılan dil bir çok değişik aksan ve şiveleri de kapsamaktadır.	1	2	3	4	5
Konu ve içerik						
20	Ders kitabındaki konular bir İngilizce öğrencisi olarak benim ilgi ve ihtiyaçlarıma uygundur.	1	2	3	4	5
21	Ders kitabının içeriği genellikle gerçek hayattan alınmıştır.	1	2	3	4	5
22	Kitabın içeriği ilgi çekicidir.	1	2	3	4	5
23	Kitabın içeriği bireysel	1	2	3	4	5

	öğrenmeye teşvik edicidir.					
24	Ders kitabında yeterli çeşitlilikte konu ve içerik bulunmaktadır.	1	2	3	4	5
Genel Fikir						
25	Ders kitabı daha fazla İngilizce çalışmam konusunda beni motive etmektedir.	1	2	3	4	5
26	Bu ders kitabı ile çalışmaya devam etmek isterim.	1	2	3	4	5

Kültürel İçerik						
27	Materyal belirli bir kültürel ortam sunuyor (ör:Amerikan, İngiliz, Türk, orta sınıf, genç vb)	1	2	3	4	5
28	Sunulan bu kültürel ortam benim için kabul edilebilir bir ortamdır.	1	2	3	4	5
29	Kitapta dil öğretimi, sunulan bu kültürü anlatmak için bir araç olarak kullanılmaktadır	1	2	3	4	5
30	Sunulan kültürel içerik, dil öğretimi etkinliklerine doğal bir ortam oluşturmak için kullanılmıştır	1	2	3	4	5
31	Sunulan kültürel içerik, kültürlerarası farklılıkları anlama ve yorumlamaya yardımcı olmak için kullanılmıştır	1	2	3	4	5

Bu çalışma Çanakkale Onsekizmart Üniversitesi Sosyal Bilimler Enstitüsü Yabancı Diller Ana Bilim Dalı İngilizce Öğretmenliği Yüksek Lisans tezi olarak, Prof. Dr. Dinçay Köksal danışmanlığında yürütülmektedir.

**APPENDIX I: STUDENTS' OPINION CHECK AND TEXTBOOK
EVALUATION QUESTIONNAIRE**

Dear students,

The following questionnaire has been prepared to find out your opinions and expectations about English education and an English coursebook. It is a part of a thesis study and all the information will be used for only research purposes, and kept confidential.

The questionnaire consists of two main parts. Part one aims to collect preliminary information about your opinions and expectations about learning English and English coursebook. Part two aims to obtain your evaluations of the English coursebook called “Campus Life” from your point of view. There is no ‘RIGHT’ or ‘WRONG’ answers in this questionnaire, it is considered just ‘ **how you think**’. For this reason, it is very important to respond to each item properly and sincerely in order for us to obtain accurate results from the study.

Thank you very much for your participation.

Eng. Instructor. Gülay Erdem
Rectorate Foreign Languages Department
e-mail: gulerdem74yahoo.com

PERSONAL INFORMATION

FACULTY/VACATIONAL HIGH SCHOOL :

DEPARTMENT:

GENDER: F__ M__

TYPE OF HIGH SHCOOL YOU GRADUATED: (Please check from the options by putting an “X” to one of them)

*a. State High School__ b. Vocational High School__ c. Anatolian High School__
d. Science High School__ e. Super High School__ f. Multi-programmed High
School__ g. Technical High School__ h. Other (please state here)_____*

Part I: Opinion Check

1. Why are you studying English? Please order the items from 1 (very important) to 6 (unimportant) in your point of view.

- a. Because it is a compulsory course in my programme ____*
- b. Because I do not have another choice of language ____*
- c. Because English is a world communication language ____*
- d. Because knowing English may provide better job opportunities ____*
- e. Because I want to get academic career/degrees (MA, Doctorate etc.) _*
- f. Because I think learning a foreign language is enjoyable ____*
- g. Other (please state here).....*

2. Which language skill do you especially expect to develop in this English

course? Please order the items from 1(very important) to 6 (unimportant).

reading comprehension___ speaking___
 writing___ vocabulary knowledge___
 listening___ grammar___

3.Please rank the statements given below from “Always” (1) to “Never” for yourself. Always(1), Often (2), Sometimes(3), Seldom (4), Never (5).

- a. I learn better by visualising/ seeing___
- b. I learn better by reading and studying on my own___
- c. I learn better by listening___
- d. I learn better by speaking to and negotiating with others___
- e. I learn better by studying in pairs or in groups___
- f. Other (please state here).....

How do you think the English lesson should be studied? Please rank the items from Always (1) to Never (5) from your point of view. Always(1), Often (2), Sometimes(3), Seldom (4), Never (5).

- a.The course should be based on a coursebook___
- b.The course should be based on a package which is collected from different books and sources___
- c.The course should be based on sources and materials which the teacher/instructor of the course develops___
- d.The course should be based on authentic (real) sources (eg: media, internet language, daily speech, books, news, etc.)___

e. The course should be based on a reader ___

f. Other (please state here).....

5 .What do you expect from an English coursebook personally? Please rank the items from 1(very important) to 6 (unimportant).

a. It should be colourful and appealing. ___

b. It should be easily accessible and cheap. ___

c. The activities and exercises should be understandable, meaningful and useful for communicative purposes. ___

d. The instructions of the activities and exercises should be in Turkish and there should be Turkish explanations from time to time. ___

e. There should be plenty of grammar and vocabulary exercises. ___

f. It should place more importance to the skills which we would need in real life (eg: reading, speaking, academic writing etc). ___

g. Other (please state here).....

6.What is your language level in your opinion? Please check from the items by putting an “X” next to one of them .

a. Beginner ___

d. Intermediate

b. Elementary ___

e. Upper-intermediate

c. Pre-intermediate ___

f. Advanced

Part II: STUDENT COURSEBOOK EVALUATION FORM

The questionnaire given below includes statements on various features of the textbook

you have been studying. Please indicate your degree of agreement with each statement using the response scale ranging from ‘Strongly disagree’ (1) to ‘Strongly agree’ (5) by putting an “X” next to each item considering Campus Life.

<i>Answer</i>	<i>Value</i>
<i>Strongly Disagree</i>	<i>1</i>
<i>Disagree</i>	<i>2</i>
<i>No idea</i>	<i>3</i>
<i>Agree</i>	<i>4</i>
<i>Strongly Agree</i>	<i>5</i>

Practical Considerations						
1	The price of the texbook is reasonable.	1	2	3	4	5
2	The textbook is easily accessible.	1	2	3	4	5
Layout and design						
3	The layout and design of the book is appealing.	1	2	3	4	5
4	The type font in the textbook is readable and clear.	1	2	3	4	5
5	There are adequate number of visual aids (eg: pictures, graphs, tables etc.) in the book.	1	2	3	4	5
6	The visual aids in the book are helpful to me to understand the lesson	1	2	3	4	5
Activities						
7	There is an even distribution of activities (i.e. reading, listening,	1	2	3	4	5

	writing, pronunciation, group and pair work activities etc.) in the book.					
8	The activities encourage meaningful communicative practice.	1	2	3	4	5
9	Grammar points are introduced in an interesting way.	1	2	3	4	5
10	The vocabulary presented in the book is suitable to use in real life context.	1	2	3	4	5
11	The activities promote creativity in students.	1	2	3	4	5
Language Skills						
12	The materials in the book include the skills that I need to practice.	1	2	3	4	5
13	The materials in the book provide an appropriate balance of the four language skills (reading, writing, listening, speaking).	1	2	3	4	5
14	The textbook pays attention to sub-skills-i.e. listening for gist, note-taking, skimming for information, etc.	1	2	3	4	5
Language Type						
15	The language used in this book is authentic-i.e.like real-life English.	1	2	3	4	5
16	The language used in the book is at the right level for my current English ability.	1	2	3	4	5
17	The grammar points are presented in easily	1	2	3	4	5

	understandable language.					
18	The language functions exemplify the English that I will likely to use in the future.	1	2	3	4	5
18	Please do not pay attention to this item and do not check it.	1	2	3	4	5
19	The language represents a diverse range of registers and accents.	1	2	3	4	5
Subject and Content						
20	The subject and content of the book is relevant to my needs and interests as an English learner.	1	2	3	4	5
21	The subject and content of the textbook is generally from real life.	1	2	3	4	5
22	The content of the book is interesting.	1	2	3	4	5
23	The content of the book promotes independent learning.	1	2	3	4	5
24	There is sufficient variety in the subject and content of the book.	1	2	3	4	5
Overall Consensus						
25	The coursebook raises my motivation in further English language study.	1	2	3	4	5
26	I would like to continue to study English with this textbook.	1	2	3	4	5
Cultural Content						
27	The coursebook presents a specific cultural setting-i.e. American, British, Turkish, young, middle-class etc.	1	2	3	4	5

28	The cultural content presented in the book is acceptable for me.	1	2	3	4	5
29	The language teaching in the book is seen as a vehicle to teach the culture presented.	1	2	3	4	5
30	The cultural content in the book is used to constitute a natural context for language teaching activities.	1	2	3	4	5
31	The cultural content in the book is used to help learners understand and interpret intercultural differences.	1	2	3	4	5

This study is being carried out as a Master thesis at Çanakkale Onsekizmart University, Institute of Social Studies, Department of Foreign Languages under the supervision of Prof. Dr. Dinçay Köksal

EK II: ÖĞRETİM ELEMANLARI DERS KİTABI DEĞERLENDİRME ANKETİ

Sayın Öğretim Elemanı arkadaşlarım,

Ekte verilen anket sizlerin Zorunlu Yabancı Dil ders materyali olarak “Campus Life” adlı ders kitabını nasıl algıladığınızı ve değerlendirdiğinizi öğrenmek amacıyla hazırlanmıştır. Bu anket tez çalışmasının bir parçasıdır ve elde edilen tüm bilgiler sadece araştırma amacıyla kullanılacak ve gizli tutulacaktır.

Kişisel bilgiler bölümünü takip eden değerlendirme formu bölümü, bir İngilizce ders kitabından beklenen özellikler konusunda İngiliz Dili Eğitimi literatüründe yer alan ifadeler sunmaktadır. Lütfen bu anketi “**Campus Life**” adlı İngilizce ders kitabını düşünerek, her ifade hakkındaki görüşlerinizi, 5’li cevap skalası üzerinde ifadenin yanına “**X**” koyarak işaretleyiniz. Değerlendirme formunu doldurmadan önce lütfen kişisel bilgiler bölümünü uygun biçimde cevaplayınız.

Anketin sonunda, ankette yer alması gereken fakat yer verilmemiş olduğunu

düşündüğünüz alanlar için görüş ve önerileriniz istenmektedir. Lütfen değerli fikir ve önerilerinizi o bölümde belirtiniz.

Anketin uygun ve doğru bir biçimde doldurulmuş olması, doğru ve geçerli sonuçlar alabilmemiz için son derece önemlidir. Bu yüzden, lütfen formu dikkatli okuyup doğru ve eksiksiz biçimde doldurunuz.

Katılımınız ve değerli katkılarınız için teşekkür ederim.

İng. Okt. Gülay Erdem
Rektörlük Yabancı Diller Bölümü
e-mail: gulerdem74yahoo.com

KİŞİSEL BİLGİLER

Lütfen kişisel bilgilerinizle ilgili ifadenin karşısına 'X' işareti koyarak doldurunuz.

Cinsiyetiniz: *Bayan*__ *Erkek*__

Yıl olarak tecrübeniz:
*0-3Yıl*__ *4-6Yıl*__ *7-9Yıl*__ *10-12Yıl*__ *13 ve üzeri*__

Mezuniyetiniz: *Lisans*__ *Yüksek Lisans*__

Mezun olduğunuz bölüm:
İngilizce Öğretmenliği __ *Amerikan Kültürü ve Edebiyatı* __
İngiliz Dili ve Edebiyatı __ *Mütercim Tercümanlık* __
İngiliz Dil Bilimi __ *Diğer (lütfen belirtiniz)* __

DERS KİTABI DEĞERLENDİRME FORMU

Lütfen bu bölümü “**Campus Life**” adlı İngilizce ders kitabını düşünerek, her ifade hakkındaki görüşlerinizi, 5’li cevap skalası üzerinde ifadenin yanına “**X**” koyarak işaretleyiniz.

<i>Cevap</i>	<i>Değer</i>
<i>Kesinlikle katılmıyorum</i>	<i>1</i>
<i>Katılmıyorum</i>	<i>2</i>
<i>Fikrim yok</i>	<i>3</i>
<i>Katılıyorum</i>	<i>4</i>
<i>Kesinlikle katılıyorum</i>	<i>5</i>

Pratik Yönlerden						
1	Ders kitabının fiyatı uygundur.	1	2	3	4	5
2	Ders kitabı kolaylıkla elde edilebilir.	1	2	3	4	5
3	Ders kitabının basım tarihi günceldir.	1	2	3	4	5
4	Öğretmen kitabı (teachers manual) mevcuttur.	1	2	3	4	5
5	Yardımcı/alıştırma(Workbook, supplementary book) kitapları bulunmaktadır.	1	2	3	4	5
6	Ders kitabının yanında ses kaseti/ CD/ DVD vb. de vardır.	1	2	3	4	5
Tasarım ve Organizasyon						
7	Ders kitabı her bir ünite de öğretilecek dil yapıları ve fonksiyonları ile ilgili ön bilgi içermektedir.	1	2	3	4	5
8	Ders kitabı her bir ünite de öğretilecek dilbilgisi(grammar) ile ilgili ön bilgi içermektedir.	1	2	3	4	5

9	Ders kitabının dış görünüşü ve tasarımı öğrenci yapısına uygundur.	1	2	3	4	5
10	Ders kitabı ilgi çekici bir şekilde tasarlanmıştır.	1	2	3	4	5
11	Kitabın içeriğine uygun kelime bilgisi ve sözlük bölümü mevcuttur.	1	2	3	4	5
12	Her bir ünite ile ilgili tekrar bölümleri bulunmaktadır.	1	2	3	4	5
13	Her bir konunun sonunda konuyu pekiştirecek alıştırmalar bulunmaktadır.	1	2	3	4	5
14	Belirli sayıda konudan sonra değerlendirme sınavları bulunmaktadır.	1	2	3	4	5
15	Kitapta yeterli sayıda görsel tasarım (resim, çizim, tablo, grafik vb) mevcuttur.	1	2	3	4	5
16	Kitaptaki görsel tasarımlar dersi anlamakta öğrenciye yardımcı olmaktadır	1	2	3	4	5
17	Öğretmen kitabı, kitabın kullanımına dair rehberlik yapabilecek yeterlilikte hazırlanmıştır.	1	2	3	4	5
18	Öğretmen kitabında yeterli miktarda yardımcı materyal(extra activities, progress tests, visual aids, word lists etc) mevcuttur.	1	2	3	4	5
19	Kitapta kullanılan yazı tipi açık ve okunaklıdır.	1	2	3	4	5
20	Ünitelerin amacı öğretmen ve öğrenci tarafından anlaşılabilir şekilde açıklanmıştır.	1	2	3	4	5

21	Üniteler arasında öğrenme yükü (örn: yeni sözcük sayısı, alıştırma sayısı vb) eşittir.	1	2	3	4	5
Etkinlikler						
22	Etkinlikler iletişimsel yönden anlamlıdır.	1	2	3	4	5
23	Öğrenciler materyalleri (örn: okuma parçaları, dinleme egzersizleri, alıştırmalar) kolaylıkla takip edebilmektedir.	1	2	3	4	5
24	Grammer konuları ilgi çekici bir şekilde açıklanmıştır.	1	2	3	4	5
25	Kullanılan yapılar ve fonksiyonlar gerçek hayatta da kullanılabilir özelliktedir.	1	2	3	4	5
26	Öğretilen kelimeler gerçek hayatta da kullanılabilir özelliktedir.	1	2	3	4	5
27	Etkinlikler öğrencilerin yaratıcılığını artırıcı özelliktedirler.	1	2	3	4	5
28	Ödevler yeni öğrenilen konunun daha iyi anlaşılmasını sağlayacak özelliktedir.	1	2	3	4	5
29	Kitabın etkinlikleri kolaylıkla uygulanacak şekilde düzenlenmiştir.	1	2	3	4	5
Dil Becerileri						
30	Ders kitabında öğrencilerimin ihtiyaçları olan becerilere (lang. skills) yer verilmiştir.	1	2	3	4	5
31	Dört becerinin (okuma, yazma, dinleme, konuşma) uygun bir	1	2	3	4	5

	şekilde dağılımı sağlanmıştır.					
32	Ders kitabı alt becerilere de önem vermektedir – ör. Not-alma, hızlı bir şekilde bilgiye ulaşabilme (scanning, skimming, note-taking etc) vb.	1	2	3	4	5
33	Ders kitabı öğrencilerin doğala yakın şekilde telaffuzunu sağlayacak alıştırmalara yer vermiştir.(vurgu, tonlama vb)	1	2	3	4	5
34	Dört dil becerisinin (okuma, dinleme, yazma, konuşma) birbirini bütünleyici-tamamlayıcı biçimde dağılımı sağlanmıştır.	1	2	3	4	5
Kullanılan Dil						
35	Ders kitabının dili gerçek hayata uygundur.	1	2	3	4	5
36	Kullanılan dil benim öğrencilerimin şu anki dil seviyelerine uygundur.	1	2	3	4	5
37	Dilbilgisi konuları kolay anlaşılır bir biçimde örneklerle açıklanmıştır.	1	2	3	4	5
38	Kullanılan dil bir çok değişik aksan ve şiveleri de kapsamaktadır.	1	2	3	4	5
39	Etkinliklerin yönergelerinde kullanılan dil yeterince açık değildir.	1	2	3	4	5
Konu ve içerik						
40	Ders kitabındaki konular öğrencilerimin ihtiyaçlarına uygun bir şekilde hazırlanmıştır.	1	2	3	4	5
41	Ders kitabının içeriği genellikle gerçek hayattan alınmıştır.	1	2	3	4	5
42	Kitabın içeriği ilgi çekicidir.	1	2	3	4	5
43	Ders kitabında yeterli çeşitlikte konu (subject) ve etkinlik (activities)	1	2	3	4	5

	bulunmaktadır.					
Genel Fikir						
44	Ders kitabı genel olarak çalıştığım kurumun dil öğretimi amaçlarına uygun olarak hazırlanmıştır.	1	2	3	4	5
45	Ders kitabı Çanakkale Onsekizmart Üniversitesi 1. sınıf öğrencilerinin İngilizce öğrenme amaç ve ihtiyaçlarına uygundur.	1	2	3	4	5
46	Ders kitabı öğrencileri daha fazla İngilizce çalışmaları yönünde motive etmektedir.	1	2	3	4	5
47	Bu kitapla tekrar çalışmayı isterim.	1	2	3	4	5

Kültürel içerik						
48	Kitap belirli bir kültürel ortam sunmaktadır. (örneğin Amerikan, İngiliz, Türk, orta sınıf, genç gibi)	1	2	3	4	5
49	Sunulan bu kültürel ortam benim için tanıdık ya da kabul edilebilirdir.	1	2	3	4	5
50	Kitapta dil öğretimi sunulan kültürü anlatmak için bir araç olarak kullanılmaktadır.	1	2	3	4	5
51	Sunulan kültürel içerik, dil öğretimi etkinliklerine doğal bir ortam oluşturmak için kullanılmaktadır.	1	2	3	4	5
52	Sunulan kültürel içerik, kültürlerarası farklılıkları anlama ve yorumlamaya yardımcı olmak için kullanılmıştır.	1	2	3	4	5

Yukarıdaki ankette yer verilmemiş alanlar olduğunu düşünüyorsanız olası görüşlerinizi lütfen aşağıda belirtiniz. Teşekkür ederim.

Öğretmen Kitabı ile ilgili:

Yardımcı Materyaller (Supplementary Book, CD, kaset, workbook) ile ilgili:

Kitabın konu ve içerik çeşitliliği ile ilgili:

Etkinliklerle ilgili:

Diğer:

Bu çalışma Çanakkale Onsekizmart Üniversitesi Sosyal Bilimler Enstitüsü Yabancı Diller Ana Bilim Dalı İngilizce Öğretmenliği Yüksek Lisans tezi olarak, Prof. Dr. Dinçay Köksal danışmanlığında yürütülmektedir.

APPENDIX II: INSTRUCTORS TEXTBOOK EVALUATION QUESTIONNAIRE

Dear colleagues,

The following questionnaire has been prepared to find out how you perceive and evaluate the ELT coursebook “Campus Life” as an instructional material for Compulsory Language Course. It is a part of a thesis study and all the information will be used for only research purposes, and kept confidential.

The evaluation form which follows the ‘personal information’ part, includes statements on required features of an English textbook from ELT literature. Please indicate your degree of agreement with each statement using the response scale ranging from ‘Strongly disagree’ (1) to ‘Strongly agree’(5) by putting an “X” next to each item considering Campus Life. Before completing the evaluation form, please respond to personal information items properly.

At the end of the checklist you are asked to indicate your further opinions and

suggestions about the qualities of the coursebook. Please state your valuable opinions and suggestions there.

Completion of the checklist properly and accurately is very important for us to obtain accurate and valid results, so, please read each item in the questionnaire carefully and complete it properly and sincerely.

Thank you very much for your participation and valuable contributions.

Eng. Instructor. Gülay Erdem
Rectorate Foreign Languages Department
e-mail: gulerdem74@yahoo.com

PERSONAL INFORMATION

Please fill in the items by putting an “X” next to the item related to you.

Gender: Female__ Male__

Year of Experience:

0-3 Years__ 4-6 Years__ 7-9 Years__ 10-12 Years__ 13 and above__

Graduation: BA __ MA __

Mezun olduğunuz bölüm:

English Language Teaching __ American Culture and Literature

__ English Language and Literature __ Translation and Interpretation

__ English Language Sciences __

Other (please state here)_____

EVALUATION FORM

Please indicate your degree of agreement with each statement using the response scale ranging from ‘Strongly disagree’ (1) to ‘Strongly agree’(5) by putting an “X” next to each item considering Campus Life.

Answer	Value
Strongly Disagree	1
Disagree	2
No idea	3
Agree	4
Strongly Disagree	5

		Strongly Disagree	Disagree	No idea	Agree	Strongly Agree
Practical Considerations						
1	The price of the book is reasonable.	1	2	3	4	5
2	The textbook is easily accessible.	1	2	3	4	5
3	The textbook is a recent publication.	1	2	3	4	5
4	A teacher's book accompanies the coursebook.	1	2	3	4	5
5	A workbook and a supplementary book accompany the coursebook.	1	2	3	4	5
6	Audio-tapes and /or CD/DVD/ CDRoms accompany the book .	1	2	3	4	5
Layout and Design						
7	The textbook includes a detailed overview of the functions, structures and vocabulary that will be taught in each unit.	1	2	3	4	5
8	The coursebook includes a detailed	1	2	3	4	5

	overview of the grammar items that will be taught in each unit.					
9	The design and layout of the coursebook is appropriate for this type of students.	1	2	3	4	5
10	The design and layout of the coursebook is interesting and appealing.	1	2	3	4	5
11	The textbook includes a vocabulary list or glossary which is related to the content of the book.	1	2	3	4	5
12	A review section for each unit is included in the book.	1	2	3	4	5
13	It includes adequate practice exercises after each subject.	1	2	3	4	5
14	It includes evaluation suggestions (i.e. tests, quizzes etc.) after a set of subjects.	1	2	3	4	5
15	There are adequate amount of visual aids (i.e. pictures, graphs, tables etc) in the book.	1	2	3	4	5
16	The visual aids in the book are helpful to the students to understand the lesson.	1	2	3	4	5
17	The teacher's book is prepared to provide adequate guidance about how the textbook can be used.	1	2	3	4	5
18	The teacher's book includes adequate amount of supplementary materials (i.e. extra activities, progress tests, visual aids, word lists et.c)	1	2	3	4	5
19	The type font in the textbook is readable and clear.	1	2	3	4	5
20	The objectives of the units are apparent to both teachers and students.	1	2	3	4	5

21	There is an equal balance in learning items among units (i.e. number of new words, number of exercises etc.)	1	2	3	4	5
Activities						
22	The activities are meaningful in terms of communicative purposes.	1	2	3	4	5
23	The materials in the book (i.e. reading texts, listening activities, exercises.) can be easily followed by the students.	1	2	3	4	5
24	Grammar points are presented in an interesting way.	1	2	3	4	5
25	The structures and functions presented in the book are suitable to use in real-life context.	1	2	3	4	5
26	The vocabulary presented in the book is suitable to use in real-life context.	1	2	3	4	5
27	The activities promote creativity in students.	1	2	3	4	5
28	The homework in the textbook provides with a better understanding of currently presented subject.	1	2	3	4	5
29	The activities of the textbook can be practiced in an easy way.	1	2	3	4	5
Language Skills						
30	The coursebook includes the language skills that my students need to practice.	1	2	3	4	5
31	The materials in the book provide an appropriate distribution of the four language skills (reading, writing, listening, speaking).	1	2	3	4	5
32	The textbook pays attention to sub-skills-i.e. listening for gist, note-taking, skimming for information, etc.	1	2	3	4	5

33	The textbook includes pronunciation activities which help to develop natural-like pronunciation in learners (i.e stress and intonation)	1	2	3	4	5
34	Four language skills (listening, reading, writing, speaking) are distributed in an integrated way.	1	2	3	4	5
Language Type						
35	The language used in this book is authentic-i.e.like real-life English.	1	2	3	4	5
36	The language used in this book is at the right level of my students' current level of English.	1	2	3	4	5
37	The grammar points are presented with easy examples and explanations.	1	2	3	4	5
38	The language in the book represents a diverse range of registers and accents.	1	2	3	4	5
39	The language used in the instructions is not clear enough.	1	2	3	4	5
Subject and Content						
40	The subject and content of the coursebook is relevant to my students' needs as an English language learner.	1	2	3	4	5
41	The subjects and content of the book are generally taken from real-life.	1	2	3	4	5
42	The content of the book is interesting for my students.	1	2	3	4	5
43	There is sufficient variety in the subjects and content of the book.	1	2	3	4	5
Overall Consensus						
44	The textbook is prepared appropriately to the language	1	2	3	4	5

	teaching objectives of the institution.					
45	The coursebook is suitable for Çanakkale Onsekizmart University first grade students' language learning needs and purposes.	1	2	3	4	5
46	The textbook raises students' interests in further English language study.	1	2	3	4	5
47	I would choose to teach with this book again.	1	2	3	4	5

Cultural Content						
48	The coursebook presents a specific cultural setting-i.e. American, British, Turkish, young, middle-class etc.	1	2	3	4	5
49	The cultural content presented in the book is acceptable for me.	1	2	3	4	5
50	The language teaching in the book is used as a vehicle to teach the culture presented.	1	2	3	4	5
51	The cultural content in the book is used to constitute a natural context for language teaching activities.	1	2	3	4	5
52	The cultural content in the book is used to help learners understand and interpret intercultural differences.	1	2	3	4	5

If you think that the checklist does not include some areas of evaluation, please state below. Thank you very much.

About the teacher's book:

About supplementary materials (Supplementary Book, CD, cassette, workbook etc.):

About variety in subject and content:

About activities:

Other:

This study is being carried out as a Master thesis at Çanakkale Onsekizmart University, Institute of Social Studies, Department of Foreign Languages under the supervision of Prof. Dr. Dinçay Köksal