

**A STUDY INTO ÇANAKKALE
SCIENCE HIGH SCHOOL
STUDENTS' PERCEPTIONS OF
AN IDEAL ENGLISH COURSEBOOK
(Yüksek Lisans Tezi)
Nursen GÜRELİ
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**A STUDY INTO ÇANAKKALE SCIENCE HIGH SCHOOL STUDENTS'
PERCEPTIONS OF AN IDEAL ENGLISH COURSEBOOK**

MA THESIS

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ABSTRACT

This study aimed to evaluate the suitability of the coursebook *New Bridge to Success* for Çanakkale Science High School 9th grade and 10th grade students. The evaluation of the coursebook was conducted on the Coursebook Evaluation Checklist Criteria prepared through the responses of students to several questionnaires including Language Learning Orientations Scale, Perceptual Learning Styles Preference, Second Language Tolerance of Ambiguity Scale, Social Styles, Multiple Intelligence Inventory; and both students' and teachers' responses to Needs Analysis Assessment.

Both qualitative and quantitative data were obtained through the students questionnaires administered to 126 students and 4 teachers at Çanakkale Science High School. Students' types of motivations, their learning style preferences (visual, kinaesthetic, tactile, auditory), tolerance of ambiguity, study preferences (in groups or individually), and Multiple Intelligences were identified. The results obtained constituted some of the criteria for coursebook evaluation checklist. Data collected through Needs Analysis Assessment were also content analyzed and reorganized to contribute to Coursebook Evaluation Checklist. Some well-known coursebook evaluation checklists were also used as references for the development of the checklist

The results revealed that the coursebooks *New Bridge to Success* for 9th and 10th grade Çanakkale Science High School students were insufficient in terms of many aspects as pre-review, physical composition, themes and topics, objectives and skills, learning and teaching activities, references, teacher's guide, and supplementary materials. This study concludes that the book needs extensive reviewing and revising. Further, many parts of the mentioned books require various adaptations to be made use of with the target group of students.

ÖZET

Bu çalışma Çanakkale Fen Lisesi 9. ve 10. sınıflarında İngilizce ders kitabı olarak kullanılan *New Bridge to Success* ders kitabının öğrencilere uygun olup olmadığını değerlendirmeyi amaçlamaktadır. Ders kitabının değerlendirilmesi, öğrencilerin Dil Öğrenin Oryantasyonları Ölçeği, Öğrenim Stilleri Tercihleri, İkinci Dil Belirsizlik Toleransı Ölçeği, Sosyal Stiller, Çoklu Zekâ Alanları Anketi ve İhtiyaç Analizi Anketlerine verdikleri cevaplara ve ayrıca öğretmenler için hazırlanan İhtiyaç Analizi Anketine öğretmenlerin verdikleri cevaplara dayanılarak hazırlanmış olan Ders Kitabı Değerlendirme Kriterleri kullanılarak yapılmıştır.

126 öğrenci ve Çanakkale Fen Lisesi'nde çalışan 4 öğretmene uygulanan anketlerin sonucunda hem nitel hem de nicel veriler elde edilmiştir. Çalışmanın sonucunda, öğrencilerin motivasyon tipleri, öğrenim stilleri tercihleri (görsel, hareketli, dokunsal ve işitsel), belirsizlik toleransları, ders çalışma tercihleri (grup içinde veya kişisel) ve Çoklu Zeka Alanları tanımlanmış ve bu anketlerin sonucunda ders kitabını değerlendirmek için bazı kriterler elde edilmiştir. Bununla beraber, İhtiyaç Analizi Anketi'nden elde edilen sonuçlar da içerik analiz edilip, düzenlenerek Derk Kitabı Değerlendirme Kriterlerinin oluşturulmasına katkıda bulunmuşlardır. Aynı zamanda, bazı ünlü ders kitabı değerlendirme kriterleri de mevcut kitapları değerlendirmek için kullanılan kriterlerin hazırlanmasında referans oluşturmuşlardır.

Ders kitaplarının değerlendirilmesi ile elde edilen sonuçlar, Çanakkale Fen Lisesi 9. ve 10. sınıf öğrencilerinin İngilizce Ders Kitabı olarak kullandığı, *New Bridge to Success* ders kitabının ilk izlenim, fiziksel kompozisyon, tema ve konular, hedefler ve dil becerileri, öğrenme ve öğretme etkinlikleri, referanslar, öğretmen kitabı ve yardımcı materyaller olmak üzere birçok yönden yetersiz olduğunu; adı geçen kitaplarının geniş bir şekilde gözden geçirilip düzenlenmesi gerektiğini; ayrıca, bu kitapların birçok bölümlerinin hedef gruba uygun hale getirilebilmesi için birçok yönlerden adapte edilmesi gerektiğini ortaya çıkarmıştır.

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LIST OF ABBREVIATIONS

ELT:	English Language Teaching
MONE:	Ministry of National Education
EFL:	English as a Foreign Language
ESL:	English as a Second Language
ESP:	English for Specific Purposes
EAP:	English for Academic Purposes
CNP:	Communicative Needs Processor
NA:	Needs Analysis
LLOS:	Language Learning Orientations Scale
SLTAS:	Second Language Tolerance of Ambiguity Scale
TOLA SCORE:	Tolerance of Ambiguity Scale Score
PLSPI:	Perceptual Learning Styles Preference Inventory
SSI:	Social Styles Inventory
MII:	Multiple Intelligence Inventory
SNA:	Students' Needs Analysis
TNA:	Teachers' Needs Analysis
NBTS:	New Bridge to Success
VS:	Value Scale
MS:	Merit Scale
VMP:	Value and Merit Portion
AL:	Acceptability Level
TG:	Teacher's Guide

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To my son and my husband
for their everlasting love,
patience,
encouragement
and support.

CHAPTER ONE

INTRODUCTION

1.1. INTRODUCTION

In this chapter, a brief description of the background of the study will be introduced. Then the purpose of the study and the general and specific research questions addressed will be stated. The significance of the study, its assumptions and limitations and finally, the organisation of the thesis will be presented in the chapter.

1.2. THE BACKGROUND OF THE STUDY

Materials selection and evaluation have been taken into consideration seriously all over the world and it is believed that the coursebook selection process is the centre of a course design and it should be carried out carefully according to some criteria appropriate for the aim of the course designed. According to Aziz (cited in Tomlinson: 2003: 59) a typical way to look at a coursebook would be to see in what way and to what extent it addresses: teachers' needs; learners' needs; syllabus outcomes / guidelines; publisher's needs and writer's needs. Similarly, Masuhara (1998 cited in Tomlinson: 2003) that the needs and wants of the learners should drive the materials. Tomlinson (2003) has stated that these needs and wants are not irreconcilable and can best be satisfied by localized projects with consult to learners, teachers, and administrators before, during and after the materials writing process.

Materials' writing is a serious matter and needs essential considerations. As explained by Tomlinson (1998) materials writing becomes most effective when it is turned to the needs of a particular group of learners: the most effective materials are those which are based on a thorough understanding of learners' needs: their language difficulties, their learning objectives, and their learning styles. This implies a learning centred approach to material writing. He further proposed the importance of teachers in materials writing process as teachers understand their own learners best (they

understand their needs and their preferred learning styles) and the role of trialling and evaluation of any materials for its success.

Turkish Ministry of National Education, Department of Educational Research and Development (1993) also proposed a coursebook design model, which contains guidelines as well as the criteria for coursebook design. The major criteria proposed consist of the following seven criteria:

- 1) Relevancy of the material to the needs and interests of the learners.
- 2) Adequacy of the material to meet and support the development of the objectives
- 3) Sequence and continuity in the materials and the link between the material and the students' subject of study.
- 4) Contribution of the material in encouraging the learners to gain different points of views.
- 5) Appropriateness of the time specified in the material.
- 6) Clarity of instructions.
- 7) Opportunities for self evaluation (cited in Yumuk, 1998:68)

Ministry of National Education (MONE) decided to publish the books for all of the lessons themselves in 2004 and published in *Tebliğler Dergisi* (Number 2561, Volume: 67, Page: 537-538) that the coursebooks for many lessons would be provided free to all of the public school students. MONE added a book list and forbade choosing any other books out of the provided list.

New Bridge to Success (Alparslan and others: 2004) was one of the books in the list. There were preparatory classes at Anatolian and Science High Schools then and the book was specifically prepared for them. It consisted of 32 units and prepared the base of the present two English coursebooks used for 9th and 10th grade students at Science High Schools.

One year later, the regulation about the duration of the schools changed and preparatory classes were abolished and high schools all over the country became four-year schools, and an English coursebook need for the new 9th, 10th, 11th, and 12th classes occurred. The book, New Bridge to Success, was divided into two and constituted the coursebooks of 9th and 10th grade students' English lessons: Elementary English coursebook including the first 22 units of the first published book was for 9th grade students and Pre intermediate English coursebook including the last 10 units of it was for 10th grade students. Even one word was not changed in the new formed books except for some of the spelling mistakes.

There are some questions about the mentioned coursebooks that need to be answered. Firstly, if the books were prepared according to the materials writing procedures is not known and secondly, they have not been evaluated in terms of the students' and the teachers' perspectives, yet and these coursebooks need to be evaluated.

Finally, materials writing process is thought to be very significant in literature and the consultation to the teachers' and the learners' views before writing the material is really vital for effective materials as they are the ones who will use it directly in the classroom.

1.3. PURPOSE OF THE STUDY

The purpose of the study is to evaluate Çanakkale Science High School English language coursebooks titled *New Bridge to Success* Elementary for 9th grade students and Pre-intermediate for 10th grade students which were prepared and published by Ministry of National Education from the perspectives of the teachers and the students.

The study addressed six main research questions.

- RQ1: What are the expectations of 9th and 10th grade students from the English lesson?
- RQ2: Why do the students want to learn English?
- RQ3: What is their background knowledge about the language and language skills and especially which language skill do they want to improve at school (reading comprehension, speaking, writing, and listening)?
- RQ4: To what extent do the English coursebooks (New Bridge to Success MEB: 2005) meet students' expectations?
- RQ5: What do Çanakkale Science High School teachers expect from an English coursebook?
- RQ6: To what extent do the English coursebooks (New Bridge to Success MEB: 2005) meet teachers expectations?

1.4. SIGNIFICANCE OF THE STUDY

This study was mainly based on students' and teachers' perceptions about an ideal English Language coursebook, because they were both the users of the coursebook and had the right to be involved in the process of evaluation to decide if the book they were using was appropriate for their aims and expectations. Therefore, the study shed light on suitability of the book under evaluation for Çanakkale Science High School.

The coursebook evaluation checklist criteria were prepared in accordance with students' learning characteristics and both the students' and teachers views on an ideal coursebook and the criteria were rated by both the students and the teachers. So students and teachers were in the centre of the study. It is expected that the results of the study will reveal the areas that need to be revised and adapted in the mentioned coursebooks in order to make them more effective and useful in the classroom.

Since it is a really preliminary wide study carried out, this study is believed to be a guide to curriculum developers in MONE to revise the book and to improve the weak points of the book according to the students' expectations.

It is believed that the study will raise the awareness of coursebook writers on considering various criteria for the development of ESL/EFL coursebooks for all grades at high schools.

Lastly, it is expected that the study will be helpful to the teachers who work at Science High Schools to be aware of their students' expectations from an English coursebook.

1.5. ASSUMPTIONS OF THE STUDY

This study was carried out under a number of assumptions. The very first assumption is that all the students and English language teachers participated in the study voluntarily in accordance with the purpose of the study.

Secondly, Çanakkale Science High School 9th and 10th grade students were aware of their needs and their lacks in relations to the language skills and areas; the students consider English as important because they are aware that they are going to need English in their education and work life in the future.

There is also an assumption that teachers who work at Çanakkale Science High School are aware of the aims of the school curriculum and students' lacks, wants, and needs about English.

1.6. LIMITATIONS OF THE STUDY

Like any study, this one has its limitations. One important limitation of the present study was the fact that it focused on one school "Çanakkale Science High School" among 81 Science High Schools. So, it cannot be generalizable for other 80 Science High School students. The main concern of the study was the evaluation of elementary and pre-intermediate levels of English coursebook titled "New Bridge to Success", therefore, it cannot be generalizable for intermediate level English coursebook for 11th grade students and advanced level English coursebook for 12th grade students. Last, but not the least, since Çanakkale Science High School is a small school and the small number of respondents also proved to be a limitation for this study.

1.7. ORGANISATION OF THE THESIS

This study is organised in five chapters. Chapter One presents the background of the study. It states the purpose of the study and overall research questions and a brief description of research methodology pursued. It emphasizes the rationale for the study and its significance for the field and points out its assumptions and limitations. It also describes the organisation of the thesis.

Chapter Two establishes a theoretical framework for course design, approaches to course design and factors affecting course design. The chapter further goes on with the definition, types, and advantages of Needs Analysis. It describes coursebook, explains advantages and disadvantages of using a coursebook. It reviews coursebook evaluation and selection and presents some well-known checklists for coursebook evaluation. The chapter, finally, reviews studies on Coursebook Evaluation in Turkey.

Chapter Three summarises research methodology followed in the present study. This is a three – phase study. The first phase involves collecting information to understand needs of students and compiles a list of expectations from an ideal book for such a group of language learners. The second phase constitutes understanding the perceived importance of each expectation (criterion) for students and teachers. Finally, phase three concerns the actual evaluation of the course book used in that particular school against the coursebook evaluation checklist developed.

Chapter Four reports on the results of evaluation of the coursebook in terms of each subgroup in the checklist: preview, physical composition, themes and topics, objectives and skills, teaching and learning activities, references, teacher guide, and supplementary materials with exemplars from both of the coursebooks.

Chapter Five presents the summary of the study covering aims, methodology for each phase, the discussions of the findings and conclusions of the study and it also suggests implications for practice and future research.

CHAPTER TWO

LITERATURE REVIEW

2.1. INTRODUCTION

This chapter reviews relevant literature to this study. It firstly reviews the concept of course design including how to design a course, approaches to course design, and factors affecting course design; then it reviews needs analysis, the importance of needs analysis within the course design and materials selection; and finally it reviews coursebooks in English language classes, advantages and disadvantages of using coursebooks in the language classes, how to choose appropriate coursebooks for language classes, how to evaluate coursebooks to decide if they are appropriate for the students. Finally, the chapter summarizes some famous coursebook analysis criteria checklists and proposes some of the empirical studies on materials evaluation in Turkey.

2.2. COURSE DESIGN

The field of language pedagogy has paid attention to the basics of course designing and materials writing since the human language and the wide variety of circumstances in which it is taught are complex processes (Dubin & Olshtain, 1996: 1). Course design is always thought to be the most crucial step for the success of a course. Similarly, Ersöz (1990) emphasized the complexity of designing a language course and she goes on to explain, however, it is essential for teachers as it provides an organizing pattern for a clarification of the exact range of types of language use, of the kind of audiences appropriate, of the various skills and sub skills required, and of the relations between language for comprehension and language for production by the students. Failure or success of the course depends on how the course is designed.

According to Graves (1996) designing a language course is a work of progress because it involves human beings, teaching – and planning and thinking which parts of it are. She defined teaching as an organic, unpredictable, changing, satisfying and

frustrating process. So teaching is dynamic. Human beings are developmental and changeable. So what is related with human beings should be developmental and changing. Hedge (2000) proposed that when course design takes into account specific factors such as class size, time available, and the teachers' own communicative ability, knowledge of the language system and command of methods it would be more effective than expected.

Hutchinson and Waters (1987) stated that designing a course is fundamentally a matter of asking questions in order to provide a reasoned basis for the subsequent processes of syllabus design, materials writing, classroom teaching and evaluation. The questions to be asked should be various, general and specific, theoretical and practical. Some basic questions outlined by Hutchinson and Waters (1987: 21) are as follows:

Why does the student need to learn?: This question is the one to be asked at the very beginning of the course because students' motivation and interest on a foreign language depend mainly on the needs of students about the field or environment where the foreign language will be used.

Who is going to be involved in the process? : This will need to cover not just the student, but all the people who may have some effect on the process: researchers, sponsors, inspectors etc.

Where is the learning to take place? What potential does the place provide? What limitations does it impose?: The environment where the course will take place is not only the classroom itself but also the materials in the classroom, type of sitting around the classroom and coursebooks that will be used during the learning process.

When is the learning to take place? How much time is available? How will it be distributed? : Timetable is also important to be prepared before the course starts. Available time for each course changes in accordance with the level, the number of subjects to be taught during the course, skills needed by the students.

What does the student need to learn? What aspects of language will be needed and how will they be described? What level of proficiency must be achieved? What topic areas will need to be covered? : This stage aims at defining students' needs, necessities and lacks of language.

How will the learning be achieved? What learning theory will underlie the course? What kind of methodology will be employed? : Each topic requires different learning theory.

Hutchinson and Waters (1987: 21)

These different kinds of questions need to be answered in various ways. As Hutchinson and Waters (1987) suggested some of these questions will be answered by research; others will rely on the intuition and experience of the teacher; others will call on theoretical models. Some questions, especially starting with *who*, *where*, *when*, should be answered by the directors of the course, because they are the ones that should be answered before the start of the course itself.

According to Graves (1996) designing a language course has several components as assessing needs, formulating goals and objectives, developing materials, designing and assessment plan, organizing the course, conceptualizing the content, articulating the beliefs, defining the context. Parallel with this idea Graves (1996) drew a flow chart to show these components in her book because she thought that there is no hierarchy in the processes and no sequence in their accomplishment. Course designers can begin anywhere in the frame. The important point is problematizing one's situation, that is, how the designers determine the challenges that they can most productively address within the context. She explains the reason one can begin anywhere in the framework as course development – designing a course and teaching it – comprises a *system*. That means that the components are interrelated and each of the processes influences and is influenced by each in some way.

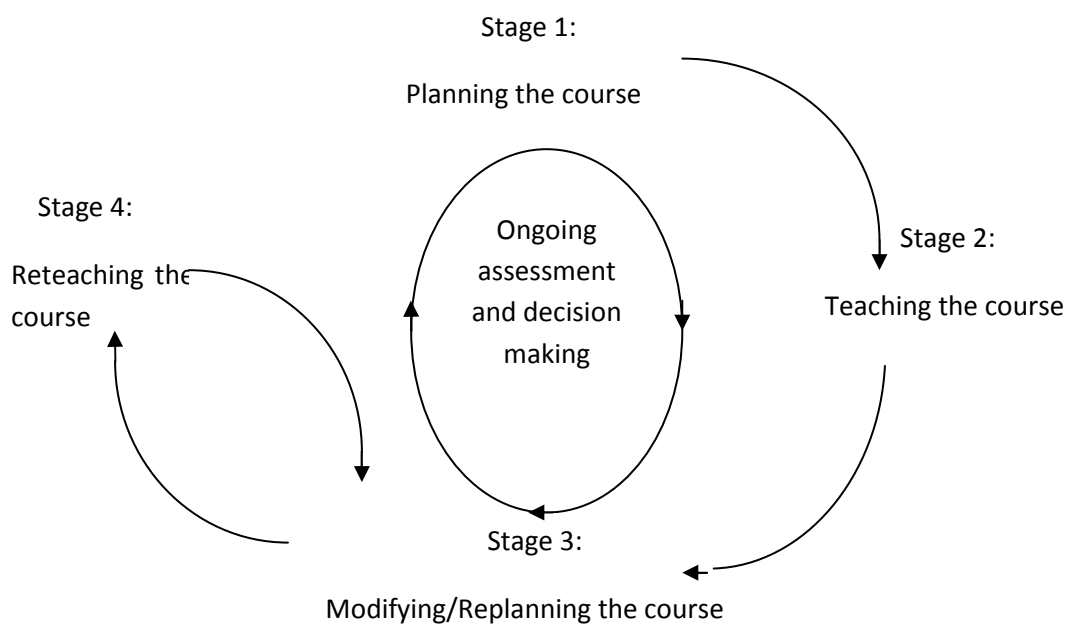


Figure 1: The Cycle of Course Development (Graves, 1996:10)

Teachers of the course firstly should plan the course because without planning they may have difficulties during the teaching process. After teaching the course, they should modify and replan it because there will definitely be something lacking in the course. In this cycle, Stage 3 and Stage 4 always follow each other. In her cycle, there is also *ongoing assessment and decision making* stage in the middle of the course. This stage is the most important one of all, because without assessment it is not easy to see the changes in students' behaviours and lacks of the course. In the light of assessment teachers easily make decisions about their teaching processes.

2.2.1. Approaches to Course Design

There are many different approaches to course design, but Hutchinson and Waters (1987: 65) introduced three main types:

Language – centred approach to course design

Skill – centred approach to course design

Learning – centred approach to course design

Communicative approach to course design (Munby, 1978: 6)

Dubin & Olshtain (1996) also mentioned these three types of courses as (a) language content, or the specific matter to be included; (b) process, or the manner in which language content is learned; (c) product, or outcomes such as the language skills are expected to master. These three approaches to course design are vital. However, in the history of language pedagogy views on the nature of language and the nature of language learning have shifted to make one or another more prominent. In turn, language courses have reflected these shifts.

2.2.1.1. Language-Centred Approach to Course Design

According to Hutchinson and Waters (1987), this is the simplest kind of course design and aims to draw as direct connection as possible between the analysis of the target situation and the content of the course. Dubin & Olshtain, (1996) mentioned three important subcomponents of the content: linguistic, thematic and situational content. Linguistic content has included structures and grammatical forms. Thematic content refers to the topics of interest and areas of subject knowledge selected as themes to talk or read about in order to learn and use the target language. Situational content refers to the content within which the theme and the linguistic topics are presented.

The starting point of the process is the learner and selecting theoretical views of language. Identifying linguistic features of target language is the next stage. According to these linguistic features, creating syllabus and designing materials to exemplify syllabus items are the stages proceed. The last stage is establishing evaluation procedures to test acquisition of these items.

According to Hutchinson and Waters (1987) learning needs of the students are not counted for at all in this approach, therefore, they call it learner – restricted instead of learner – centred. Therefore, the language – centred course design fails to recognize the fact that, learners being people, learning is not a straightforward logical process.

2.2.1.2. Skill (Product)-Centred Approach to Course Design

The skill – centred approach is based on the skill (reading, writing, speaking, listening) which the student will need in the target situation. It is founded on two fundamental principles: *theoretical* and *pragmatic*. The basic theoretical hypothesis is based on certain skills and strategies, which will be used to produce and comprehend discourse. The skill – centred approach considers competence that is important for performance (cited in Hutchinson and Waters, 1987).

The first step of skill – centred approach is analysis of target needs. This analysis provides a basis for discovering the underlying competence that enables people to perform in the target situation, and enables the course designer to discover the potential knowledge and abilities that the learners bring to the ESP courses. The processes it is concerned with are the processes of language use, not of language learning. Therefore, this approach still approaches the learner as a user of language rather than as a learner of language.

2.2.1.3. Learning (Process)-Centred Approach to Course Design

Learning or process centred approach deals with how instruction is carried out and learning is achieved. Learning – centred approach to course design basis for looking beyond competence that enables someone to perform, because how someone acquires that competence is as important as competence itself (cited in Hutchinson and Waters, 1987). Learning – centred approach takes account of the learner at every stage of the design process, unlike language – centred and skill – centred approaches.

Basically, the first step in learning – centred approach is identifying the learners (who are they: their ages, education background, genres, etc.), and analysis of their learning and target situation needs. Theoretical views of language and learning are defined through these analyses. Theoretical view of learning through analysis of learning situation bring the course designers to the attitudes, wants and potential of learners and needs, potential, constraints of learning / teaching situation.

On the other hand, theoretical views of language obtained by analysis of target situation helps the course designers identify skills and knowledge needed to function in the target situation. The last step is writing syllabus / materials to exploit the potential of the learning situation in the acquisition of the skills and knowledge required by the target situation. On – going evaluation and learning needs and target needs analysis are very important in this approach.

At present, this approach seems to be the most complete, thus preferable, because it takes into account the needs, wants, and potential of the learner at every stage of the design process.

2.2.1.4. Communicative Approach to Course Design

The Communicative Approach is based on Munby's Communicative Needs Processor (CNP). CNP aims to collect knowledge about the learner and learner's needs through Needs Analysis (NA). NA is the heart of his approach. Fatihi (2003) proposed that Munby's approach to build up participant or group of participants' profile works at two levels: *priori* and *posteriori*. At the *priori* level Munby includes some parameters such as participant, purposive domain, settings, interactions, and instrumentality. The information about the participant should concern the identity and language needs. In this approach the following categories are taken into account. At the *posteriori* level Munby presented parameters such as dialect, communicative event and communicative key (Munby, 1978).

2.3. FACTORS AFFECTING COURSE DESIGN

Designing a course requires to consider various factors. While McDonough & Shaw (1993: 7-8) outlined these factors in two categories: *learners* (age, interests, level of proficiency in English, aptitude, mother tongue, academic and educational level, attitudes, motivation, reasons for learning English, preferred learning styles, personality), and *setting*, Evans and John (1998: 145 -146) provided a number of parameters that need to be investigated in making decisions about course design.

Their questions show these as choices between two poles of dichotomy. Some of the positions presented by them are pre-determined by circumstances – the client, the environment – others are determined by the course designer. They proposed that before the course has been designed it is essential to decide the kind of course: an *intensive course* which makes the learners' time totally committed to that ESP course, or an *extensive course* which occupies only a small part of a student's timetable or a professional person's work schedule. On the other hand, Nunan (1998) suggested two types of courses: fixed and flexible. A fixed course design is laid in advance of the course and is rarely deviated from. A flexible course design allows changes based on feedback from learners. Learners' needs and interests may change during the course. Fixed courses are limited in terms of learners' needs, but flexible courses make the language learning more interesting and successful.

If the learners' performance will be *assessed* or *non-assessed*, and if the course will deal with *immediate needs* which are those students have at the time of the course, on the other hand, or with *delayed needs* which are those that will become more significant later are two essential parameters and are thought to affect the design of the course. They further went on suggesting the importance of decision making about teachers' roles in the course and presented the question to be asked at the very beginning of the course as "Should the role of the teacher be that of the *provider* of knowledge or activities, or should it be as a *facilitator* of activities arising from learners' expressed ones?"

Teacher as provider of input: Teacher is expected to control the class, to provide information about skills and language, to control the activities. The role of teacher as provider and input make the course more likely be teacher – centred. However, what is expected recently is learner – centred courses.

Teacher as facilitator and consultant: Facilitator and consultant teacher manages rather than controls. He / She may not make decisions about the course design, but will negotiate with the learners about what is most appropriate to include, and when to include it.

Focus of the course is another parameter which is thought to be important and they suggested two types of focus as: a *broad* or *narrow* focus.

Broad Focus is a situation where concentration is on a range of target events, such as study or professional skills, or a variety of genres (cited in Hutchinson & Waters). It allows teachers to deal with a number of skills even if the actual need is one skill. *Narrow Focus* is the one whose concentration is on a few target events, for example just the listening skill, or just one or two genres. It is appropriate where the needs are limited and the learners are convinced of the importance of concentrating just on these needs. Other parameters are listed as follows:

1. Should the course be *pre-study* or *pre-experience* or *run parallel with that study* or *experience*?

In pre – experience courses, the learner do not have experience of the target situation at the time of the course. In parallel with type of courses, the English course runs concurrently with the study course or professional activity.

2. Should the material be *common-core* or *specific* to learners' study or work?

Common core means material that uses carrier content which is either of a general academic nature or of a general professional nature. Specific material is the material uses carrier content that is drawn directly from the learners' academic or professional areas.

3. Should the group taking the course be *homogenous* or should it be *heterogeneous*?

In homogenous groups learners are from one discipline or profession, but in heterogeneous groups learners are from different disciplines, professions or levels of management.

4. Should the course design be *worked out by the language teacher* after consultation with the learners and the institution, or should it be *subject to a process of negotiation* with the learners?

The factors explained by McDonough & Shaw (1993) and parameters listed by Evans and John (1998) in some combination and with varying degrees of significance, will influence course planning, syllabus design, the selection of materials and resources, and the appropriateness of methods: the role of English in the country; the role of English in the school; the teachers; management and administration; resources; support personnel; the number of pupils to be taught and the size of classes; time available for the programme, both over a working year (longitudinally), and in any one week or term (intensive or extensive); physical environment; the socio – cultural environment; the types of tests used, and ways in which students are evaluated; procedures (if any) for monitoring and evaluating the language teaching programme itself.

As a conclusion, designing a course requires long term preparation and attention. It is not desirable to understand that a course has not been accomplished after it has finished. What is significant is to design a course to bring it to success not to failure. When designing courses for English language students, it is necessary that the English teachers have reliable information on their learner variables: what is taught; how it is taught; and what is tested matches learners' needs through needs analysis. In this context, needs analysis is useful for course design and coursebook selection and evaluation process matching the type of the course.

2.4. NEEDS ANALYSIS (ASSESSMENT)

Needs analysis is an initial step for establishing the structure and content of a language course design and has been used in education for a long time, however Kavaliauskiene & Uzpaliene (2003) implemented that needs analysis has figured notably in the literature of language teaching for 30 years, and has been focused on learners' communicative needs. As mentioned above, the most widely known work of needs analysis is John Munby's *Communicative Syllabus Design* in 1978.

Although the terms *needs analysis* and *needs assessment* are often used interchangeably some authors distinguish these two terms, for example, Graves,

(1996:12), claimed that 'assessment involves obtaining data, whereas analysis involves assigning value to those data'. In this study common term 'needs analysis' will be used. Brown (1995: 35) defined needs analysis as "the activities involved in gathering information that will serve as the basis for developing a curriculum that will meet the learning needs of a particular group of students".

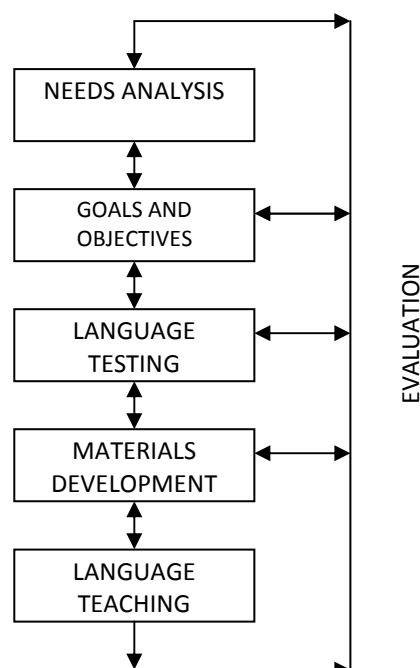


Figure 2: Systematic design of language curriculum (Brown: 1995, p. 271)

It is argued that needs analysis should be a logical first step in curriculum development. For example, in Brown (1995)'s systematic curriculum development model, needs analysis is perceived as the first component, followed by five other components, "goals and objectives", "language testing", "material development", "language teaching", and "program evaluation".

Similarly, Hedge (2000: 343) defined needs analysis as a stage of gathering whatever information can enlighten the course design process and may involve observation of classroom methodology, reflection on local conditions and resources, review of educational policy, and interviews and questionnaire surveys among

teachers, students, advisory staff, and the inspectorate. Usually, it involves examining both qualitative and quantitative information.

Types of ‘Needs’

The common word “need” describes an item or an ability which is important to a person and which he does not have or not very good at. Hutchinson & Waters (1996: 54) referred ‘needs’ as the ability to comprehend and / or produce the linguistic features of the target situation. Linguistically, needs are categorized as *objective* and *subjective*, *perceived* and *felt*, *target situation /goal oriented* and *learning*, *process - oriented* and *product- oriented* (Brindley and Berwick 1989 cited in Evans and John, 1998).

Objective needs are the same with *perceived* needs and seen as derived by outsiders from facts, from what is known and can be verified. However, *subjective* and *felt* needs are derived from insiders and correspond to cognitive and affective factors. According to Brown (2001: 55) ‘cognitive factors’ relate to mainly mental and intellectual factors such as: automaticity, meaningful learning, reward, intrinsic motivation and strategic investment. On the other hand ‘affective factors’ are characterized by a large portion of emotional involvement; for instance language ego, self confidence, risk taking, the language – culture connection. Evans and John (1998: 123) also set examples for these different kinds of needs. For example ‘to be able to follow instructions accurately’ is an objective / perceived need. ‘to feel confident’ is subjective / felt need. Evans and John (1998) implemented that *product - oriented* needs derive from the goal or target situation and *process – oriented* needs derive from the learning situations. These three pairs can be seen as corresponding to target situation analysis (TSA) which includes objective, perceived and product – oriented needs; learning situation analysis (LSA) which includes subjective, felt and process – oriented needs; present situation analysis (PSA) that is about what learners already know estimates strengths and weaknesses in language skills, learning experiences. Evans and John (1998) also mentioned ‘means analysis’ that gives information about the environment which the course will be run. Environment is a very crucial factor affecting the success of language courses. It includes classroom design, materials used in the classroom, lightening of the classroom, etc.

However, the conceptions of “*target needs*” and “*learning needs*” have been widely used in literature. *Target needs* are understood as what the learner needs to do in the target situation, and *learning needs* are what the learner needs to do in order to learn. Target needs involve *necessities, lacks and wants*. There are slightly different definitions elsewhere, although all authors seem to agree that it is essential to distinguish between needs, wants and lacks.

‘*Needs* are those skills which a learner perceives as being relevant to him; *wants* are a subset of needs, those which a learner puts at a high priority given the time available; and the *lack* is the difference a learner perceives between his present competence in a particular skill and the competence he wishes to achieve’ (Dickinson, 1991:91).

Hutchinson & Waters (1987) described *necessities* as the type of need determined by the demands of the target situation, that is what the learner has to know in order to function effectively in the target situation; *lacks* as necessities the learner lacks, that is what learner does not know; *wants* as what learner feels she / he needs. Wants can be different from necessities and lacks. Obviously, analysis of target situation needs is concerned with the important area of language *use*.

How are the ‘needs’ analyzed?

There are a number of ways in which information can be gathered about target needs. Hutchinson & Waters (1987) listed these ways as questionnaires, interviews, observation, data collection (e. g. gathering texts), and informal consultations with sponsors, learners and others.

Apparently, the main sources for needs analysis are the learners themselves. However, documentation and information received from colleagues are also important. Moreover, it is not acceptable to use one way to gather information about learners’ target situation. Using more than one way will be more helpful and accurate. Researchers such as West (1994), Brown (1995), Witkin and Asltschuld

(1995) argued that needs analysis should use multiple methods and multiple sources to increase its overall reliability and validity. For example, Witkin and Asltschuld (1995: 279) stated:

‘We do recommend that you use more than one data source or method and that you balance quantitative methods with qualitative ones. Data from any single method (surveys, interviews, focus groups, or analysis of existing records) are generally insufficient to provide an adequate basis for understanding needs and making decisions on priorities’ (Witkin and Asltschuld 1995: 279).

Hutchinson & Waters (1987:59) prepared a target situation analysis framework by asking a number of questions as follows:

Why is the language needed? (for study, for work, for training, for a combination of these, for some other purpose, e.g. status, examination, promotion)

How will the language be used? (medium: speaking, writing, reading etc., channel: e. g. telephone, face to face, types of text or discourse: e.g. academic texts, lectures, informal., conversations, technical manuals, catalogues)

What will the content areas be? (subjects: e.g. medicine, biology, architecture, shipping, commerce, engineering; level: e.g. technician, craftsman, postgraduate, secondary school)

Who will the learner use the language with? (native speakers or non – native; level of knowledge of receiver: e.g. expert, layman, student; relationship: e.g. colleague, teacher, customer, superior, subordinate)

Where will the language be used? (physical setting: e.g. office, lecture theatre, hotel, workshop, library; human context: e.g. alone, meetings, demonstrations, on telephone; linguistic context: e.g. in own country, abroad)

When will the language be used? (concurrently with the ESP course or subsequently; frequently, seldom, in small amounts, in large chunks) Hutchinson & Waters (1987:59)

Learning needs cover circumstances of language learning, i.e. why learners take the course – optional or compulsory, what they seek to achieve, what their attitude towards the course, etc. Lacks is defined as ‘the starting point’; necessities as

‘the destination’; wants as ‘what the destination should be’ by Hutchinson & Waters (1987:60) in another way. Learning needs deal with how the learner is going to get from the starting point to the destination. It is called as ‘route’. Analyzing target needs helps to gather information about language items, skills, strategies and subject knowledge but it cannot show *how* the expert communicator learnt the language item, skills and strategies that he / she uses. It is not enough to design a course only according to the target needs. The learning needs must also be considered.

Hutchinson & Waters (1987:62) also prepared a learning needs analysis framework as follows:

Why are the learners taking the course? (compulsory or optional; apparent need or not; Are status, money, promotion involved?; What do learners think they will achieve?; What is their attitude towards the ESP course?; Do they want to improve their English or do they resent the time they have to spend on it?)

How do the learners learn? (What is their learning background?/What is their concept of teaching and learning?/What methodology will appeal to them?/What sort of techniques are likely to bore / alienate them?)

What resources are available? (number and professional competence of teachers; attitude of teachers to ESP; teachers’ knowledge of and attitude to the subject content; materials; aids; opportunities for out - of - class activities)

Who are the learners? (age /sex /nationality; What do they know already about English?; What subject knowledge do they have?; What are their interests?; What is their socio – cultural background?; What teaching styles are they used to?; What is their attitude to English or to the culture of the English speaking world?)

Where will the ESP course take place? (Are the surroundings present, dull, noisy, cold etc.?)

When will the ESP course take place? (time of day; every day / once a week; full – time / part – time; concurrent with need or pre – need) Hutchinson & Waters (1987:62)

Aims determined by needs analysis about the learner and the language course were stated by Evans & John (1998:125) as A target situation analysis & objective needs which includes professional information about learners: what they will be

using English for; **B** wants, means, subjective needs which includes personal information about learners: attitude to English, previous experiences; **C** present situation analysis which includes English language information about learners: their current skills and experiences in language use; **D** learners' lacks which defines the gap between **C** and **A**; **E** learning needs which includes language learning information: effective ways of learning the skills and the language; **F** linguistic and discourse analysis; **G** what is wanted from the course; **H** means analysis which includes information about the environment in which the course will be run.

What does 'Needs Analysis' tell us?

Initially obtained data on needs analysis allow researcher to set the course objectives and determine scientific approach to teaching. Ongoing needs analysis allows revising objectives and modifying teaching techniques and materials. In ongoing needs analysis the conclusions drawn in the initial analysis have to be constantly checked and re-assessed (cited in Evans & John, 1998). Needs analysis also helps all the other parties (i.e., test developers, material developers, actual teachers, etc) focus on appropriate content. Such data, for example, would inform instructors on how to go about their practice in the classroom.

2.5. COURSEBOOK IN THE CLASSROOM

In ELT, there are a number of materials used in and out of the classroom. McGrath (2002: 7) made the description of *materials* in a broad sense and categorised them as '*realia*' (real objects such as a pencil, a chair or a bag); *representations* (such as drawing or photograph of a person, house or scene) and *text materials* including (e.g. textbooks, worksheets, computer software); *authentic materials* (e.g. off-chair recordings, newspaper articles) that have been specially selected and exploited for teaching purposes by the classroom teacher; *teacher-written materials* and *learned generated materials*. However, McGrath (2002) further explained that the most important and commonly used element of materials is 'coursebooks'. The term *coursebook* or *textbook* refers to the same concept; therefore in this study *coursebook* will mostly be used.

Coursebook has been defined in many different ways by a number of people (see Table 1). According to the definitions teaching and learning in the classroom mostly depend on the coursebook which is a published book and produced for commercial gain. Coursebooks decide and organize what will be taught in the classroom, teachers and learners only serve for them. According to Şahin and Yıldırım's definition coursebooks are the most important and unique material used in the classroom.

Author(s)	Definitions of a Coursebook/Textbook
Sheldon (1987)	".... 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"
Hutchinson and Torres (1994)	"an important means of satisfying the range of needs that emerge from the classroom and its wider context"
Cunningsworth (1995)	"a resource in achieving aims and objectives that have already been set concerning learner needs",
Ur (1996)	"a textbook of which the teacher and, usually, each student has a copy and which is in principle to be followed systematically as the basis for a language course"
Tomlinson (1998)	"the core materials for a course",
Şahin & Yıldırım (1999)	"the main essential teaching material of teaching process"

Table 1: Various definitions of *Coursebook/Textbook* provided in the literature

In his definition, Sheldon (1987) mentioned two important roles of coursebooks in a language classroom: improving learners' linguistic knowledge and improving learners' communicative ability. In order to achieve these two essential aims the coursebook which will be studied during the language lessons should be selected carefully, maybe after long – term researches on learners needs, lacks and wants. He also mentioned a very important problem about coursebooks: financial expectations of coursebook markets and publishers. This is really a very important problem especially for under developed countries.

2.5.1. Advantages of Using a Coursebook

As outlined above in Table 1 coursebooks play a major role in teaching and learning process and they have become universal elements of ELT teaching (cited in Hutchinson and Torres: 1994). They are the most commonly used materials among education materials; therefore, teaching is mostly determined by the context of coursebooks (cited in Kılıç &Seven: 2002; Peterson et al: 1991; Seven: 2001).

There are a number of authorities outlined the advantages of using a coursebook in the classroom: Allwright (1981); Sheldon (1987); Hutchinson and Torres (1994); Cunningsworth (1995); Ur (1996); Tomlinson (1998); Şahin & Yıldırım (1999); Woodward (2001); Richards (2001); Kılıç & Seven (2002). The common idea on the advantage of coursebooks is that coursebooks can provide a balanced syllabus (Cunningsworth: 1995; Ur: 1996; Woodward: 2001; Richards; 2001; Şahin & Yıldırım; 2002). It was stated that in many places the coursebook serves as a syllabus; if it is followed systematically a carefully planned and balanced selection of language content will be covered. This feature of the coursebook helps the teacher organize the lesson easily and presents the subjects in their right routes according to the curriculum.

A coursebook provides a clear framework because teacher and learners know where they are going and what is coming next, so that there is a sense of structure and progress, furthermore, thanks to the coursebooks learners easily see the relationship between the new-learnt and previously-learnt subjects and they may apply this knowledge to their real life (cited in Hutchinson & Torres: 1994; Ur: 1996; Şahin & Yıldırım: 1999; Woodward: 2001)

Kılıç & Seven (2002) and Richards (2001) proposed that coursebooks remark to various sense of organs, because they include a variety of learning materials such as maps, tables, charts, graphics, pictures, CDs which make the learning environment interesting and enjoyable for the learners. On the other hand, each student has different learning styles, some students need to study longer than the others and these

students find the opportunity of over- studying after the school time. Hutchinson and Torres (1994) stated that a coursebook provides the necessary input into classroom lessons through different activities, readings and explanations and in this way it has a very significant and positive part to play in teaching and learning English and manages to meet certain needs of the learners.

The other advantage of the coursebook is being guidance, especially for teachers who are inexperienced or occasionally unsure of their knowledge of the language; the coursebook can provide useful guidance and support (Hutchinson and Torres: 1994; Cunningsworth: 1995; Ur: 1996; Şahin and Yıldırım: 1999; Woodward: 2001; Richards: 2001).

The coursebook provides ready-made materials as texts and learning tasks, exercises which are likely to be of an appropriate level for most of the class. This saves time for the teacher who would otherwise have to prepare his or her own (cited in Hutchinson & Torres: 1994; Ur: 1996; Woodward: 2001; Şahin & Yıldırım: 2002)

The most important advantage of a good coursebook is creating and increasing learner autonomy because it contributes to learner independence as the learner can use it to review, look ahead and learn on their own (Ur: 1996; Woodward: 2001). Moreover, Ur (1996) implemented that a learner without a coursebook is more teacher – dependent.

In terms of evaluation, coursebooks provide ready – made tests for evaluation and this feature prevents the teacher to forget important points while evaluating students' knowledge about the unit or subject they have previously learnt; when teachers have coursebooks they do not forget to teach anything important in the classroom; for the teacher who teach in more than one class, coursebooks provide standardization between classes, students in each class learn the same things (Richards: 2001; Şahin & Yıldırım: 2002)

As a coursebook is ready-made material, it is cheap in price and is a convenient package. It is bound so that its components stick together and stay in order. It is light and small enough to carry easily (Ur: 1996; Woodward: 2001)

As stated by Allwright (1981) a coursebook provides the interaction between teacher, learners and materials and this interaction enhances the opportunities to learn. Similarly, Kılıç and Seven (1999) proposed that every student has the same coursebooks; they study the same tasks and texts and do the same exercises. When they face difficulties with understanding something they ask each other and commend on the subjects, and this helps and increases student – student interaction.

2.5.2. Disadvantages of using Coursebooks

A number of disadvantages have been pointed out by different people (Williams: 1983; Cunningsworth: 1995; Ur: 1996; Woodward: 2001; Richards: 2001; Harmer: 2001:). A general agreement on the disadvantages of the coursebooks is that global coursebooks can never meet local needs (Williams: 1983; Cunningsworth: 1995; Ur: 1996; Woodward: 2001; Richards: 2001). In fact, this was described by Ur (1996) as inadequacy. That is, every class, every learner has their own learning needs no coursebook can possibly supply these satisfactorily. They have to suggest a lock-step syllabus rather than one tailored to the learners' internal readiness because coursebooks have their own rationale and chosen teaching/learning approach. They do not usually cater for their variety of levels of ability and knowledge, or of learning styles and strategies that exist in most classes (Ur: 1996; Woodward: 2001).

Irrelevance or lack of interest is another disadvantage. Because the topics dealt with in the coursebook may not necessarily be relevant or interesting to the class and when the pattern of the units are similar with each other it can start to get predictable and this makes the coursebook boring for the students; and students and teachers may become “de – motivated“ by the context of the coursebook (Williams: 1983; Ur: 1996; Woodward: 2001; Richards: 2001).

A coursebook is limited; therefore 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 (Ur: 1996; Woodward: 2001).

A coursebook sometimes presents inauthentic language materials and it often fails to represent real world issues and present idealized view of the world (Richards: 2001).

As a conclusion, without a coursebook a programme may have no central focus and learners may not receive a syllabus that has been systematically designed and developed. On the other hand, if learners perceive and accept their coursebooks as a sole learning material they have the risk of failure. Teachers should always lead the learners to use different materials and reference books to learn the subject apart from their coursebooks. To follow the same coursebook directs the student learning parrot – fashion. Coursebooks, if they are prepared or selected lower than students' levels, decreases interest and motivation of the learners. When teachers always use it without different supporting materials, the lesson starts to become monotonous, and they determine teaching activities, coursebooks with limited teaching activities make learning difficult and boring for the teacher and learners. Especially, foreign language teachers who teach in primary classes or in low – level classes have the risk of forgetting detailed grammar, vocabulary, or the pronunciation of the vocabulary.

2.6. COURSEBOOK EVALUATION & SELECTION

The use of coursebooks have a really very important role in the classroom and in terms of teaching/learning process, teachers of EFL/ESL will be involved in the selection of coursebooks for their students. There are various ways to reach a decision on a coursebook. The decision process differs in accordance with the circumstances. A book may be ideal in one situation because it matches the needs of that situation perfectly. On the other hand the same book in a different situation may be rather unsuitable.

Rea-Dickens and Germania (1994: 4) stated that “evaluation is an intrinsic part of teaching and learning”. Evaluation plays a very important role in every part of education. Since the coursebooks are seen to be basis of teaching and learning process, their evaluation is also very important and inevitable. Rea-Dickens and Germania (1994: 28) who also defined evaluation as “the means by which we can gain a better understanding of what is effective, what is less effective and what appears to be no use at all” stated that

“There is a need to evaluate language teaching methods, materials and effectiveness as teachers and also how materials are presented to learners, the types of learning tasks used and the way the courses are designed. They are all parts of the curriculum taking place both prior to and during the implementation of a learning programme and they all must be evaluated” Rea-Dickens and Germania (1994: 28)

Robinson (1991: 54-64) classified materials evaluation as *preliminary evaluation* (e.g. using a checklist the teacher or course designer examines and subsequently selects the published materials available before the course); *summative or performance evaluation* which take place after a course is designed to assess whether and to what extent they have been useful and effective – usually applying a test or questionnaire before and after the programme; *formative evaluation or revision* which is conducted during the course with possible modifications, additions or adjustments to the needs of a particular course and the trainees.

Similarly, Cunningsworth (1995) and Ellis (1997) suggested three different types of material evaluation: 'predictive' or 'pre-use' evaluation that is designed to examine the future or potential performance of a coursebook; 'in-use' evaluation designed to examine material that is currently being used; and the 'retrospective' or 'post-use' (reflective) evaluation of a coursebook that has been used in any respective institution.

According to Ellis (1997) there are two main approaches to evaluation of materials that have an important role for the purpose of selecting, improving and modifying materials to suit the needs of learners and teachers in a particular teaching/learning context. These are *macro approach* which focuses on an overall assessment of whether an entire set of materials has worked in relation to the needs identified, and *micro approach* in which the focus is on the evaluation of effectiveness of the tasks. A micro evaluation of a task can both show to what extent a task is appropriate for the particular group of learners and reveal certain weaknesses in the design of a task for future.

To this end, checklist approach has been offered by a number of scholars (e.g. Tucker 1975; Breen and Candlin 1979; Hutchinson and Waters 1987; Harmer 1991; Cunningsworth 1984-1995; Sheldon 1988; Skierso 1991; McDonough and Shaw 1993; Ur 1996). Checklists for coursebook evaluation are based on two types of criteria: *external criteria* (extra-linguistic: authenticity of language, availability of supplementary materials, adequate instructions for the student and guidance for the teacher, appropriate level of integration into the course of study, quality of editing and publishing, price); and *internal criteria* (related to language: pronunciation, grammar, content) (cited in McDonough and John: 1993).

Tucker (1975: 355-360) proposed a three-component system to evaluate coursebook:

- a set of criteria claimed to be "consistent with the basic linguistic, psychological, and pedagogical principles"

- a rating scheme which provides a method for judging the comparative weightings of a textbook's merits,
- a chart/graph which provides a visual comparison between the evaluator's opinion of the book and a hypothetical ideal model, hence facilitating a quick and easy display of the evaluator's judgment.

Kızılırmak (1991) criticized the existent coursebook evaluation models and proposed to integrate the various views on coursebook evaluation process and suggested a six-stage model:

The First Stage is one where the needs of the students are defined. In other words it is a learner-centred approach.

The Second Stage is the specifications of objectives by the language school or department.

The Third Stage is the stage where general criteria are determined and different scores are given to the criteria. There are three important scales: *value score* (VS) which appears on the first column on the rating form and obtaining by assigning a number from zero through five to each criterion (five being the highest), it is relative importance is indicated; *merit score* (MS) for determining the scores. Here the evaluator assigns numbers from zero to four. If the book is almost ideal it should be given a four. Then comes 3 very good, 2 fair, 1 weak, and 0 (which means that the book is totally without merit); the third scale is designated VMP. Here the merit score and value score are multiplied. In this scale the ideal profile can be drawn by multiplying VS by four.

The fourth Stage is the one where the average of each criterion can be found.

The fifth stage is the one where the profiles of the books can be drawn. In this way the instructors can easily see how close the book is to the ideal.

The last stage (in use evaluation) implies the evaluation stage to continue because when the instructor uses the books in teaching, his observations and conclusions about them can change because of the ways in which the students respond to and interact with them. (Kızılırmak, 1991)

The evaluation model proposed by Kızılırmak (1991) is important and useful in many ways because it guides teachers how to evaluate and rate the existing coursebook evaluation checklists. There are a variety of coursebook evaluation checklists and criteria available which will help the teachers organize their checklist in the decision making process.

2.6.1. Model Proposed in the Sussex Scheme (1975) by Eraut, Goad & Smith (1975)

The outline of this scheme consisted of five parts: introduction, description and analysis of the materials, the materials in use, evaluation and decision making in a specific context. From the relevant section, i.e. evaluation of materials, questions on evaluation of textbooks are as follows:

- 1) How do the materials measure up to common practical criticisms of similar or rival materials?
- 2) How accessible are the materials to various types of pupil in terms of (a) assumptions about prerequisites (b) comprehension (c) pacing (d) maturation?
- 3) How well is the pupil oriented towards what he is supposed to be learning and what its relevance is?
- 4) How appropriate is the structuring, frequency and difficulty level of pupil exercises?
- 5) Is appropriate use made of integrative and/or organizing features such as overviews, conceptual maps and summary diagrams?

6) Is there sufficient use of examples and are the examples those best suited for developing the desired concepts?

7) To what extent do the materials (a) reflect particular cultural environments or social contexts (b) indicate prejudice or stereotyping (c) imply a consensus on political or social issues?

8) What implicit values can be detected in the selection or interpretation of information?

9) Is the subject matter accurate and up-to-date?

10) Is the terminology and/or symbol system common or esoteric; and does it help or hinder understanding?

11) Are the materials easy to use in the classroom, and will they last?

2.6.2. Cunningswoth's Checklist for Coursebook Evaluation (1984)

Cunningswoth (1984) discussed the principles for materials evaluation. He stressed that the first task is to relate the teaching materials to aims and objectives. Teachers or any reviewer should be aware of what language is for and select teaching materials, which will help equip students to use language effectively for their own purposes. Also, he urged that teachers or reviewers should keep students learning needs in mind and consider the relationship between language, the learning process and the learner. In his checklist for evaluation criteria, he lists the following areas:

- a. Language content
- b. Selection and grading of language items
- c. Presentation and practice of new language items
- d. Developing language skills and communicative skills
- e. Supporting materials
- f. Motivation and the learner
- g. Conclusions and overall evaluation

2.6.3. Breen and Candlin's Checklist for Coursebook Evaluation (1987)

Breen and Candlin (1987) designed guidelines for evaluation focusing on four main issues:

1) The appropriateness of the materials to the teaching situation and to the curriculum in which they are used. In this context, appropriateness of the materials is searched in terms of situation, curriculum, purposes, target language, initial learner characteristics, methodology, and evaluation.

2) The content of the materials: the implicit theory of language in the materials, the focus of the content, sequencing of the content, subdivision of the content, maintaining the continuity, direction to follow through the materials.

3) The teaching-learning activities the materials promote; the implicit theory of teaching/learning within the materials, classroom procedures, degree of participation, teacher's roles, learners' roles, the learner's process competence in materials.

4) New directions available for materials design: language learning rather than language alone and process rather than content; activities rather than models and differentiation rather than predictability; materials can pose problems; materials design can begin with learner negotiation

2.6.4. Grant's Checklist for Coursebook Evaluation (1987)

Grant (1987) proposed three-stage evaluation model: initial evaluation, detailed evaluation and in-use evaluation. These are as whether or not it fits, if it fits how well it fits and whether or not it still fits.

For initial evaluation Grant (1987) suggested applying a "CATALYST" test since a textbook is to act as a catalyst in the classroom. The eight letters in the word CATALYST refers to the initials of eight criteria whether the textbook is appropriate for the classroom use. The criteria are as follows:

Communicative:	Is the text book communicative?
Aims:	Does it fit in with the aims and objectives?
Teachable:	Does the course seem teachable?
Available:	Are there any useful additional materials such as teacher's books, tapes, workbooks, etc.?
Level:	Does the level seem out right?
Your impression:	What's your overall impression of the course?
Student interest:	Are the students likely to find the book interesting?
Tried and tested:	Has the course been tried and tested in real classrooms? Where? By whom? What were the results? How do you know? (Grant, 1987: 119-120)

At the detailed evaluation stage, Grant (1987) suggested a three-part questionnaire to be applied in order to decide how far the textbook meet the needs of the students and teachers and whether it suits the syllabus.

The first part of the questionnaire aims to find out whether the textbook suits the intended learners through ten questions. It includes questions about the attractiveness of the book, the level of difficulty, length, interest level of the physical appearance of the book and authentic materials to present real life situations. Moreover, it investigates whether the textbook reflects the needs and interests of the learners and whether it is culturally acceptable. It also investigates whether the textbook provides learners with acceptable language input and practice using the language, and integrates skills and contains communicative activities that can help learners to use the language independently as well.

Second part of the questionnaire aims to find out whether the textbook suits the teachers in terms of the contents and layout of the textbook, clarity and availability and practicality of the teacher's guide, the adaptability of the approaches when necessary, preparation time, availability of ancillary materials such as tapes, workbooks, and visuals and provision for tests and revision.

The third part of the questionnaire assesses if the textbook suits the syllabus and examination concerning the coverage of the language, organization and sequence of the content and learning activities suitability of the method the textbook is based on in order to prepare the learners for the target examination, presentation of examination techniques and provision of examination practice.

According to Grant (1987) it is very important to re-evaluate the textbook constantly after adopting it to see whether it works in the classroom and to assess the effectiveness of the textbook while it is being used in the class. So in-use evaluation involves using the textbook in class.

2.6.5. Harmer's Checklist for Coursebook Evaluation (1991)

Harmer (1991:276) stated two steps in the evaluation of materials. The first step is to have a profile of the students and their needs which lead to conclusion about the type of material which would be appropriate for the students and the teacher. The second step is to apply the knowledge acquired from the students' needs analysis to the completion of the materials evaluation form. The aim of the material evaluation form is to measure how far the materials (coursebook) under consideration match up the students' needs and the general methodological principles which the teacher holds.

The 'description of students' will help collect information about their age, sex, social/cultural background, occupation, motivation, attitude, educational background, English level, interests and beliefs

The aim of this first step is to have an idea of the kind of materials that would be appropriate for the students based on their personal characteristics. The second step aims to come to some kind of conclusion about what their needs are and he further provided questions about the students' needs for the teachers to ask and answer themselves such as:

1. What context and situations (if any) will your students probably use English in at some future date?
2. Give an order of priority for the different language skills (including sub skills) that your students will need using English.
3. Now say what percentage of class time should be spent on these various skills.
4. Based on the above say (a) what level the students need to reach and (b) what kind of language they need to be able to use or understand (e.g. formal/informal, spoken/written, scientific/-business, etc.) Harmer (1991: 276)

The last step is to decide the type of material

2.6.6. McDonough and Shaw's Checklist for Coursebook Evaluation (1993)

According to McDonough and Shaw (1993: 65) coursebook assessment should be “brief, practical to use and comprehensive in its coverage of criteria.” In the light of these criteria they define the evaluation of coursebooks into three categories: External Evaluation and Internal Evaluation and Overall Evaluation.

External evaluation offers a brief ‘overview’ of the materials from the outside (cover, introduction, table of contents). According to McDonough and Shaw (1992: 67) the aim of this evaluation is to examine the organization of the materials as stated explicitly by the author/publisher by looking at firstly, the ‘blurb’, or the claims made by on the cover of the teachers’/students’ book, secondly, the introduction and table of contents. The first tip is termed as ‘what the books say about themselves’ by Cunningsworth (1984: 2). Scanning the table of contents page represents a bridge between the external claim made for the materials and what will actually be presented ‘inside’ the materials themselves.

Other factors to be taken into account at external evaluation stage are outlined by McDonough and Shaw (1992: 70) as: the role of the material in the classroom (the main ‘core’ course or a supplementary), availability, vocabulary list/index, visuals, layout and presentation, culturally appropriateness, sensitivity to gender, audio materials, price, and the inclusion of tests.

External evaluation is followed by a closer and more detailed evaluation which is called *internal evaluation*. McDonough and Shaw (1992: 75) defined that the essential issue at this stage for teachers is to analyse the extent to which the mentioned factors in the external evaluation stage actually match up with the internal consistency and organization of the materials as stated by the author / publisher and in order to perform an effective internal evaluation of the materials at least two units of a book or set of materials need examining. The factors to be investigated at this stage are stated by McDonough and Shaw (1992: 75) as: *presentation of the skills, the grading and sequencing, themes and topics, types of listening skills (authentic or artificial), types of speaking materials, the relationship of tests and exercises to (a) learner needs and (b) what is taught by the course material, appropriateness with learning styles, teacher/learner motivation,*

The aim of the **overall evaluation** is to make an overall assessment as to suitability of the materials by considering some parameters. These parameters are defined by McDonough and Shaw (1993: 77. 78) as:

The usability factor: The usability factor is related with how far the materials could be integrated into a particular syllabus as ‘core’ or supplementary.

The generalizability factor: All the materials will not be useful for a given individual or group but some parts might be.

The adaptability factor: Adaptability factor is related with if the parts can be added, extracted, or used in another context.

The flexibility factor: This factor is about how rigid is the sequencing and grading and if the materials can be entered at different points or used in different ways.

As a result, when all the criteria have been considered carefully and analysed concrete conclusions about the suitability of the materials for groups and individuals can be reached.

Finally, these models are not exhaustive and there are other models or checklists proposed. From these models, some basic principles for constructing the models can be discerned although different models have different emphases. There is not a certain criterion that may be suitable and applicable in all teaching/learning situations when the concern is the evaluation of materials, the selection of the criteria may be quite subjective. As Sheldon (1988:241) pointed out “no one is really certain what criteria and constraints are actually operates in ELT context, worldwide, and textbook criteria are emphatically local”. Sheldon (1988:242) stated that global list of criteria can never apply in most local environments, without considerable evaluation because the nature of the teaching/learning environment may vary from contexts to contexts. The best way is to prepare the appropriate criteria appropriate for the teaching/learning situations and environments considering the needs and interests of the learners.

2.7. STUDIES ON COURSEBOOK EVALUATION IN TURKEY

There are some studies on coursebook evaluation in Turkey. Some of them will be introduced in this part.

The study carried out by Ersöz (1990) was a preliminary study in this field. The aim of the study was to analyze and evaluate the coursebooks which are being used for ELT (An English Course for Turks Elementary 1 and 2 published by MONE) in the state schools in terms of their form and content. A special designed objective evaluation form which aimed to get information about the practical considerations, content, grammar and vocabulary and methodology of the coursebook; a checklist; and teacher-student questionnaire were used as the basis of analysis.

The subjects of the study were thirty-five teachers who worked at state schools and they were chosen randomly; and thirty-five first grade students who were studying at English Language Teaching Department, Gazi Faculty of Education.

The results revealed that the coursebook suffered from major deficiencies as they were prescriptive in nature, did not have an integrative approach, did not reflect current Standard English and were not based on modern teaching/learning theories. It failed to serve as a means of reaching the goals of the language teaching programme in Turkey. She further concluded that a new coursebook should be designed and published as soon as possible and she suggested syllabus for the state secondary (high) schools.

A similar study was carried out by İnözü (1999). The purpose of the study was to provide guidelines to teachers in selecting and evaluating their instructional materials for preparatory classes in secondary schools. This evaluation study was based on the points of views of both teachers and students. The main concern was to evaluate the secondary preparatory year coursebooks to see whether the characteristics of the coursebook matched with the needs of the students.

The subjects of the study were teachers and preparatory class students from Anatolian Secondary School and Vocational Secondary School in Adana. Questionnaires and interviews given to both the students and the teachers were used as data collection instruments. Sixteen categories of evaluation criteria which covered all the characteristics of instructional materials and which were prepared by Chicago Board of Education (1986) were used in the study. The criteria were purpose, objectives, front end analysis, content, audience, strategies teaching aids, technical aspects, evaluation, overall design, field test, physical appearance, philosophy, management, authorship and cost.

The results of the study revealed that English language teachers needed to be trained for the application of the principles of textbook evaluation; learners wanted to see more pictures, songs, illustrations, colours, dialogues in their English textbooks; the topics in the textbook should be appropriate to the age levels of the students and be easy to utilize; finally, they preferred attractive textbooks in English lessons.

Another materials evaluation study was carried out by Coşkuner (2002) in order to assess the overall effectiveness of the textbook from the points of views of the students and instructors. The name of the textbook was 'English for Business Studies' as English for Specific Purposes textbook offered by Curriculum Development Unit to the ENG-218 and ENG-262 courses at English Language School of Baskent University. It was a case study carried out to assess the effectiveness of the textbook at macro level on the basis of nine criteria namely, aims and needs of the students studying English, layout and physical appearance, language and readability, design and organisation, content and coverage, developing four language skills, and communicative abilities, encouraging learner interaction in the classroom, presentation and practice of vocabulary and developing learner autonomy.

The participants were 189 students who studied the textbook and 10 instructors who taught that textbook during 2001-2002 academic-years. Questionnaires and interviews were used as data collection instruments in the study.

The results revealed that generally the textbook met the aims and needs of the students in learning English. As for the rest of the criteria, the results showed that the textbook was effective in terms of layout and physical appearance, language and readability, design and organisation, content and coverage, and presentation and practice of vocabulary. However, it had two weak points that the textbook was found ineffective in terms of developing listening skills among four language skills and developing learner autonomy in studying. The researcher suggested that the weaker areas in the textbook could be strengthened through adaptation and substituting materials from the other books.

Taşkan (2003) carried out a similar study in this field. The purpose of the study was to explore the factors contributing to coursebook selection process at Anatolian Secondary School in Edirne and to understand the relationship between the coursebook and classroom context. Participants were 90 teachers who work at Anatolian High Schools, 200 preparatory students, 8 educational consultants of the worlds' leading publishing companies: Pearson Education, Macmillan, Longman,

Best, Oxford Publishing; and school headmasters. Both questionnaires and interviews were used to collect data.

Since the main concern of the study was to explore the factors influencing coursebook selections, the questionnaire was designed in a way the researcher could obtain data about the role of logistic, pedagogical and human factors in the course book selection process.

The results of the study showed that pedagogical factors were not considered as essential as logistic and human factors in coursebook selection process and the selection of course materials mostly depended on the logistic and financial reasons. The participants of the present study also preferred to evaluate the coursebook depending on the overall issues including the layout of the book, content page. It was also found that the price of the book and the promotions provided by the publishers were important considerations in coursebook selection process at schools.

A similar study was carried out by Ezici (2006). The purpose of the study was to assess the effectiveness of an intermediate textbook “New Bridge to Success 3”, which was prepared by Ministry of National Education as an instructional material for the ninth grade secondary school students from the perspectives of the teachers and students. The evaluation of the textbook concerned was conducted at macro level on the basis of eleven criteria. Both quantitative and qualitative data were obtained through student questionnaires administered to 336 students and interviews with eight teachers. Frequencies, percentages, means and standard deviations were calculated for each item to describe the overall picture of how the students rated the textbook in terms of ten criteria.

The results revealed that both teachers and students felt negative about the most of the characteristics of the textbook. It was found that the reading passages needed to be simplified in terms of both vocabulary load and structures. The majority of the students and all the teachers mentioned that the level of the textbook was not appropriate for the particular age group. It also indicated that the materials failed to

consider learning style preferences of the visual, auditory, and kinaesthetic learner. On the other hand, one of the strengths of the textbook was the artwork's being up-to-date and helpful for the students to understand the lesson.

2.8. CHAPTER SUMMARY

This chapter reviews relevant literature to this study. It firstly reviews the concept of course design including how to design a course, approaches to course design, and factors affecting course design; then it reviews needs analysis, the importance of needs analysis within the course design and materials selection; and finally it reviews coursebooks in English language classes, advantages and disadvantages of using them in the language classes, how to choose appropriate ones for language classes, how to evaluate coursebooks to decide if they are appropriate for the students. Finally, the chapter summarizes some famous coursebook analysis criteria checklists and proposes some of the empirical studies on materials evaluation in Turkey.

CHAPTER THREE
METHODOLOGY OF THE STUDY
AND
DEVELOPMENT OF THE EVALUATION CHECKLIST

3.1. INTRODUCTION

This chapter focuses on the design of the study, which comprises the following: subjects used in the study, data collection instruments for the students including Language Learning Orientations Scale, Second Language Tolerance of Ambiguity Scale, Perceptual Learning Styles Inventory, Social Styles Inventory, Multiple Intelligence Inventory, and Needs Analysis for the students and the teachers. Findings from the questionnaires and implications for developing a Coursebook Evaluation Checklist are also presented in this section and the chapter further goes on with assigning value labels of each criterion in the checklist which is carried out by another study with different subjects, data collection instrument, and data analysis procedures.

3.2. RESEARCH DESIGN

This research study is based on evaluation of English coursebooks (New Bridge to Success –Meb: 2006) for Çanakkale Science High School 9th and 10th grade students.

In this research, a survey approach was adopted in that several questionnaires were employed. Cohen and Manion (1985) explained that surveys are the most commonly used descriptive methods in educational research, and may vary in scope from large – scale governmental investigations through small – scale studies carried out by a single researcher. Nunan (1990: 141) also stated that the purpose of a survey is generally to obtain a snapshot of conditions, attitudes, and/or events at a single point of time. The survey research consists of collecting data on things and people as

they are without trying to alter anything. On the other hand, Bell (1993) explained the aim of a survey as to obtain information which can be analyzed and patterns extracted and comparisons made. Bell further said that they can provide answers to the questions what?, where?, when?, and how? and the main emphasis is on the fact finding. Data for survey studies are collected through questionnaires and interviews, or a combination of questionnaire and interview. In this study, mostly the questionnaire form of survey took place. According to Nunan (1990: 143) the questionnaire is relatively popular means of collecting data and it enables the researcher to collect data in field settings and the construction of valid and reliable questionnaires is a highly specialized business. Warwick and Linninger (1975) pointed out that there are two basic goals in questionnaire design: To obtain information relevant to the purposes of the survey; to collect this information with maximal reliability and validity. The feasibility and effectiveness of study must be ensured by the quality of data gathering and data analysis, which is the validity and reliability of the research. Validity can be defined as the degree to which a test measures what it is supposed to measure and includes external validity and internal validity. External validity is concerned with generalizability and internal validity refers to the extent to which one observer has observed what one set out to observe. According to Seliger and Shohamy (1989) three criteria can be used to judge internal validity: representativeness, retrievability and conformability. The reliability of a research instrument concerns the extent to which the instrument yields the same results on repeated trials. Although unreliability is always present to a certain extent, there will generally be a good deal of consistency in the results of a quality instrument gathered at different times. The tendency toward consistency found in repeated measurements is referred to as reliability (cited in Carmines & Zeller: 1979).

This study was mostly based upon needs analysis. Needs analysis includes a wide variety of techniques for collecting and analysing information both about the learner and language. The kind of information that designers collect include biographical information such as age, first language background, reasons to learn the language, other languages spoken, time available for learning and so on. Needs

analysis has been used in the area of ESP, EAP (English for Academic Purposes) and also in General English course design. Johns and Machado (2001: 49) proposed that methods of assessing learner needs become increasingly sophisticated and process based, and they also presented some employed needs analysis for course or curriculum design as: questionnaires and surveys; interviews; observation; job-shadowing and analysis; Multiple Intelligence and learning style surveys for the students; modes of working; spoken or written reflection by the students –or their supervisors-before, during or after the instruction.

3.3. PILOT STUDY

Pilot study was conducted with twelve 11th grade students at Çanakkale Science High School library. Four students from each classroom were randomly chosen. Before the study, they were informed about the aim of the study and explained what their roles were for the study. The aim of the pilot testing was to find out to what extent the items were clear and comprehensible according to the subjects of the study. Timing and the clarity of the instructions were searched by means of the piloting. As a result of the piloting, some of the items were revised and reworded based on the comments students had made at the end of the questionnaire.

3.4. MAIN STUDY (PHASE I – UNDERSTANDING NEEDS AND WANTS)

3.4.1. METHODOLOGY

3.4.1.1. Setting

The study was carried out at Çanakkale Science High School. The curriculum at such schools is mostly based on science subjects (Maths, Physics, Chemistry, and Biology), but among them English has also a very important place. Moreover, English is the one which has more hours' lesson time than other subjects including

science subjects, especially, for 9th grade students. 9th grade students have 8 hours English classes in a week, and 10th, 11th, and 12th grade students have 3 hours English classes a week.

3.4.1.2. Participants

The participants were 126 Çanakkale Science High School students: 60 9th grade students and 66 10th grade students and four EFL teachers who worked at the school. All students in both grades participated in the study. Table 2 presents distribution of the students participated in the study.

Table 2 Students' Profiles

	Female	Male	Total
9 th Grade Students	28	32	60
10 th grade students	21	45	66
Total	49	77	126

9th grade students were learning English for nearly five years and 10th grade students were learning English for six years at the time of data collection. In Turkey, students start learning EFL at the age of 10. They started learning English when they were at primary school, at 4th grade.

The questionnaires included some care check items to check how careful students were when filling them in and three students were excluded from the study as they did not meet the simple classification of careful response, leaving 123 students for analyzing student needs.

3.4.1.3. Procedures for Data Collection

Data was collected between May and June 2007. Prior to the implementation of the instruments the course teachers were informed about the textbook evaluation study and data collection procedures by means of questionnaires. They were given

the necessary information about the administration procedures and administration dates were planned according to the teachers' and students' time tables. The data collection took place at the end of 2006-2007 academic years because participants of the study were both 9th and 10th graders and 9th graders needed time to be aware of their needs, lack, and wants about English and they needed to study their English Language coursebooks to have perceptions on an ideal English coursebook. These six questionnaires were applied to the students in two parts: the first one was a combination of LLOS, SLTAS, PLSPI, SSI; and the second part of the questionnaires was the combination of MII and SNA. The questionnaires were administered to students either by their teachers of English or by the researcher during the class time. TNA was given to four of the teachers and before the administration their time tables were taken into account.

3.4.1.4. Procedures for Data Analysis

This study produced both qualitative and quantitative data through questionnaires. Frequencies, percentages, means and standard deviations were calculated for each item to describe the students' motivation types in English lesson, their degree of tolerance in ambiguous situations in the lesson, their perceptual learning styles (visual, kinaesthetic, tactile, auditory), their social styles (if they prefer to study individually or in group), and finally their multiple intelligence. Data were collected through all of these questionnaires and the results of the questionnaires constituted some of the criteria in coursebook evaluation checklist.

Data collected through needs analysis were transcribed, content-analyzed and grouped according to 8 subgroups (Pre-review, Physical Composition, Themes and Topics, Objectives and Skills, Learning and Teaching Activities, References, Teachers' Guide and Supplementary Materials) used in this study for the evaluation of the particular coursebooks.

3.4.2. Data Collection Instruments

Seven different questionnaires were employed to collect data for this study. These are explained below.

3.4.2.1. Language Learning Orientations Scale (LLOS)

The first questionnaire was about their Language Learning Orientations Scale and questionnaire items were adapted from the questionnaire developed by Noels, Pelletier, Clemet, and Valerian (2001). Minor wording changes were made to the 21 item questionnaire in order to suit it to Çanakkale Science High School context.

The questionnaire consisted of seven sub-scales that measured three types of motivation: intrinsic motivation, extrinsic motivation, and amotivation. Each item represented a possible reason why students learned English. Subjects had to rate the extent to which each item corresponded to one of their reasons on a seven-point Likert Scale, ranging from “Does not correspond” (1) to “Corresponds exactly” (7). But the seven-point Likert Scale was changed to five-point Likert Scale ranging from “I definitely agree” (5) to “I definitely disagree” (1). Students’ responses to the questionnaire items were analysed through SPSS 10.01. The questionnaire was consisted of three parts: Amotivation, Extrinsic Motivation and Intrinsic Motivation. Extrinsic Motivation was represented by three subscales: External Regulations, Introjected Regulations and Identified Regulations; similarly, intrinsic motivation also included three subscales: Accomplishment, Knowledge and Stimulation.

To summarize, individuals who are amotivated experience feelings of incompetence and lack of control. *Amotivation* is similar to learned helplessness (Abramson, Seligman, & Teasdale, 1978 cited in Stults 2001) as there is no expectation of reward or sense of purpose and may result after a student has had a series of failure, such as low marks. According to Dörnyei (2001: 28) *extrinsic motivation* refers to behaviors encouraged by external factors such as rewards,

praises and encouragement. Dörnyei (2001: 28) also proposed four types of extrinsic motivation: (a) *external regulations* which come entirely from external sources such as rewards or threats; *introjected regulation* which involve externally imposed rules that the student accepts as norms to be followed in order not to feel guilty; *identified regulations* which occurs when the person engages in an activity because he or she highly values and identifies with the behaviour, and sees its usefulness. This research study did not mention about the fourth type. On the other hand, Deci (1975) defined *intrinsic motivation* as the learners' willingness "to engage in the activities for their own sake" and Valleran and his colleagues (1997) cited in Dörnyei (2001: 27) that there are three subtypes of intrinsic motivation: *accomplishment* which is towards achievement (engaging in an activity for the satisfaction of surpassing oneself, coping with challenges and accomplishing or creating something); *knowledge* which is towards to learn (engaging in an activity for the pleasure and satisfaction of understanding something new, satisfying one's curiosity and exploring the world); and *stimulation* which is about the experience with the language (engaging in an activity to experience pleasant sensations).

In the original form of the questionnaire there were three items representing amotivation but some of the items had two tailed questions, therefore these three questionnaire items were divided into four questionnaire items depending on the original form (see Appendices A & B).

Each subscales in *extrinsic motivation* was represented with three questionnaire items in the original form but after the reliability test the third item in external regulations section was omitted as it was not about the person himself and we had only two questionnaire items representing the external regulations.

Next nine questions were about *intrinsic motivation* and each subscale in this part was also represented by three questionnaire items in the original form but after the reliability test we also omitted the second item of accomplishment and we had only two questionnaire items.

The English version of the questionnaire was valid, consistent, and reliable. Pelletier, Fortier, Vallerand, and Tuson (1995) found that the English translation questionnaire has a satisfactory level of internal consistency. Additionally, correlations between the subscales and confirmatory factor analyses have confirmed the determination continuum and the construct validity of the scale. The test-retest reliability of the scale has also been confirmed (Pelletier et al, 1995 cited in Stults: 2001). Reliability analysis of the questionnaire for each subscale was carried out through SPSS 10.01 as there were some slight changes in the questionnaire items and the number of the items. The reliability analysis of LLOS on SPSS 10.01 revealed the following alpha figures:

Amotivation	,85
External Regulations	,77
Introjected Regulations	,81
Identified Regulations	,69
Accomplishment	,89
Knowledge	,76
Stimulation	,86

As a result standardized alpha value of each subscale was higher than ,60. So the LLOS was valid and reliable at strong level to use in the study.

3.4.2.2. Second Language Tolerance of Ambiguity Scale (SLTAS)

The second questionnaire was Second Language Tolerance of Ambiguity Scale adapted from the questionnaire developed by Ely (1995). The aim of this questionnaire was to reveal how much the students were tolerant over the ambiguous situations in language learning.

Ely (1989) implemented that ambiguity in language learning is materialized as uncertainty. People showing intolerance of ambiguity regard ambiguous stimuli as possible sources of threat, because these stimuli are new, complex and insoluble, then these people are reluctant to accept new stimuli, analyze intricate data or deal

with cases that contain contradictory elements. Or to put it in another way, ambiguity tolerant people who are eager to deal with new, complex and insoluble situations are more receptive to change, more willing to take risks. It has been indicated that tolerance of ambiguity is a positive feature for language learning. However, high tolerance can lead to language problems such as unquestioning acceptance and cognitive passivity and low tolerance may impede language learning. For this reason, it is suggested that moderate levels of tolerance of ambiguity are recommended for optimum results in language learning (cited in Ely: 1995).

There were twelve items in this questionnaire. The responses were in Likert Scale format with a set of four responses: Strongly Agree (SA); Agree (A); Disagree (DA); Strongly Disagree (SD). But the four-point Likert Scale was changed into five-point Likert scale ranging from “I definitely agree” (5) to “I definitely disagree” (1). Students’ answers were analysed through SPSS 10.01. The Cronbach alpha for SLTAS was ,81 and it was indicating a strong consistency of the instrument items. (see Appendices C & D).

3.4.2.3. Perceptual Learning Styles Preference Inventory (PLSPI)

The third questionnaire was Perceptual Learning Styles Preference Inventory adapted and designed by Erten (1998) based on the questionnaires developed by Reid (1987), O’Brien (1990), and Townsend and Townsend (1992). It was a 20 item-questionnaire with a five-point Likert Scale ranging from “I definitely agree” (5) to “I definitely disagree” (1). The questionnaire had four subscales that aimed to measure preferences for visual, auditory, tactile, kinaesthetic learning styles. There were five questionnaire statements for each subscale (see Appendix E & F).

To summarise, *visual* learners learn well from *seeing words* in books, on the chalkboard, and in workbooks. They remember and understand information and instructions better if they read them. *Auditory* learners learn from *hearing words* spoken and from oral explanations. They benefit from hearing audio tapes, lectures, and class discussions. *Kinaesthetic* learners learn best by experience, by being

involved physically in classroom experiences. They remember information well when they actively participate in activities, field trips, and role-playing in the classroom. *Tactile* learners learn best when they have the opportunity to do "hands-on" experiences with materials. That is, working on experiments in a laboratory, handling and building models, and touching and working with materials provide them with the most successful learning situation.

The reliability analysis of PLSPI on SPSS 10.01 revealed the following alpha figures:

Visual Learning Style	,63
Auditory Learning Style	,62
Kinaesthetic Learning Style	,65
Tactile Learning Style	,72

Alpha and standardized alpha value of each subscale were higher than ,60. So the PLSPI was valid and reliable to use in the study.

3.4.2.4. Social Styles Inventory (SSI)

The next questionnaire was Social Styles Inventory, and the aim of the questionnaire was to determine if the learners liked to study in group or individually. For this reason, 10 questionnaire items representing group or individual were selected from Perceptual Learning Style Preference Inventory prepared by Reid (1984). Five of the items were about group and the other five of them were about individual (see Appendices G & H). The items were given to the students in mixed form and the characteristics of each type of students were presented below:

Group learning style learners learn more easily when they study with at least one other student, and they will be more successful completing work well when they work with others. *Individual* learning style learners learn best when they work alone. They think better when they study alone, and they remember information they learn by themselves.

The reliability analysis of SSI on SPSS 10.01 revealed the following alpha figures:

Group Learning Style	,92
Individual Learning Style	,92

Alpha and standardized alpha value of each subscale were higher than ,90. So the SSI was valid and reliable at strong level to use in the study.

Except for MI inventory, because it was prepared in Turkish, all other questionnaires (LLOS, SLTAS, PLSPI, SSI) were given to the students after they had been translated into Turkish. Translation of questionnaire is most frequently chosen route to implementing ‘equivalent’ instruments in cross national and cross lingual survey research (cited in Harkness and Glussberg, 1998). In order to obtain the validity of the questionnaires a model described by Bristlin and Lonner (1973: cited in Harkness and Glussberg: 1998) was used which consisted of five steps: (1) forward translation, (2) assessment of forward translation, (3) backward translation, (4) assessment of backward translation and (5) local meeting with professionals.

The first translations of the questionnaires were performed independently by two English language teachers. Assessment of forward translations was performed by two different English language teachers. They were asked to review each item of both translations independently and choose the best one in terms of clarity, cultural adequacy, and common language. The agreed Turkish translation was then retranslated into English by another English language teacher. The assessment of backward translation was performed by five English language teachers. This process focused on the conceptual equivalence with the original versions of the questionnaires. Two of them which took the highest and the lowest points were eliminated and three of them were evaluated. The mean score was ,92. That is ninety two percent of items were conceptually equivalent and the final Turkish version was approved. The purpose of final step was to be sure that final Turkish version of the questionnaires were clear, culturally adequate and included the common language

used by the students. To do this, we came together with one of the colleagues at school and reviewed the questionnaires and we had the consensus on them. Finally, internal consistency of the questionnaires and validity were also evaluated.

3.4.2.5. Multiple Intelligence Inventory (MII)

The fifth questionnaire aimed to determine students' multiple intelligences and it was adapted from Selçuk (2002). This was a study about an Ideal Coursebook for Çanakkale Science High School 9th and 10th grade students. But before we decided what kind of coursebook would be ideal for the students it would be meaningful to determine their multiple intelligences, since MI was also one of the ways of determining language learners needs. MI inventory was a 80 - item-questionnaire with a five-point Likert Scale ranging from "I definitely agree" (5) to "I definitely disagree" (1).

The questionnaire had eight subscales that aimed to measure eight kinds of intelligences: (1) *Linguistic Intelligence* which involves sensitivity to spoken and written language, the ability to learn languages, and the capacity to use language to accomplish certain goals; (2) *Logical-Mathematical Intelligence* which consists of the capacity to analyze problems logically, carry out mathematical operations, and investigate issues scientifically; (3) *Visual – Spatial Intelligence* which involves the potential to recognize and use the patterns of wide space and more confined areas; (4) *Musical Intelligence* which involves skill in the performance, composition, and appreciation of musical patterns and encompasses the capacity to recognize and compose musical pitches, tones, and rhythms; (5) *Bodily Kinaesthetic Intelligence* which entails the potential of using one's whole body or parts of the body to solve problems; (6) *Naturalist Intelligence*; (7) *Interpersonal Intelligence* which allows people to work effectively with others; (8) *Intrapersonal Intelligence* which entails the capacity to understand oneself, to appreciate one's feelings, fears and motivations (summarized from Gardner, 1999: 41-43). There were ten questionnaire statements for each subscale (see Appendix I).

In order to ensure its validity peer debriefing strategy and participant feedback were used. Two colleagues from the school and six participants from each class were interviewed about the questionnaire and a common consensus on the validity of it was maintained.

The reliability analysis of MII on SPSS 10.01 revealed the following alpha figures:

Linguistic Intelligence	.63
Logical Mathematical Intelligence	.74
Spatial Intelligence	.76
Musical Intelligence	.87
Bodily Kinesthetic Intelligence	.72
Naturalistic Intelligence	.84
Interpersonal Intelligence	.79
Intrapersonal Intelligence	.63

Alpha and standardized alpha value of each subscale were higher than ,60. So the MII was valid and reliable to use in the study.

3.4.2.6. Students' Needs Analysis (SNA)

The sixth questionnaire was consisted of open ended questions because we did not want to limit their imagination about their ideal coursebooks and we wanted to see how much the students are aware of their wants and lacks. It aimed to determine students' perceptions on their ideal coursebook. The first item was asked to understand what the students want their teacher to do before choosing their coursebooks. The second item had twelve subtitles:

- i. Their expectations from the cover of the coursebook,
- ii. Their expectations from the page organization of the coursebook,
- iii. Kinds of reading parts they wanted to see in their coursebooks.
- iv. Reading activities they like to do,
- v. Listening activities they like to do,

- vi. Speaking activities they like to do,
- vii. Writing activities they like to do,
- viii. Activities they think will help to expand their vocabulary,
- ix. Grammar activities they prefer to do,
- x. Order of the skills they want to see in their coursebooks,
- xi. Supplementary materials they want to have with their coursebooks,
- xii. Other.

This questionnaire items were prepared by the researcher and to ensure its validity peer debriefing strategy and participant feedback were used. Two colleagues from the school and 12 participants from 11th grade students were interviewed about the questionnaire and minor word changing was made according to their views (see Appendices J & K).

3.4.2.7. Teachers' Needs Analysis (TNA)

The same questionnaire SNA, after being added two extra items related with workbook and teacher guide was applied to four EFL teachers of Çanakkale Science High School. Two extra items were added to the teacher questionnaire. These were: (1) How do you think the workbook of the coursebook should be organized? (colour, size, space, activities, exercises,etc.), (2) How do you think the teacher manual of the coursebook should be? (separate/combined, colour, size, space, activities, exercises, quizzes, exams, knowledge,etc.). Student ideas about the workbook were significant but the study was based on especially coursebook and more questions would make the questionnaire longer and more boring for the students. For this reason, items related with workbook were preferred to be given only to the teachers (see Appendix L).

3.4.3. FINDINGS FROM PHASE I AND IMPLICATIONS FOR DEVELOPING A COURSEBOOK EVALUATION CHEKLIST

3.4.3.1. Findings from Language Learning Orientations Scale

Analysis of LLOS revealed that ninth and tenth grade students were similar to each other in terms of their motivational orientations. The first motivation which was in the first order for both groups was *Identified Regulations*. It means that most of the students really want to learn English for their self-development. *Accomplishment* was the second motivational aspect for ninth grade students. This may depend on their situation because ninth grade students have 8-hour English classes in a week whereas tenth grade students have 3-hour English classes in a week. That is, ninth grade students' English mark will influence their success more than tenth grade students' at the University Entrance Exam. Therefore, accomplishment came third for tenth grade students. On the other hand, *External Regulations* for tenth grade students was in the second order. That is, students are really aware the fact that learning English will make a sense for their future job. *Amotivation* for both classes was really low. The tables 3 and 4 below present the detailed description of each group in terms of LLOS:

Table 3 LLOS of 9th Grade Students

	N	Mean	Std. Deviation
Identified Regulations	58	3,4770	,5077
Accomplishment	58	3,1954	,8630
External Regulations	58	3,1379	,7991
Knowledge	58	2,7126	,9375
Stimulation	58	2,6379	,9976
Introjected Regulations	58	2,1149	1,1127
Amotivation	58	0,5086	,2556

Table 4 LLOS of 10th Grade Students

	N	Mean	Std. Deviation
Identified Regulations	65	3,1231	,8005
External Regulations	65	2,8462	1,0455
Accomplishment	65	2,7385	,9991
Knowledge	65	2,3282	,7960
Stimulation	65	2,0667	1,0090
Introjected Regulations	65	1,7487	1,0802
Amotivation	65	,3077	,5569

In these two tables it is apparent that ninth grade students are more motivated than tenth grade students in English lessons and parallel with this implication, ninth grade students are less amotivated than tenth grade students.

3.4.3.2. Implications for Coursebook Evaluation Criteria Checklist

10th grade students' amotivation orientations scale was a little higher than 9th grade students' amotivation orientations scale. The results of both groups were nearly close to each other in terms of external regulations, introjected regulations and identified regulations. However, there were strong differences between two groups in terms of accomplishment, knowledge and stimulation. 10th graders' intrinsic motivation was lower than 9th graders'. This result was expected for Çanakkale Science High School students whose objectives were to get prepared for university entrance exam. 10th grade students started to study for the exam in this year and they were not responsible for English in the exam.

It was apparent that they were mostly motivated in learning a foreign language not for its own sake but for their future lives and the degree of motivation decreases as they got experienced at school. It was the fact that, one way to motivate them was to present them a coursebook which included more enjoyable and

interesting topics and activities. In short, an English coursebook for Çanakkale Science High School students should contain daily usage of English for their future lives. It should include the topics which introduce famous and successful Turkish people in the world in order to be samples for the students.

3.4.3.3. Findings from Second Language Tolerance of Ambiguity Scale

Before reporting the results, it is necessary to explain the terms adopted to refer to different scores. When employing ‘Tola Score’ (Tolerance of Ambiguity Scale Score), reference is made to the score produced after having calculated the scores of all items included in the SLTAS. These scores show the general tolerance/intolerance of learners and may range from 12 to 48. The higher the score gets the more intolerant learners are of foreign language ambiguities. On the other hand, when using ‘Tola item score’, reference is made to the score of individual items of the SLTAS. This score indicates learners’ tolerance/intolerance in the specific situation described in the tola item. It can range from 1 to 4 and in this case too, the higher the score is, the more intolerant the learners are.

A preliminary analysis of the scores of all Tola items indicates that scores of both 9th and 10th grade students vary between 2.00 and 2.99. As no scores are found ranging between 1 and 2, so, it can be stated that there are no language learning situations described in Tola items that are dealt with high tolerance. In other words, all Tola items cause some form of response and vary in tolerance/intolerance between 2.00 and 2.99.

General analysis of Tola scores of 9th grade students state that mean is 2, 57 and standard deviation is ,59. 9th grade students are at the moderate level in terms of tolerance of ambiguity. This result shows that 9th grade students at Çanakkale Science High School can tolerate uncertainty in English lessons. Table 5 below gives the detailed description of 9th grade students in terms of SLTAS:

Table 5 SLTAS of 9th Grade Students

	N	Mean	Std. Deviation
Tolerance of Ambiguity	58	2,5761	,5967

General analysis of Tola scores of 10th grade students state that mean is 2,57 and standard deviation is 0,60. As to similar with 9th grade students, 10th grade students are at the moderate level in terms of tolerance of ambiguity, too. This result shows that 10th grade students at Çanakkale Science High School can also tolerate uncertainty in English lessons. The table 6 below gives the detailed description of 10th grade students in terms of SLTAS:

Table 6 SLTAS of 10th Grade Students

	N	Mean	Std. Deviation
Tolerance of Ambiguity	65	2,5731	,6089

3.4.3.4. Implication for Coursebook Evaluation Criteria Checklist

Analysis of data indicated that Çanakkale Science High School 9th and 10th grade students tolerate ambiguities when learning English as a foreign language. However, tolerance of ambiguity varied depending on skills on language learning situations. On the other hand, students could not tolerate the ambiguities produced by their failure to express their ideas clearly especially in writing and speaking.

These results proved that students needed to be supported especially in terms of writing and speaking. Their coursebook should include more activities on these two skills. These results also show that students needed support to expand their vocabulary. Since they were not tolerant when they faced difficulties with understanding their teacher totally, students needed self-study vocabulary activities to expand their vocabulary. Parallel with this implication, their coursebook should include vocabulary expansion activities.

3.4.3.5. Findings from Perceptual Learning Styles Preference Inventory

Analysis of data about the 9th grade students' Perceptual Learning Styles Preferences Inventory revealed that most of students are kinaesthetic (m: 3.10) and auditory (m: 2.88). However, the means of other two styles are not much more lower than those: tactile (2,76) and visual (2,75). Standard deviations of these four kinds of styles range between ,52 and ,60. These results indicate that students are not very different from each other; they show similar characteristics in terms of perceptual learning style preferences. Table 7 presents the results of PLSPI for 9th grade students:

Table 7 PLSPI for 9th grade students

	N	Mean	Std. Deviation
Kinesthetic	58	3,1078	,5543
Auditory	58	2,8828	,5232
Tactile	58	2,7655	,6019
Visual	58	2,7552	,6006

Analysis of data about the 10th grade students' Perceptual Learning Styles Preferences showed that most of the students are kinaesthetic (m: 3.07) and auditory (m: 2.81). However, the means of other two styles are not much more lower than these: visual (2,72) and tactile (2,68). Standard deviations of these four styles range between ,52 and ,69. These results indicate that 10th grade students are not very different from each other, either. They also show similar characteristics in terms of perceptual learning style preferences in their own group and with 9th grade students. Table 8 presents the results of PLSPI for 10th grade students:

Table 8 PLSPI for 10th grade students

	N	Mean	Std. Deviation
Kinesthetic	65	3,0769	,5589
Auditory	65	2,8185	,5276
Visual	65	2,7231	,5034
Tactile	65	2,6892	,6982

As a result, according to their perceptual learning styles both 9th grade and 10th grade students are similar to each other. Most of the students at each grade are either kinaesthetic or auditory. It can be said that both group students' perceptual learning styles distribution is quite equal.

3.4.3.6. Implications For Coursebook Evaluation Criteria Checklist

Qualitative analysis of data about perceptual learning styles preferences indicated that Çanakkale Science High School 9th and 10th grade students showed similarities in terms of their perceptual learning styles preferences. Most of the students in both groups were kinaesthetic and auditory. Although tactile and visual learning style preferences were in different orders within both groups, mean scores of these two styles did not indicate very different meanings: 9th grades (visual $m=2,75$, tactile $m= 2,76$), 10th grades (visual $m=2,72$, tactile $m= 2,68$).

These results proved that students needed to be supported by activities, which were suitable for especially kinaesthetic and auditory learners. So, English coursebooks for both 9th and 10th grade students should include more activities for these learners. They needed activities that they could actively participate in, such as role-play activities, audiotapes and class discussions. On the other hand, it was also important not to ignore tactile and visual learners. The coursebook should present activities for tactile and visual learners, too.

3.4.3.7. Findings from Social Styles Inventory

Students' social styles showed differences in each group. 9th grade students had nearly equal distribution in accordance with their social styles. Nevertheless, students who preferred to study individually were a little more than the students who preferred to study in group. Table 9 presents the distributions of 9th grade students in terms of their social styles inventory:

Table 9 SSI for 9th Grade Students

	N	Mean	Std. Deviation
Individual	58	2,3931	1,0483
Group	58	2,2724	,9644

On the other hand, according to the results, 10th grade students mostly preferred to study in group. Table 10 presents the distributions of 10th grade students in terms of their social styles inventory:

Table 10 SSI for 10th Grade Students

	N	Mean	Std. Deviation
Group	65	2,5600	,9684
Individual	65	2,0338	1,0171

However, standard deviations for *individual* in both groups were quite high (9th grade: 1,04 and 10th grade: 1,01). This result indicated that students in both groups were quite different from each other in terms of studying individually.

3.4.3.8. Implications For Coursebook Evaluation Criteria Checklist

Students' social styles indicated that 9th grade students showed equal distribution between studying in group or individually but 10th grade students really preferred to study mostly in groups. This result was expected since Çanakkale Science High School was a boarding school and 10th grade students had one year experience to work in group in each lesson, especially in the evenings they studied in the classrooms with their classmates. According to these results, coursebook for 9th grade students should include more activities suitable for individual studying but coursebook for 10th grade students should include a balanced quantity of activities requiring both group and individual studying.

3.4.3.9. Findings from Multiple Intelligence Inventory

The highest mean score of preferences of intelligences is 2,85 for Logical - Mathematical intelligence suggesting that these students prefer learning by being involved in activities requiring solving logical and mathematical problems. Their second highest mean score is 2,72 for Spatial Intelligence which means that these students prefer learning through the use of pictures, graphs, maps, etc. The third highest mean of preferences is 2,65 for Bodily-Kinesthetic Intelligence, suggesting that these learners of English prefer learning activities which involve body movements while acquiring the new language. The fourth highest mean score is 2,66 for Interpersonal Intelligence. This means that these learners of English prefer to learn English through learning activities requiring the involvement of a group of students rather than individuals to accomplish them. The fifth mean score is 2,58 for Naturalist Intelligence which is similar to visual and spatial skills and suggesting learning from the natural world around. The sixth mean score is 2,55 for Intrapersonal intelligence. This suggests that these learners prefer not to work alone while learning the target language. The least preferred intelligence are Musical Intelligence ($X=2,33$) suggesting learning through melody, rhythm and harmony; and Linguistic Intelligence ($X=2,06$) suggesting learning through the use of words.

The standard deviations in Table 10 range between ,86 and ,49 the responses of individuals participating in this study are not very different in their selections of the Multiple Intelligences. The least difference among individuals' selections is in Intrapersonal Intelligence ($SD=,49$) and the most difference among individuals' selections is in Musical Intelligence ($SD=,86$). The mean scores of the participants' selections of both 9th and 10th grade students at Çanakkale Science High School on the MI are presented in Table 11.

Table 11 MII for 9th and 10th Grade Students

	N	Mean	Std. Deviation
Logical-mathematical	123	2,8553	,5501
Spatial	123	2,7220	,5735
Bodily Kinesthetic	123	2,6764	,5577
Interpersonal	123	2,6675	,6295
Naturalist	123	2,5805	,6944
Intrapersonal	123	2,5585	,4992
Musical	123	2,3390	,8687
Linguistic	123	2,0626	,5227

Analysis of 9th grade students MI inventory revealed that the highest mean score of preferences of intelligences was 2,78 for Logical - Mathematical Intelligence. Their second highest mean score was 2,67 for Spatial Intelligence. The third highest mean score of preferences was 2,64 for Interpersonal Intelligence. The fourth highest mean score was 2,62 for the Bodily-Kinesthetic Intelligence. The fifth mean score was 2,61 for Naturalist Intelligence. The sixth mean score was 2,46 for Intrapersonal. The least preferred intelligences were Musical Intelligence ($X=2,30$) and Linguistic Intelligence ($X=1,96$). The mean scores of the participants' selections of 9th grade students at Çanakkale Science High School on the MI are presented in Table11.

Table 12 MI for 9th Grade Students

	N	Mean	Std. Deviation
Logical Mathematical	58	2,7879	,5813
Spatial	58	2,6707	,6244
Interpersonal	58	2,6414	,6070
Bodily kinesthetic	58	2,6293	,5935
Naturalist	58	2,6172	,6809
Intrapersonal	58	2,4621	,5228
Musical	58	2,3086	,7468
Linguistic	58	1,9603	,5311

Since the standard deviations in Table 11 ranged between ,74 and ,52 the responses of individuals participating in this study were not very different in their selections of the Multiple Intelligences. The least difference among individuals' selections was in Intrapersonal Intelligence (SD=,52) and the most difference among individuals' selections is in Musical Intelligence (SD=,74).

Analysis of 9th grade students MI inventory revealed that the highest mean score of preferences of intelligences was 2,91 for Logical - Mathematical and compared with 9th grade students this mean score was higher than 9th grade students'. Their second highest mean score was 2,76 for Spatial Intelligence and this mean score was also higher than 9th grade students' mean score. The third highest mean of preferences was 2,71 for the Bodily-Kinaesthetic Intelligence. The fourth highest mean score of preferences was 2,69 for Interpersonal Intelligence. The fifth mean score was 2,64 for Intrapersonal Intelligence . The sixth mean score was 2,54 for Naturalist Intelligence. The least preferred intelligences were Musical Intelligence (X=2,36) and Linguistic Intelligence (X=2,15). The mean scores of the participants' selections of 10th grade students at Çanakkale Science High School on the MI are presented in Table 12.

Table 13 MII for 10th Grade Students

	N	Mean	Std. Deviation
Logical Mathematical	65	2,9154	,5179
Spatial	65	2,7677	,5247
Bodily kinesthetic	65	2,7185	,5247
Interpersonal	65	2,6908	,6528
Intrapersonal	65	2,6446	,4644
Naturalist	65	2,5477	,7100
Musical	65	2,3662	,9697
Linguistic	65	2,1538	,5016

Since the standard deviations in Table 12 ranged between ,96 and ,50 the responses of individuals participating in this study were not very different in their selections of the Multiple Intelligences. The least difference among individuals' selections was in Linguistic Intelligence (SD=,50) and the most difference among individuals' selections was in Musical Intelligence (SD=,96).

3.4.3.10. Implications for Coursebook Evaluation Criteria Checklist

According to the qualitative analysis of data of Çanakkale Science High School 9th and 10th grade students' Multiple Intelligence Inventory, most of the students had Logical/Mathematical and Spatial intelligences. Gardner (1993) defined Logical/Mathematical Intelligence as the capacity for inductive and deductive thinking and reasoning, as well as the use of numbers and the recognition of abstract patterns. These learners like predicting, categorising and crossword puzzles. So, their English coursebook should include activities requiring logical thinking, reasoning, predicting and puzzles.

Gardner (1993) evaluated Spatial and Visual styles in the same group and he defines them as the ability to visualize objects and spatial dimensions, and create internal images and pictures. However, what was interesting with this result was that while visual style was in the third and fourth orders in perceptual styles preferences section it was in the second order in MI for both groups. Their English coursebook should include highlighting, maps, diagrams, graphs, poster mapping and mind mapping. There were also a number of students who were Bodily-Kinesthetic and Interpersonal. These students should deal with drama, role-playing, creating craftwork, class discussion, peer sharing activities, and interviews in their coursebooks. The next two intelligences were Naturalist and Intrapersonal. They also had different orders in the table of both 9th and 10th grade students. For the students who were Intrapersonal, English coursebooks should include self-identification, guided writing and journals; Naturalist students needed to observe their environment for learning. Musical Intelligence and Linguistic Intelligence were in the last orders

in both groups. They did not prefer to see many reading parts, chants, music in their books (summarized from Graves & Akar: 2000).

As a conclusion, most of the students in both groups were Logical/Mathematical, Spatial, Bodily-Kinesthetic and Interpersonal. So, their English coursebooks should be prepared especially for these students without ignoring the other types of intelligences.

3.4.3.11. Findings from Students' Needs' Analysis Questionnaire

The aim of this questionnaire was to collect students' ideas before deciding criteria for coursebook evaluation. This was a questionnaire which contained open ended questionnaire items because this research study mainly depended on students' and teachers' perceptions on an ideal English coursebook. Students identified their expectations from each part of the questionnaire and these expectations were eliminated according to their frequencies. The following tables show the selected expectations on each part.

1. What do you want your teacher to do before choosing English coursebooks?

The first item of the questionnaire was about their expectations from their teachers before the English coursebook. The content analysis of SNA showed that both ninth and tenth graders expected similar things from their teachers before choosing the coursebook. What they expected at the very beginning of the selection of the coursebook were appropriateness with English proficiency of the students, visually attractiveness, illustrated cover and pages, the number of exercises and examples for the subjects in the coursebook, containing daily usage of English. Five students in each grade especially wanted their coursebook not to have mistakes. This was really interesting and might depend on their present coursebook. In conclusion, they really wanted meaningful things at the first step of choosing coursebook. *Table 14* below presented the answers of both 9th and 10th grade students for this question:

Table 14 Results for the 1st Item in SNA

Item 1: What do you want your teacher to do before choosing English coursebooks?		9th	10th	Total
1	The course book should be appropriate for English proficiency level of the students.	38	58	96
2	The coursebook should be appropriate for the age level of the students.	36	53	89
3	The coursebook should be visually attractive.	28	44	72
4	There should be enough number of exercises in the coursebook	21	18	39
5	There should be lots of samples about the subject matter	13	15	28
6	Daily usage of language should be emphasized in the coursebook.	13	16	29
7	The coursebook should be illustrated.	10	17	27
8	The coursebook should be colourful.	7	13	20
9	There should not be mistakes in the coursebook.	5	5	10

2. a. What are your expectations from the cover of the coursebook?

This item aimed to collect information about their expectations from the cover of the book; especially physical composition of the coursebook. For this section among a variety of expectations the most meaningful answers for each group were chosen and others were omitted because they had only one respondent. According to the analysis of the data, both groups wanted the cover of their coursebooks to be colourful, attractive and illustrated. They wanted to see real pictures on the cover of the book. 9th graders have close ideas about the size of the book: 16 students preferred medium size, 13 students preferred large size. On the other hand 10th graders had quite different views about the size of the book: 20 students preferred medium size, 11 students preferred large size. Looking at the frequencies *convenient size*, which was also a common word in the famous checklists, were chosen as criterion. While the thickness of the book was not

important for 9th graders it was quite important for 10th graders. The table 15 below presented the answers of both 9th and 10th grade students for this item:

Table 15 Results for Item 2a in SNA

Item 2.a: What are your expectations from the cover of the coursebook?		9th	10th	Total
1	The cover of the coursebook should be colourful.	34	48	82
2	The cover of the coursebook should be visually attractive.	29	46	75
3	The cover of the coursebook should be illustrated	21	25	46
4	The book should be of medium size.	16	20	36
5	The book should be of large size.	13	11	24
6	The coursebook should be of medium thickness.	9	42	51
7	The pictures should be taken from the real life.	8	16	24
8	The cover of the coursebook should be plain.	5	14	19

b. What are your expectations from the page organization of the book?

This item aimed to collect information about students' expectations from the page layout of the coursebook. The table showed that the first thing for 9th grade students was font size. They preferred large font size whereas this feature was in the sixth order for 10th grade students. 10th graders especially considered the appearance of the page. They wanted illustrated pages (45) and enough space on the page to write down notes (44). Both groups also wanted suitable contrast of the colour of the writing and the colour of the page in order to be able to read correctly. While 35 students preferred large font size, 40 students preferred medium font size. Similarly, they wanted a font type which was easy to read. Other things they wanted were attractive page organization, highlighted important points, and real pictures related with the subjects. Table 16 below presented the answers of both 9th and 10th grade students for this item:

Table 16 Results for Item 2b in SNA

Item 2.b: What are your expectations from the page organization of the book?		9th	10th	Total
1	Font size should be large.	23	21	44
2	The colors used in the book should provide suitable contrast.	21	38	59
3	Font size should be medium.	20	20	40
4	Pictures should be related with the topics.	18	27	43
5	There should be enough white space on the page to write down notes.	17	44	61
6	Page layout should be illustrated.	13	45	58
7	Font type should be large.	12	23	35
8	Page layout should be visually attractive.	8	24	32
9	Important points on the pages should be highlighted.	8	15	23
10	Pictures should be real.	7	14	21

c. What kinds of reading texts do you want to see in your coursebook?

The sequences of the subjects in the coursebook depend mostly on reading texts. For this reason this part of the questionnaire aimed to collect information about the types of reading texts students were interested in. Most of the students wanted current subjects and subjects related with the youth in the reading texts. Other expectations might be evaluated in this category: music, sports, interviews with famous people for example musicians, sportsmen, politicians, authors. .. etc. They also expected reading texts to be enjoyable. Appropriateness with the levels of the text and students' language level was another thing to be considered in this part. This aspect was mostly related with the vocabulary used in the text. They wanted to understand what they were reading. The table 17 below illustrated the answers of both 9th and 10th grade students for this item:

Table 17 Results for Item 2c in SNA

Item 2.c: What kinds of reading texts do you want to see in your coursebook?		9th	10th	Total
1	The topics should be from realistic situations.	38	59	97
2	Topics should be interesting to high school students.	25	43	68
3	The topics should be related with science.	18	35	53
4	The topics should be related with music.	14	16	30
5	The topics should be related with sports.	13	31	44
6	The topics should be entertaining.	13	30	43
7	There should be interviews with famous people.	8	12	20

d. What kind of reading activities do you like to do?

This questionnaire item intended to reach information about the reading activities. Levels of the activities which were appropriate with the levels of the students and interesting reading activities were the ones most students in each group wanted to meet in their coursebooks. Looking at the total numbers of the students in the tables above the types of the activities were not really important for most of them. But there were students who preferred reading activities to be short answers, multiple choice questions, fill in the blanks, and question - answer. They wanted especially vocabulary expanding activities and activities containing daily usage of English. Table 18 below showed the answers of both 9th and 10th grade students for this item:

Table 18 Results for Item 2d in SNA

Item 2.d: What kind of reading activities do you like to do?		9th	10th	Total
1	Reading activities should be appropriate with the English proficiency of the students.	17	36	33
2	Reading activities should be interesting to high school students.	15	43	58
3	There should be fill in the blanks activities.	15	12	27

4	There should be questions-answers sections about the reading parts.	13	20	33
5	Activities should present new vocabulary.	12	22	34
6	Activities should be available to use in daily life.	18	35	53
7	There should be True/False activities.	12	17	27
8	Activities should be related with the topic.	11	17	28
9	There should be multiple choice activities.	11	11	22

e. What kind of listening activities do you like to do?

This item included both audio materials and visual materials. Students' ideas for the item were similar to their ideas for speaking activities. They wanted easily understandable listening texts and they preferred the level of the listening activities and typescript to match with their language levels. Listening to English from its native speakers was really significant for 10th grade students. Both groups preferred to listen to music in listening sections of the lesson. Visual listening activities were also important for each group. They expected to see what they were listening to. To solve this problem instead of listening to the tape recorder watching video cassettes would be more useful for the students. While 9th grades students especially indicated what kind of activities they preferred to do in listening sections 10th grade students mostly prefer to indicate the importance of the quality of the listening materials. Another important point was the kind of the text they would like to listen to. Both groups wanted to listen to enjoyable and interesting subjects. *Table 19* below presented the answers of both 9th and 10th grade students for this item:

Table 19 Results for Item 2e in SNA

Item 2.e: What kind of listening activities do you like to do?		9th	10th	Total
1	There should be songs in listening sections.	24	31	55
2	Audio materials should be audible.	23	50	73
3	Listening activities should be appropriate with the English proficiency levels of the students.	20	47	67

4	Listening activities should be interesting to high school students.	17	40	57
5	Listening texts should be easy to understand.	21	42	63
6	There should be visual support for listening tasks.	15	33	48
7	Audio materials should be prepared by the native speakers of the language.	14	23	37
8	Audio materials should be clear	13	17	20

f. What kind of speaking activities do you like to do?

In terms of speaking activities students did not have a variety of expectations. The most important expectation was daily usage of the language for both groups. They did not want to speak about the subject given in the book; instead they wanted to be free to choose the subject they were going to speak. In both groups, they did not want to speak individually. Mostly they preferred enjoyable group activities. Only a few students wanted speaking activities to be related with the topics. *Table 20* below presented the answers of both 9th and 10th grade students for this item:

Table 20 Results for Item 2f in SNA

Item 2.f: What kind of speaking activities do you like to do?		9th	10th	Total
1	Speaking activities should contain daily usage of language.	36	52	88
2	There should be free discussion topics.	24	39	63
3	The learners should be involved in tasks which encourage communication.	18	40	58
4	Speaking topics should be interesting to high school students.	17	44	61
5	Speaking topics should encourage group work.	17	24	41
6	Speaking activities should be related with the topics.	5	8	13

g. What kind of writing activities do you like to do?

Writing and writing activities are the least lovable ones among the skills. For this reason there were not many expectations in this section, Moreover, 6 students in each group indicated that there should not be writing sections in the coursebooks. The most important response to this item was guided writing. Other ideas were those: they wanted to write about current events, and about fantasy and imaginative events. Like other skills students' problem for writing was also level. They preferred them to be easy. *Table 21* below showed the answers of both 9th and 10th grade students for this item:

Table 21 Results for Item 2g in SNA

Item 2.g: What kind of writing activities do you like to do?		9th	10th	Total
1	There should be enough guidance (models including examples & instructions) for writing sections in the coursebook.	25	47	72
2	Writing topics should be of current events.	19	40	59
3	Writing activities should be easy.	12	20	32
4	There should not be any writing sections in the coursebook.	6	6	12

h. What kind of activities can help you to expand your vocabulary?

Vocabulary is very important for the students to speak, to write, to understand. For this reason, this item aimed to collect data about in what ways the students preferred to learn new vocabulary in the book. They wanted to revise new vocabulary in the paragraphs at the end of the units and they preferred to do enjoyable things while they were learning new vocabulary such as: games and competitions. Another important point in this part was that students wanted to see vocabulary boxes with example sentences including new vocabulary in the book. *Table 22* below presented the answers of both 9th and 10th grade students for this item:

Table 22 Results for Item 2h in SNA

Item 2.h: What kind of activities can help you to expand your vocabulary?		9th	10th	Total
1	New vocabulary should be identified and presented through paragraphs.	43	52	95
2	There should be vocabulary games in the coursebook.	31	45	76
3	There should be vocabulary boxes with example sentences including new vocabulary in the book.	18	23	41
4	There should be vocabulary competitions in the coursebook.	14	24	38

i. What kind of grammar activities do you prefer to do?

The results of the analysis indicated that students' expectations about grammar activities were that they especially wanted the grammar functions to be explained clearly. In order to understand the grammar function they wanted to meet different kinds of grammar activities and adequate examples about the grammar functions. Appropriate levels of grammar activities were also important for them. *Table 23* presented the answers of both 9th and 10th grade students for this item:

Table 23 Results for Item 2i in SNA

Item 2.i: What kind of grammar activities do you prefer to do?		9th	10th	Total
1	The grammar functions should be clearly explained.	38	49	87
2	There should be different kinds of grammar activities in the course book.(question and answer, substitution drills, fill-in-the blanks, multiple choice exercises)	32	34	66
3	There should be adequate examples about the grammar functions.	14	17	31
4	Grammar functions to be taught should be appropriate with the English proficiency levels of the students.	14	20	34

j. Order of the skills you want to see in your coursebook?

According to analysis of the data most of the students in each group wanted to see the skills in the following order: (1) reading, (2) listening, (3) writing, (4) speaking. *Table 24* below presented the answers of both 9th and 10th grade students for this item:

Table 24 Results for Item 2j in SNA

Item 2.j: Order of the skills you want to see in your coursebook?		9th	10th	Total
1	Reading listening writing speaking	35	40	75

k. What kind of supplementary materials do you want to have with your coursebooks?

The results of the analysis revealed that students preferred to have audio materials available to every student, workbooks, story books, dictionaries containing new vocabulary, films, and grammar books as supplementary materials. *Table 25* below presented the answers of both 9th and 10th grade students for this item:

Table 25 Results for Item 2k in SNA

Item 2.k: What kind of supplementary materials do you want to have with your coursebooks?		9th	10th	Total
1	Audio materials available to every student.	27	29	56
2	Workbooks	23	22	45
3	Story books	17	17	34
4	Dictionary containing the new vocabulary of the coursebook.	14	32	46
5	Films	7	9	16
6	Grammar books	3	11	14

3.4.3.12. Implications For Coursebook Evaluation Criteria Checklist

Qualitative analysis of students' Needs Analysis Questionnaire constituted most of the Coursebook Evaluation Criteria Checklist. In order to prepare a checklist, the subgroups introduced by Baggerly, Blair, Deeter, Dowd, Fisher, Hales, Hanson, Nies, Yackulic were used. These subgroups were pre-review, physical composition, themes and topics, objectives and skills, learning and teaching activities, references. Apart from these subgroups two extra subgroups mentioned in literature were added: teacher's manual/guide, and supplementary materials. The criteria obtained from each item were placed in the related area according to the subgroups in the checklist.

- | | |
|--------------------------|-------------------------------------|
| A. Pre-review | E. Teaching and Learning activities |
| B. Physical Composition | F. References |
| C. Themes and Topics | G. Teacher's Manual/Guide |
| D. Objectives and Skills | H. Supplementary Materials |

The first item and the item 2(a) of the students' needs analysis were evaluated together because they contained similar answers and they led us to decide the following criteria for the criteria checklist:

Table 26 Criteria Obtained Through Item 1 and 2a in SNA

	Criteria	Subgroup
1	The course book should be appropriate for English proficiency level of the students.	A
2	The coursebook should be appropriate for the age level of the students.	A
3	Topics should contain daily usage of language.	C
4	The coursebook should be durable.	B
5	The coursebook should be colourful.	B
6	The coursebook should be illustrated.	B
7	The coursebook should be of convenient size.	B
8	The coursebook should be visually attractive.	B
9	Pictures should be related with the topics.	B

The second item **(b)** guided us to decide the following criteria for the criteria checklist:

Table 27 Criteria Obtained Through Item 2b in SNA

	Criteria	Subgroup
1	Page layout of the coursebook should be attractive.	B
2	The colours used in the book should provide suitable contrast.	B
3	There should be enough white space on the page to write down notes.	B
4	Font size should be easy to read.	B
5	Font type should be easy to read.	B
6	Important points on the pages should be highlighted.	B
7	Charts, diagrams and/or illustrations should represent the targeted concept.	C
8	The units should be well organized.	D

The second item **(c and d)** revealed the following criteria for the checklist:

Table 28 Criteria Obtained Through Item 2c and d in SNA

	Criteria	Subgroup
1	The topics should represent realistic situations that students can relate to their own lives and experiences.	C
2	The texts and illustrations should invite learning through enjoyable real life experiences.	C
3	Fantasy or imaginative fiction should be used in topics.	C
4	Topics should be interesting to high school students.	C
5	Drills and exercises should represent realistic situations that students can relate to their own lives and experiences.	E
6	New vocabulary should be recycled through different kinds of activities.	E

The second item (e) contributed the following criteria for the criteria checklist:

Table 29 Criteria Obtained Through Item 2e in SNA

	Criteria	Subgroup
1	Coursebook should have audio materials.	B
2	There should be visual support for listening tasks.	B
3	The audio materials of the coursebook should be available.	B
4	Audio materials should be audible.	B
5	Audio materials should be clear.	B
6	Audio materials should be prepared by the native speakers of the language.	C
7	There should be songs in listening sections.	E
8	The coursebook should be supported by video.	H
9	The video should include comprehensible speech.	H

The second item (f) led us to decide the following criteria for the criteria checklist:

Table 30 Criteria Obtained Through Item 2f in SNA

	Criteria	Subgroup
1	Exercises and activities should involve active student participation.	E
2	There should be free discussion topics.	E
3	The learners should be involved in tasks which encourage communication.	E
4	The activities & exercises should be pertinent to the skills being taught.	E
5	There should be balanced activities for studying individually and in group.	E

The second item **(g)** led us to decide the following criteria for the criteria checklist:

Table 31 Criteria Obtained Through Item 2g in SNA

	Criteria	Subgroup
1	Writing topics should be of current events.	C
2	There should be enough guidance (models including examples & instructions) for writing sections in the coursebook.	E

The second item **(h)** yielded the following criteria for the criteria checklist:

Table 32 Criteria Obtained Through Item 2h in SNA

	Criteria	Subgroup
1	New vocabulary should be identified and presented in comprehensible context.	C
2	New vocabulary should be recycled through different kinds of activities.	E
3	There should be vocabulary boxes with example sentences including new vocabulary in the book.	E

The second item **(i)** led us to decide the following criteria for the criteria checklist:

Table 33 Criteria Obtained Through Item 2i in SNA

	Criteria	Subgroup
1	The grammar functions should be clearly explained.	E
2	There should be adequate examples about the grammar functions.	E
3	There should be different kinds of grammar activities in the course book.(question and answer, substitution drills, fill-in-the blanks, multiple choice exercises).	E

The second item (**j**) led us to decide the following criteria for the criteria checklist:

Table 34 Criteria Obtained Through Item 2j in SNA

	Criteria	Subgroup
1	All of the skills (listening, speaking, reading, and writing) should be emphasized in the book.	D
2	The skills (listening, speaking, reading, and writing) in a unit should be presented sequentially – building from simple to complex.	D
3	The activities should provide development in each of the skill area (listening, speaking, reading, and writing.)	E

The second item (**k**) led us to decide the following criteria for the criteria checklist:

Table 35 Criteria Obtained Through Item 2k in SNA

	Criteria	Subgroup
1	The course book should contain comprehensive grammar appendices.	F
2	Explanations in the grammar reference should be enough for students to understand the subject.	F
3	There should be an index of vocabulary.	F
4	Course book should have a workbook.	H
5	The coursebook should provide story books.	H

Since students mentioned many of the criteria that were implemented at the end of the results of the questionnaires. There were also criteria added to the checklist according to the results of LLOS, SLTAS, PSPI, SSI, and MII. These criteria were as follows:

Table 36 Criteria Obtained Through LLOS, SLTAS, PSPI, SSI, and MII

	Criteria	Subgroup
1	The coursebook should aim at teaching through problem solving (such as logical thinking, reasoning, predicting and puzzles).	D
2	Exercises and activities should provide for different learning styles.	E
3	Exercises and activities should provide for group activities stimulating creative problem solving.	E
4	There should be balanced activities for studying individually and in group.	E

3.4.3.13. Findings From Teachers' Needs Analysis Questionnaire

The aim of this questionnaire was to get teachers' views before deciding criteria for coursebook evaluation. This was a questionnaire which contained open ended questionnaire items because this research study mainly depended on students' and teachers' perceptions on an ideal English coursebook. The questionnaire was given to four English Language teachers who work at Çanakkale Science High School. Their experience at the school ranges between four and ten years and they have been studying New Bridge to Success for four years. Their answers to each questionnaire item were as follows:

1. If you had the chance to choose the English coursebook for your students what would your priorities be before choosing it?

They answered this question as price (3), cover of the coursebook (3), appropriateness for English proficiency levels of the students (4) and for age levels of students (4), visually attractiveness of the coursebook (4), suitable content (3) and usability of the coursebook (4), instructions which were easy to follow (3). As compared with students' needs analysis results, teachers and students think similarly at the very first step of choosing a coursebook.

2. Please answer the items in this part according to the subtitles:

a. How should the cover of the coursebook be? (colour, picture, size etc.)

Teachers preferred the cover of the coursebook to be colourful (4), attractive (4), interest arising (4), and they wanted the size of the coursebook to be of convenient size (3).

b. How should the physical composition and page organization of the coursebook be? (space, colour, face script.. etc)

In teachers' perspectives the coursebook should have enough space to write down notes (4), font type and font size should be easy to read (4). They preferred an attractive (4) and colourful page layout (4) and well organized units (3).

c. What kinds of reading texts are more useful for the students?

Teachers mentioned that the topics in reading sections should be taken from real life situations (4) and from current events (4); texts should be appropriate for high school students' ages and interests (4); new vocabulary should be replaced in the topics (4), however, there should be a graded increase of the difficulty degree of the vocabulary in the texts (3).

d. What kinds of pre and post reading activities are more beneficial for the students?

Teachers' answers for this item were more conscious than students' answers. They preferred reading activities to be easy to follow with known vocabulary (4) and they preferred various reading activities that would make reading more interesting to the students and more enjoyable (4). According to the teachers activities should be suitable for the aim of the unit (4).

e. What kind of listening activities are more beneficial for the students?

This section was the one which had the most ideas among all because listening sections in an English coursebook were thought to be the most frightening and worrying section for the students. When they did not understand most of the typescript they felt anxious and they gave up listening to it. Both teachers and students had a common idea about the necessity for audio materials for the coursebook (4) and visual support for the audio materials (4). Teachers' ideas about this item were those; availability of audio materials (4), clear sound (4), real like sounds (2), easy to catch up with (4), not a monotonous voice but a lively voice (3), exercises accompanied (3) easy tasks (4), and acceptable level of background noise (4).

f. What kind of speaking activities are more beneficial for the students?

The results of Motivational Orientations Scale showed that speaking was thought to be the most important skill that should be improved especially by the students, because they really wanted to communicate with the native speakers of the target language and for this reason, they preferred free speaking topics to discuss in the classroom. This was also important for the teachers. However, it was interesting that while students preferred free flowing dialogues and discussion topics, teachers preferred student centered topics which are easy to monitor (4). Teachers wanted to monitor what the students were talking about easily. This meant that they did not prefer free-flowing topics; they preferred the speaking sections to be planned and guided.

g. What kinds of writing activities are more beneficial for the students?

It is known that students generally do not prefer to write in English classes. This common idea effected teachers' ideas about this section. Dependent on this common belief they preferred writing activities which were not too long (3), but

easy for students to follow (4) which had suitable plan (4) and enough guidance for the students to feel themselves relaxed while writing (4).

h. What kinds of vocabulary activities should the coursebook contain to expand students' vocabulary?

Learning new vocabulary is very important to be good and successful at all of the skills. However, a text which is full of new and difficult vocabulary makes learning too challenging and impossible. For this reason, teachers believed that new vocabulary should be presented in a comprehensible context (4) and the text should not be full of unknown vocabulary (4). Strategy training to learn new vocabulary is also very important for them (3). They also thought that a separate section in each unit to show new vocabulary with sample sentences (2) and various activities (4) which would encourage remembering them would make learning vocabulary easier and funnier for the students.

i. What kinds of grammar activities should the coursebook contain?

Grammar is seen to be the base of a language. Examination papers of the students are evaluated and graded in accordance with correctness and mistakes in grammar rules of that language. Teachers at Çanakkale Science High School thought that a coursebook should explain grammar functions clearly (4) with adequate examples about the functions (4) and after the presentation of a grammar function (4), there should be different kinds of grammar activities in the course book (question and answer, substitution drills, fill-in-the blanks, multiple choice exercises) (4).

j. How do you think should the four skills (reading, writing, speaking, and listening) be sequenced in a unit?

The answers of the students and teachers showed a slight difference for this item. While students preferred speaking to be in the fourth order, teachers preferred

writing to be in the fourth order. In many of the English coursebooks the sequences of these four skills are the same as the teachers' preferences.

k. What kind of supplementary materials references should a coursebook provide?

Teachers preferred CDs (4), dictionary (4), extra audio materials to improve listening skill (4), some supplementary worksheets to study individually (4), and a workbook containing the subjects in the coursebook as supplementary materials (4). As references in the coursebook, they mentioned that the course book should contain comprehensive grammar appendices with enough and understandable explanations (4); it should include an index of vocabulary containing all of the new vocabulary in the topics of the coursebook (3).

l. How do you think the workbook of the coursebook should be organised? (colour, size, space, activities, exercises,etc.)

Since the aim of the study was about the evaluation of the main English coursebook and the time which was used to answer the questionnaire by the students would be too long, this item was not included in students' needs analysis questionnaire; it was carried out with the teachers. Their answers were taken into account for the coursebook evaluation checklist criteria. They preferred the workbook to be illustrated (4), colourful (4) with enough space to write on (4), with graded exercises (4) and include activities related with the subject in the course book (4), and photocopyable sections (4).

m. How do you think the teacher manual of the coursebook should be? (separate/combined, colour, size, space, activities, exercises, quizzes, exams, knowledge,etc.)

Teachers' expectations from the teacher manual of the coursebook were mostly parallel with the items in literature. Teachers preferred the TG to be

informative for the teachers about the usage of the coursebook (4), basic teacher-student relationship (4), to help heighten learner motivation (3), to be designed well (4), to suggest appropriate ways for the teacher to evaluate each activity (4), lesson and sequence of lesson (4), to have enough, appropriate and clear guidance on handling language items (4), to provide assistance with cultural issues (3), to suggest alternative ways, through activities, lessons and units which can be helpful when things do not go according to plan, to include the answers to the tasks in the coursebook (4), to be combined (4), to cover extra activities about each skill area (4), to include exam samples (4), to provide typescripts of the audio materials (4).

3.4.3.14. Implications For Coursebook Evaluation Criteria Checklist

Many of the teachers' expectations were the same with the students' expectations in accordance with pre review of the coursebook, cover of the coursebooks, page organisation of the coursebook, skills and activities in the coursebook, and supplementary materials. Apart from these sections there were also two extra sections in teachers' needs analysis questionnaire: workbook and teacher's guide. Since all of them would be indicated in the checklist whether they were students' or teachers' perceptions, only the criteria brought from teachers' perceptions and mentioned about workbook and teachers guide were presented as follows:

Table 37 Criteria Obtained Through TNA

	Criteria	Subgroup
1	Instructions of the coursebook should be clear.	A
2	The coursebook should be appropriately priced.	B
3	The unit themes should be clearly identified.	C
4	Learning objectives for a unit should be clearly identified.	D
5	Reading, writing, speaking and listening activities should be replaceable.	E
6	Exercises and activities should provide for different learning	E

	styles.	
7	Exercises and activities should provide for a variety of activities moving from teacher directed to student initiated.	E
8	The course book should contain a table of contents at the beginning of the book.	F
9	The course book should contain a student/teacher resource list.	F
10	The TG should explicitly inform the teacher how the coursebook can best be used.	G
11	The objectives of the course should be set off clearly in the TG.	G
12	The basic teacher-student relationship should be implied in the TG.	G
13	The design and content of the TG should suggest ease of use.	G
14	The TG should suggest appropriate ways for the teacher to evaluate each activity, lesson and sequence of lesson.	G
15	The information about the guidance on handling language items should be adequate.	G
16	The information about the guidance on handling language items should be appropriate. (h), (i).	G
17	There should be helpful notes about potential problems which may arise regarding language items in the context.	G
18	The TG should provide assistance with cultural issues.	G
19	The TG should suggest alternative routes through activities, lessons and units which can be helpful when things do not go according to plan.	G
20	The TG should be combined.	G
21	The TG should cover extra activities about each skill area.	G
22	The TG should include exam samples.	G
23	Typescripts of the audio materials should be given in the TG.	G
24	Workbook should have photocopyable sections.	H
25	There should be some supplementary worksheets.	H

3.5. PHASE II - DEVELOPMENT OF THE STUDENTS' AND TEACHERS' COURSEBOOK EVALUATION CRITERIA CHECKLIST

In order to prepare a checklist, the following subgroups were used. The full checklist developed for this study can be found in Appendix M.

Pre - review: Criteria that should be considered at the very beginning of the coursebook selection were considered in this subgroup (such as: The coursebook should be appropriate for the age level of the students).

Physical Composition: This subgroup was a combination of criteria such as price, size, attractiveness, colours, font type and size, page layout, pictures etc. (e.g. Coursebook should be appropriately priced; Page layout of the coursebook should be attractive).

Themes and Topics: This section of the checklist was about themes and topics related with all of the skill area in the coursebook. Students' and teachers' expectations about the type of the topics, unit themes, language used in the topics etc were placed in this part. (e.g. Fantasy or imaginative fiction should be used in topics; Topics should contain daily usage of language).

Objectives and Skills: In this subgroup, there were criteria about objectives that the coursebook should have on how to teach each skill area to the students (such as Learning objectives for a unit should be clearly identified; All of the skills (listening, speaking, reading, and writing) should be emphasized in the book).

Learning and Teaching Activities: This subgroup was mostly about activities in all of the skill areas (e.g. Exercises and activities should provide for different learning styles; The activities should provide development in each of the skill area (listening, speaking, reading, and writing)).

References: In this part of the criteria references such as; grammar appendices, index of vocabulary, table of contents took place (e.g. The course book should contain comprehensive grammar appendices; The course book should contain a student/teacher resource list).

Teachers' Manual/Guide: Criteria about TG constituted this subgroup (e.g. The TG should explicitly inform the teacher how the coursebook can best be used; The information about the guidance on handling language items should be adequate).

Supplementary Materials: Supplementary materials subgroup included the criteria which were about materials teachers and students expected to be given with or within the coursebook such as; course book should have a workbook, there should be some supplementary worksheets.

One of the aims of the study was to determine the criteria for coursebook evaluation checklist according to students' and teachers' perceptions. Therefore at this stage, coursebook evaluation criteria checklist prepared separately for the students and the teachers were to be rated by the teachers and the students. To do this a separate study was conducted.

3.5.1. Setting

The Second Phase of the study was also conducted at Çanakkale Science High School.

3.5.2. Pilot Study

A pilot study for the Second Phase of the study was conducted by three 10th grade students at school library. One student from each classroom was chosen. Before the study, they were informed about the aim of the study and explained what their roles were for the study. The aim of the pilot testing were to find out to what extent the items were clear and comprehensible according to the subjects of the study

and to what extent the English version of the checklist were understandable to them. Timing and the clarity of instructions were searched by means of the piloting. Moreover, they were the students who had already participated in the study but they were 9th grade students then and they became more experienced in English after a year at school. As a result of the piloting, nothing changed in the checklist and it was decided to give the checklist in English because it was quite understandable in terms of the participants' English proficiency levels.

3.5.3. Participants

In the second part of the study, there were 28 participants: 24 students and 4 ELT teachers to rate the coursebook evaluation criteria checklist in accordance with the importance of each criterion between 1 and 5. Four students, 2 males and 2 females, from each of the classroom, were chosen randomly and the teachers participated in the study were Science High School teachers. The following table shows the distribution of the students in accordance with their classrooms and genders and distributions of the teachers in accordance with their genders.

Table 38 Students Profile for Main Study Phase II

	FEMALE	MALE	TOTAL
Grade 9	6	6	12
Grade 10	6	6	12
TEACHERS	2	2	4
TOTAL			28

Teachers participated in the study were Science High School teachers with the experience of 4 - 10 years at this school and they had been teaching the mentioned coursebooks since they were first published in 2005.

3.5.4. Materials

Coursebook Evaluation Criteria Checklist that was developed according to the students' responses to the questionnaires: Language Learning Orientations Scale, Second Language Tolerance of Ambiguity Scale, Perceptual Learning Style Inventory, Social Styles Inventory, Multiple Intelligence Inventory, and Needs Analysis for students and teachers were used in this phase of the study. For the development of the checklist literature was also used as reference.

3.5.5. Procedures for Data Collection

Data collection procedure was carried out in January 2008. Prior to the implementation of the instruments, the course teachers and the students were informed about the administration procedures and administration dates were planned according to the teachers' and students' time tables.

The Criteria in the Checklist were rated by the students and the teachers during the class time in the school library. The checklist was given to twenty four students and four English Language teachers to be rated ranging from 1(not very important) to 5 (very important) in accordance with the perceived importance of each criteria. Four students from each classroom were chosen randomly for this step.

3.5.6. Procedures for Data Analysis

The emergent quantitative data was then analyzed. After participants rated each criterion, total scores were calculated and ranges of total scores were then formed to see the distribution of importance ascribed to each criterion. New ranged scores constituted the *importance value* of the criteria which would be used for the final evaluation of the coursebook. The following ranges were formed.

Ranges for Students' Coursebook

136 -128	4	very important
127 - 114	3	important
113 – 106	2	a little important
105 – 95	1	not important

Ranges for Teacher's Guide

20 - 19	4	very important
18 - 17	3	important
16 - 15	2	a little important
14 - ...	1	not important

3.5.7. Assigning Value Labels to Each Item

Following the procedures described above, each criterion was given an importance value. Tables 39, 40, 41, 42, 43, 44, and 45 present the importance value labels determined by students and teachers for each criterion in the subgroups of the checklist. The items were presented from the most important to the least important one in each set.

Table 39 Students' and Teachers' Value Assessment Scores for *Pre-review items*

1	Instructions of the coursebook should be clear.	4
2	The course book should be appropriate for English proficiency level of the students.	4
3	The coursebook should be appropriate for the age level of the students.	4
4	The texts and illustrations should show non-stereotyping about gender.	3

In this subgroup, there were four items to be rated and three of them had the highest points (4) as they were thought to be very important for the students and the

teachers, and the mean score of the 4th item was 3 which was also important for them but not as important as the other three items in the group.

Table 40 Students' and Teachers' Value Assessment Scores for *Physical Composition items*

5	The coursebook should be visually attractive.	4
6	The coursebook should be illustrated.	4
7	There should be visual support for listening tasks.	4
8	Audio materials should be audible.	4
9	Audio materials should be clear.	4
10	The coursebook should be colourful.	3
11	The coursebook should be durable.	3
12	Page layout of the coursebook should be attractive.	3
13	Font size should be easy to read.	3
14	Font type should be easy to read.	3
15	Important points on the pages should be highlighted.	3
16	Pictures should be related with the topics.	3
17	Coursebook should have audio materials.	3
18	The audio materials of the coursebook should be available.	3
19	The coursebook should be appropriately priced.	2
20	The colours used in the book should provide suitable contrast.	2
21	There should be enough white space on the page to write down notes.	2
22	The coursebook should be of convenient size.	1

There were 18 items in this section and items 5, 6, 7, 8, and 9 were thought to be the most important ones by the students and the teachers because their mean scores were 4. Items 5 and 6 were related with the attractiveness of the coursebook and the results showed that all of them preferred their coursebook to be attractive and colourful. Other three items (7, 8, 9) were related with listening skill and this result revealed that students and teachers thought that listening was the most important skill

to be developed and they preferred their coursebook to present audible and clear audio materials and to support the audio materials visually.

Mean scores of items 10, 11, 12, 13, 14, 15, 16, 17, 18 were 3 and this result indicated that students expected their coursebooks to be durable, colourful, page layout of the coursebook to be attractive. They also preferred to read the font type of the coursebook easily, to have important points on the pages highlighted, picture and topic relationship, and their coursebooks to have available audio materials.

Students' and teachers' means scores of rating for items 19, 20, 21 were 2 and this result indicated that price of the coursebook, contrast of the colours in the pages, and enough white space to write down were not as important as the previous items and especially low mean score for the price of the coursebook was the result of that coursebooks have been given to the students free by the Ministry of National Education for four years.

Answers to the Needs Analysis Questionnaire showed that students were nearly in equal numbers in two groups: one consisted of the students who preferred large size coursebook and one consisted of the students who preferred medium size coursebook. For this reason, *convenient size* was used for this criterion. But this criterion was rated as the least important one in this section (1).

Table 41 Students' and Teachers' Value Assessment Scores for Themes and Topics

23	Topics should be interesting to high school students.	4
24	New vocabulary should be identified and presented in comprehensible context.	4
25	The topics should represent realistic situations that students can relate to their own lives and experiences.	3
26	The texts and illustrations should invite learning through enjoyable real life experiences.	3
27	Topics should contain daily usage of language.	3

28	The topics should be culturally appropriate.	3
29	The unit themes should be clearly identified.	3
30	Audio materials should be prepared by the native speakers of the language.	3
31	Writing topics should be of current events.	3
32	Fantasy or imaginative fiction should be used in topics.	2
33	Charts, diagrams and/or illustrations should represent the targeted concept.	2

Themes and Topics subgroup of the checklist consisted of 11 items. There were especially two items which were thought to be very important by the students and the teachers because their mean scores at the end of rating were 4. The items were 23 (Topics should be interesting to high school students) and 24 (New vocabulary should be identified and presented in comprehensible context). It was not a surprising result, as it was mentioned before that the term “*interesting to high school students*” was frequently repeated in almost all of the sections by the students and the teachers. Learning new vocabulary is always seen as a problem by the students because it is something easily forgotten when they do not learn in context and review it.

Items 25, 26, 27, 28, 29, 30, 31 were the ones of which mean scores were 3 and items 25 (The topics should represent realistic situations that students can relate to their own lives and experiences), 26 (The texts and illustrations should invite learning through enjoyable real life experiences), 27 (Topics should contain daily usage of language), 30 (Audio materials should be prepared by the native speakers of the language) were related with each other that all of them were about using the target language in real life situations. Item 28 which was about cultural appropriateness of the topics also took 3 which means that it was also an important factor for the students; 3 mean scores for item 29 (The unit themes should be clearly identified) indicated that students preferred to be informed at the beginning of the unit, and finally they preferred to write about current events in writing sections.

Items 32 (Fantasy or imaginative fiction should be used in topics) and 33 (Charts, diagrams and/or illustrations should represent the targeted concept) were the ones of which mean scores were the lowest in the subgroup (2). Item 32 was the criterion produced according to the results of the needs analysis questionnaires of the students because in the answers most of the students preferred the topics to be taken from the real life situation, but there were also some students who also wanted to see fantasy and imaginative fiction in the topics.

Table 42 Students' and Teachers' Value Assessment Scores for *Objectives and Skills*

34	All of the skills (listening, speaking, reading, and writing) should be emphasized in the book.	4
35	The units should be well organized.	3
36	The skills (listening, speaking, reading, and writing) in a unit should be presented sequentially – building from simple to complex.	3
37	Strategy training to learn new vocabulary should be emphasized in each unit.	3
38	Learning objectives for a unit should be clearly identified.	2
39	The learning objectives should be described in measurable terms of evaluation.	2
40	The coursebook should aim at teaching through problem solving (such as logical thinking, reasoning, predicting and puzzles).	2

In this subgroup there was only one criterion which had the highest point at the end of the rating: item 34 (All of the skills (listening, speaking, reading, and writing) should be emphasized in the book). It was essential to see all of the skill areas in their coursebook. Items 35 (The units should be well organized), 36 (The skills (listening, speaking, reading, and writing) in a unit should be presented sequentially – building from simple to complex), 37 (Strategy training to learn new vocabulary should be emphasized in each unit) had 3 as they were also important for the students. Items 38, 39 and 40 were the ones which had 2 at the end of rating.

Students were not interested in being informed about learning objectives and being evaluated about the learning objectives of the unit. What was surprising in this group was the score given to item 40, it was the criterion obtained through MII of the students since most of the students in both group were showing the characteristics of Logical-Mathematical Intelligence.

Table 43 Students' and Teachers' Value Assessment Scores for *Teaching and Learning Activities*

41	The activities should provide development in each of the skill area (listening, speaking, reading, and writing.)	4
42	The activities & exercises should be pertinent to the skills being taught.	4
43	The grammar functions should be clearly explained.	4
44	There should be adequate examples about the grammar functions.	4
45	New vocabulary should be recycled through different kinds of activities.	4
46	Reading, writing, speaking and listening activities should be replaceable.	3
47	Drills and exercises should represent realistic situations that students can relate to their own lives and experiences.	3
48	Activities should focus the learner on content rather than form.	3
49	Exercises and activities should involve active student participation.	3
50	Exercises and activities should provide for different learning styles.	3
51	There should be balanced activities for studying individually and in group.	3
52	There should be free discussion topics. (St.)	3
53	The learners should be involved in tasks which encourage communication.	3
54	There should be enough guidance (models including examples & instructions) for writing sections in the coursebook.	3
55	There should be different kinds of grammar activities in the course book.(question and answer, substitution drills, fill-in-the blanks, multiple choice exercises)	3
56	There should be vocabulary boxes with example sentences including new vocabulary in the book.	3
57	Exercises and activities should provide for a variety of activities moving from teacher directed to student initiated.	2
58	Exercises and activities should provide for group activities stimulating creative problem solving.	2
59	There should be songs in listening sections.	2

This subgroup included 19 items and the items which obtained the highest score were 41, 42, 43, 44, and 45. Students and teachers wanted the activities and exercises to be pertinent to the skills being taught and provide development in each of the skill area. Understanding the grammar functions through adequate examples and learning new vocabulary not only in context but also in activities were thought to be significant issues in a coursebook.

Items 46, 47, 48, 49, 50, 51, 52, 53, 54, 55 and 56 obtained 3 at the end of assessment score. This result indicated that they were interested in activities which were replaceable, possible to use in real life situations, easy to participate actively, suitable for different learning styles, balanced for studying individually and in group, and communicative. They also preferred guided writing, different kinds of grammar activities and vocabulary boxes including new vocabulary in the book.

There were only 3 items which had 2: 57, 58 and 59. The result indicated that students did not accept to be directed by the teacher. Item 49 was produced at the end of their MII results but it only took 2 in the rating stage, and 54 was also from their NA and it was one of the expectations written by many students but it only had 2 at the end of rating.

Table 44 Students' and Teachers' Value Assessment Scores for *References items*

60	The course book should contain comprehensive grammar appendices.	4
61	Explanations in the grammar reference should be enough for students to understand the subject.	4
62	There should be an index of vocabulary.	3
63	The course book should contain a table of contents at the beginning of the book.	2
64	The course book should contain a student/teacher resource list.	2

There were 5 items in this subgroup and items which had the highest score were 60 and 61 which were about grammar appendices and explanations in it. Item 62 was about the presence of index of vocabulary and it obtained 3. Items which had

the lowest scores (2) in the subgroup were 63 and 64 which were about table of contents and student/teacher resource list.

Table 45 Students' and Teachers' Value Assessment Scores for *Teacher Manual*

65	The TG should explicitly inform the teacher how the coursebook can best be used.	4
66	The TG should cover extra activities about each skill area.	4
67	Typescripts of the audio materials should be given in the TG.	4
68	The objectives of the course should be set off clearly in the TG.	3
69	The design and content of the TG should suggest ease of use.	3
70	The TG should suggest appropriate ways for the teacher to evaluate each activity, lesson and sequence of lesson.	3
71	The information about the guidance on handling language items should be appropriate.	3
72	The TG should be combined.	3
73	The TG should include exam samples.	3
74	The information about the guidance on handling language items should be adequate.	2
75	The TG should suggest alternative routes through activities, lessons and units which can be helpful when things do not go according to plan.	2
76	The basic teacher-student relationship should be implied in the TG.	1
77	The information about the guidance on handling language items should be unambiguous.	1
78	There should be helpful notes about potential problems which may arise regarding language items in the context.	1
79	The TG should provide assistance with cultural issues	1

Teacher Manual/Guide subgroup consisted of 15 items and they were only rated by four English Language teachers at school. There were 15 items related with the teachers' books of New Bridge to Success. Items 65, 66, and 67 were the ones which had the highest scores at the end of rating. This result indicated that the teachers preferred to be informed about how to use the coursebooks, to have extra

activities about each skill area, and they wanted to see typescripts of the audio materials. The items which valued 3 at the end of rating were 68, 69, 70, 71, 72 and 73. In this category, teachers expected the objectives of the course to be set off clearly in the TG, appropriate ways for the teacher to evaluate each activity, lesson and sequence of lesson to be suggested in the TG, appropriate guidance on handling language items to be provided to themselves; they also wanted the TG to provide them exam samples and the design and content of it to be easy to use, and related with this item they preferred a combined TG. Items 74 which was about the adequate information about the guidance on handling language items, and 75 which was about suggesting alternative routes through activities, lessons and units which can be helpful when things do not go according to plan took 2 at the end of rating. Therefore, teachers did not really need alternative routes to use in the lesson. There were four items which obtained the lowest score in this subgroup: 76, 77, 78 and 79. This showed that they did not need the implication of basic teacher-student relationship and unambiguous information about the guidance on handling language items, helpful notes about potential problems which may arise regarding language items in the context, and assistance with cultural issues.

Table 46 Students' and Teachers' Value Assessment Scores for *Supplementary Materials*

80	The video should include comprehensible speech.	4
81	Course book should have a workbook.	3
82	Workbook should have photocopiable sections.	3
83	The coursebook should provide story books.	3
84	The coursebook should be supported by video.	3
85	The coursebook should be supported by the internet sources.	3
86	There should be some supplementary worksheets.	2

There were 7 items in this section and the highest score was for item 80 which was about the comprehensible speech of the video. Except for item 86 which was produced according to the TNA results and took 2, other items had 3 at the end of rating, and they were related with workbook, photocopyable sections in the workbooks, story books, video and internet support for the coursebook.

3.6. PHASE III: EVALUATING THE COURSE BOOK

Having compiled a list of 86 criteria, an importance value label for each criterion assigned. Kızıllırmak's (1991) framework was used to evaluate the mentioned coursebooks. As described in Section One, for the first step, each criterion was assigned a value out of four. For the Second Step, the data was evaluated against each criterion and an evaluation score was given out of five according to the extent to which the coursebook fulfil the criterion. For the third step, to find the loading of each criterion aspect the Value Score (VS) and Merit Score (MS) were multiplied (VMP). VMP was then compared to acceptability level (AL) which indicated whether the coursebook is below or above our acceptability level.

Phase III will be described in Chapter IV where findings of the evaluation will be presented.

3.7. CHAPTER SUMMARY

This chapter summarized the methodology pursued in this three - phase study. The first phase involved collecting information to understand needs of students and compiled a list of expectations from an ideal book for such a group language learners. The second phase constituted understanding the perceived importance of each expectation (criterion) for students and teachers. Finally, phase three concerned the actual evaluation of the course book used in that particular school against the coursebook evaluation checklist developed. The next Chapter will report on this evaluation.

CHAPTER FOUR

EVALUATION OF THE COURSEBOOK

4.1. INTRODUCTION

In this chapter, evaluation of the coursebook in terms of each subgroup in the checklist: preview, physical composition, themes and topics, objectives and skills, teaching and learning activities, references, teacher guide, and supplementary materials with exemplars from both of the coursebooks will be presented according to value scores assessed by the students and the teachers.

4.2. EVALUATION OF THE COURSEBOOK

For the evaluation of the coursebooks, three units in each coursebook were chosen. 9th grade students' coursebook consisted of 22 units and units 11 (Now and Then), 12 (A detective Story), and 13 (Famous People) were evaluated and 10th grade students' coursebook consisted 10 units and units 4 (Manners), 5 (Jobs), and 6 (News) were evaluated using the Kızılırmak's (1991) framework. The evaluation of the coursebooks was completed and the results obtained from the evaluation step for each subgroup were presented below.

4.2.1. Evaluation of New Bridge to Success in terms of Preview Principles

The items in this section were about the issues that should be taken into account at the very beginning of the coursebook selection. Acceptability level of pre review section was 45 and the total grade that this section took at the end of the coursebook evaluation was also 45. Therefore the coursebook only met the minimum acceptability values, although some of the items were below acceptability level. Table 46 presents the Evaluation of NBTS in terms of Preview Principles

Table 47 Evaluation of New Bridge to Success in terms of *Pre-review* principles

	PRE REVIEW	VS	MS	VMP	AL
1	The coursebook should be appropriate for the age level of the students.	4	3	12	12
2	The course book should be appropriate for English proficiency level of the students.	4	3	12	12
3	The texts and illustrations should show non-stereotyping about gender.	3	3	9	9
4	Instructions of the coursebook should be clear.	4	3	12	12
				45	45

A qualitative description of the evaluation was presented below with exemplars from the book.

Items 1 and 2 sought for the appropriateness of the coursebooks in terms of age and language proficiency level. These items were considered to be two of the most important items in this section. However, after the evaluation it was realized that appropriateness of the coursebook with the age and English proficiency levels of the students was not very high. Science High School students come with some background English language knowledge from primary schools but these books ignore this situation and start the subjects from the very beginning of language learning such as; numbers, classroom instructions, countries, nationalities (unit 1), family members, personal belongings, (unit 2), days of the week, months of the year (unit 3), imperatives (unit 4) (9th grades); on the other hand, the first 3 units in 10th grade students coursebook is the revision of the previous year, although the book consists of 10 units. This means that nearly half of the first term of the 10th graders passes with revision.

The appropriateness of the level of materials to the language level of students is one of the mostly mentioned criteria in coursebook evaluation process by researchers (Breen and Candlin 1987; Cunningsworth, 1995; Dougill, 1987; Grant,

1987; Sheldon, 1987; Skierso, 1991; Zenger, 1982). Cunningsworth (1995) suggested that it should be checked whether the coursebook deals appropriately with all four skills, taking the level into consideration. He also added that there should be a suitable balance between skills and indicated that the reading passages and associated activities should be suitable for the language level of the students. The language background of the students for whom the materials are intended is quite important.

Item 3 explored non-stereotyping about gender. The evaluation of three units for each book showed that there were some dominant role models in both of the books. In 9th grade coursebook all the police and doctor figures were male and it was the same in 10th grade students' coursebooks. Besides, famous people (musicians, doctors, sportsman) introduced in 10th grade students coursebook were all male. However, nowadays not only males but also females do the same jobs and there are many famous females in different fields.

The results revealed that the mentioned coursebooks were mostly male dominant. However, Cunningsworth (1995: 91) cited that gender differences were not the only area of possible discrimination or unflattering portrayal. He further claimed that it was also illuminating to look at materials to see how coursebooks represent various people according to the following categories: ethnic origin, occupation, age, social class, disability.

Item 4 searched if the instructions in the coursebook were clear or not. The results showed that instructions in both of the books were not clear enough. The following samples were taken from the books:

9th Grade Students' Coursebook

UNIT 11 Now and Then *Listening and Speaking* (p. 64)

Are there any changes in your hometown?: The answer to this question will be *Yes, there are./No, there aren't.* But they are not expected answers according to the Teachers' Book. It suggested discussing the question. If it were so, the question may be followed by 'What are the changes in your hometown? Discuss the changes in your hometown. Or make a list of changes in your hometown.'

UNIT 13 Famous People *Let's Practise* (p. 100)

Fill in the blanks with the correct form of the adjectives below: In the exercises students were asked to fill in the blanks with comparative, superlative, as/so.....as, but it was not mentioned in the instruction.

10th Grade Students' Coursebook

UNIT 6 News *Let's start* (p: 46)

- a. *Do you watch the news on TV everyday?*
- b. *What are your favourite pages on the newspaper?*
- c. *What do you think is happening to the patient in the picture?*

These unrelated three questions were asked at the beginning of the unit. There were not any other explanations and students were expected to speak.

The clarity of instructions is very significant for the students to understand what to do at the beginning. Therefore, Tomlinson (1998) pointed out that it was one of the 'universal criteria' which was applicable to any specific unit of materials. Similarly, Jolly and Bolitho (cited in Tomlinson, 1998: 17) indicated that part of effective pedagogical understanding of materials was effective and efficient writing of instruction, including the proper use of meta-language; and that one of the most important tasks of the materials writers was to provide clear instructions to the activities and exercises which would meet the need for language –learning work. Clarity of instructions was seen to be one of the most common criteria in many

checklists and suggested to be used in the evaluation checklists by a number of authors such as McDonough and Shaw, 1993; Sheldon, 1988; Skierso, 1991; Tomlinson, 1998.

4.2.2. Evaluation of New Bridge to Success in terms of *Physical Composition* Section

Physical attractiveness of the materials was mentioned in literature by all of the authors and it was thought that attractive materials motivate the students to study and encourage them to take part in the teaching/learning process. Skierso (1991) stated that the evaluation of physical appearance of materials include motivation and attractiveness, suitability of durability, organizational clarity and function, effectiveness in presentation, relativity, linkage and integration, suitability of artwork, illustrative clarity and simplicity and motivational atmosphere created within the material. According to Littlejohn (1998) physical aspects of materials may have direct implications for classroom methodology. He further proposed that physical form of the coursebooks includes their published form (e.g. durable books, consumable worksheets), number of pages, use of colour, and the total number of components in a complete set (students' book, workbook, cassettes, etc.). As seen in the literature physical aspects of the materials has a very significant role in terms of students' motivation and interest in the lesson.

Griffiths (1995) pointed out that interesting, attractive, colourful, well-illustrated materials are more favourable for learners. Similarly, Dougill (1987) stated that the physical appearance of materials should be appealing enough to motivate learners. He also mentioned that the illustrations should serve a function rather than be a decorative and it is also to be considered whether the visual material has a cosmetic value or it has actually been integrated into the text so that the learner can make use of it and has a comment on it as well.

Items in this section aimed to explore students' and teachers' expectations from the physical composition of the coursebook. Acceptability level of physical

composition section was 162 and the total grade that this section took at the end of the course book evaluation was 165. This value was a little higher than the acceptability level. Therefore the course book only met the minimum acceptability values although some of the items were below acceptability level. Table 47 presents the Evaluation of NBTS in terms of Preview Principles

Table 48 Evaluation of NBTS in terms of *Physical Composition* section

	PHYSICAL COMPOSITION	VS	MS	VMP	AL
5	The coursebook should be appropriately priced.	2	5	10	6
6	The coursebook should be durable.	3	3	9	9
7	The coursebook should be of convenient size.	1	5	5	3
8	The coursebook should be visually attractive.	4	2	8	12
9	The coursebook should be colourful.	3	2	6	9
10	The coursebook should be illustrated.	4	2	8	12
11	Page layout of the coursebook should be attractive.	3	2	6	9
12	The colours used in the book should provide suitable contrast.	2	2	4	6
13	There should be enough white space on the page to write down notes.	2	2	4	6
14	Font size should be easy to read.	3	5	15	9
15	Font type should be easy to read.	3	5	15	9
16	Important points on the pages should be highlighted.	3	5	15	9
17	Pictures should be related with the topics.	3	5	15	9
18	There should be visual support for listening tasks.	4	1	4	12
19	Coursebook should have audio materials.	3	5	15	9
20	The audio materials of the coursebook should be available.	3	2	6	9

21	Audio materials should be audible.	4	3	12	12
22	Audio materials should be clear.	4	2	8	12
				165	162

A qualitative description of the evaluation was given below with exemplars from the book.

Item 5 sought for the appropriateness of the price of the coursebook. Since all of the coursebooks used at schools were provided free to all of the students by the Ministry of National Education, the price of the coursebook was appropriate for the students.

Item 6 sought for the durability of the coursebook. Coursebooks were printed on white laid papers which were not easily torn while writing on, but their covers were made of paper and they were easily torn out after a short time use. Therefore, the coursebooks were not durable enough.

Item 7 was for the evaluation of the sizes of the coursebooks. Although it was not considered to be very important by the students, the sizes of them were evaluated to be convenient enough to use and bring.

Item 8 explored the visually attractiveness of the coursebooks and this item was also covering item 9 which searched if the coursebooks were colourful, item 10 which tried to find out if the coursebooks were illustrated, item 11 which sought for the attractiveness of the page layout, item 12 which sought for the suitable contrast of the colours and item 13 which searched if there were enough white space to write down notes. General evaluation of the two coursebooks showed that students' coursebooks were not visually attractive enough. Attractiveness of the books was evaluated by looking at white space to write down notes on, pictures, organisations of the pages, colours used in the pages, suitable contrast between colours as revealed by Students' Needs Analysis questionnaire results. However, these books did not provide enough white space for the students to write down notes on, they were not

colourful enough and colours used in the books were pale but not bright enough, some pages of the coursebooks were only full of writing or illustrations, and pages of the coursebooks were quite crowded and unorganized. All of these features of the coursebooks decreased the attractiveness of them (see Appendix O).

Item 14 and 15 sought for the font size and font type used in the books. Evaluation of the mentioned units in each coursebook showed that font size and font type used in the coursebooks were easy to read.

Item 16 tried to find if the important points on the pages were highlighted and it was seen that all of the important points in both books were highlighted (bold, underlined or both).

Item 17 explored if the pictures were related with the topics they were representing and the evaluation showed that all of the pictures were related with the topic it was representing.

Item 18 evaluated if there was visual support for listening tasks and it was one of the most desirable one among students' expectations from their coursebooks. However, no series of New Bridge to Success had visual support for the audio materials of the coursebooks.

Items 19, 20, 21, and 22 were about the audio materials of the coursebooks. Although the coursebooks had audio materials, there were some problems with the materials. Course books had CDs including topics in the coursebook, but these CDs were only available to the teachers not to all of the students and they had some sound problems, and sound of the CDs were not clear enough; as they were all copied, not original.

4.2.3. Evaluation of New Bridge to Success in terms of Themes and Topics

This section of the questionnaire dealt with themes and topics in the coursebooks. Acceptability level of the section was 99 and the total grade it took at the end of the course book evaluation process was 115. Although the score seemed to be higher than the acceptability level, there were some problems with the themes and topics in their books because some of the items were below acceptability value. Therefore, the coursebooks did not meet some expectations in this section and some of the items were only at acceptability value. Table 48 presents the Evaluation of NBTS in terms of Themes and Topics.

Table 49 Evaluation of NBTS in terms of Themes and Topics

	THEMES AND TOPICS	VS	MS	VMP	AL
23	The topics should represent realistic situations that students can relate to their own lives and experiences.	3	3	9	9
24	The texts and illustrations should invite learning through enjoyable real life experiences.	3	3	9	9
25	Fantasy or imaginative fiction should be used in topics.	2	2	4	6
26	Topics should be interesting to high school students.	4	3	12	12
27	Topics should contain daily usage of language.	3	4	12	9
28	The topics should be culturally appropriate.	3	5	15	9
29	The unit themes should be clearly identified.	3	5	15	9
30	Charts, diagrams and/or illustrations should represent the targeted concept.	2	5	10	6

31	Audio materials should be prepared by the native speakers of the language.	3	5	15	9
32	Writing topics should be of current events.	3	2	6	9
33	New vocabulary should be identified and presented in comprehensible context.	4	5	20	12
				115	99

A qualitative description of the evaluation was presented below with exemplars for some items from the book:

Item 23 sought if the topics represented realistic situations that students could relate to their own lives and experiences. The analysis of the topics in each unit for both 9th and 10th grade students showed that some of the topics in the units were representing realistic situations while some of them were quite far from this aim (see 9th grade: Unit 11 Now and Then; Unit 12 A Detective Story; Unit 13 Famous People: and 10th Grade: Unit 4 Manners; Unit 5 Jobs; Unit 6 News).

While item 24 was exploring if the texts and illustrations were inviting learning through enjoyable real life experiences, item 25 was exploring if fantasy or imaginative fiction were used in topics. On the other hand, item 26, which sought if the topics in the books were interesting to high school students, was thought to be related with the items 24 and 25 and was analysed with them. The content analysis of the students' Needs Assessment Questionnaire showed that both 9th and 10th grade students were interested in topics including current and scientific events, music, famous people's lives, sports activities, true short stories, technological developments in the world, etc. They also mentioned in their Needs Analysis Questionnaire that they preferred both realistic and imaginative topics in their books. The result of the qualitative analysis of the units in the books showed that there were texts, illustrations and topics that were taken from real life experiences; however, not all the topics in the books were interesting to them (e. g. 9th grade *Unit 11* Reading and Writing; There are two short texts about the changes of the people's

appearances. 10th grade *Unit 6* Listening and Speaking, a dialogue telling about the noise problem between neighbours). The analysis also showed that there were not enough fantasy and imaginative fiction in their books; only one of the topics in 9th grade students' coursebook (*Murder by the Sea*) was a sample for the fantasy and imaginative fiction. As a result, their books provided texts, illustrations, and topics from enjoyable real life experiences, but they only provided a little fantasy and imaginative fiction, and this decreased the interest of the students. A list of the texts and topics in their coursebooks were given below:

9th grade

Unit 11 Now and Then

Reading and Speaking (81)

Two friends, a girl and a boy, are talking about their weekend activities.

Reading and Listening (86)

Two friends, Julia and Ted, are talking about books and art.

Reading and Writing (88)

There are two short texts about the changes of the people's appearances.

Unit 12 A Detective Story

Reading and Speaking (89)

An introduction paragraph about the scene of the murder followed by a dialogue between an inspector and Marry Clark, eyewitness.

Listening and Speaking (90)

It is the second part of the event and the same inspector is interviewing another eyewitness, Mr Adams.

Listening and Writing (91)

There is another interview between the inspector and the doorkeeper.

Unit 13 Famous People

Reading and Writing (98)

In this section, two friends, Chelsea and Whitney are talking about their favourite singers.

Reading and Speaking (102)

There is a reading text 'Come, come again, whoever you are come!' by Mevlana Celaleddini Rumi

10th grades

Unit 4 Manners

Listening and Speaking (28)

There are four texts including manners in four different countries, Italy, Korea, Turkey, and Germany.

Reading and Writing (33)

There is a reading text about a girl who had to move to Egypt and go on her education there because of her father's job.

Unit 5 Jobs

Reading and Speaking (39)

In this section, there is 7-paragraph reading text telling Serkan Can's a typical day at work.

Reading and Speaking (43)

In a text, Atatürk's view of education is introduced.

Unit 6 News

Reading and Speaking (47)

There is a text introducing a contest about the people who want to look like one of the famous people through plastic surgery.

Listening and Speaking (48)

There is a dialogue telling about the noise problem between neighbours.

Reading and Listening (50)

There are pieces of news (disaster, famous people, sports, politics, economics, crime, foreign affairs, business and economics, religion, weather, military.

Project Work (54)

In this section, an interview between Gani Mújde, a popular reporter and Ahmet Kanneçi, a famous guitar virtuoso is given.

Item 27 tried to find if the topics were containing daily usage of English. As seen in the exemplars from the book above most of the topics in the books were in dialogue types. In the dialogues, daily language was used a lot.

Item 28 sought for culturally appropriateness of the topics. The results of the qualitative analysis of the books showed that there were enough cultural factors mentioned in the books. For instance, in 9th grade students coursebook, a text ‘Come, come again, whoever you are come!’ by Mevlana Celaleddini Rumi (p:102); and in 10th grade students coursebook texts including manners in four different countries, Italy, Korea, Turkey, and Germany (p: 28). The study aimed to evaluate three units in each book. Therefore, it was normal that the quantity of the cultural factors mentioned in the books were seen few in number.

Item 29 searched if the unit themes were identified clearly. In the books mentioned, the unit themes for none of the units were identified.

Item 30 aimed to discover if the charts, diagrams and/or illustrations represented the targeted concept and analysis of the units in each book showed that all of the charts, diagrams and/or illustrations represented the targeted concept.

Item 31 wanted to reveal if the audio materials were prepared by the native speakers of the language. According to the students’ Needs Analysis Questionnaire, this was the most mentioned item for the students. They wanted to hear the language they were learning from the native speakers. Although who prepared the audio

materials was not mentioned in both 9th and 10 grade students' books and teacher's books and all of the writers mentioned in the books were Turkish, it is well known that the audio materials were prepared by the native speakers of English.

Item 32 was about writing topics in the books and students' preferences were to write about current events. For the analysis of this item only the parts that were mentioned to be 'writing' section were chosen, whereas there were some pieces of writing in Project Work sections of the books. The results showed that there were not enough current events to write about in these sections and some parts from the sections in each book were listed below:

9th Grade Students' Coursebook:

Unit 11 Now and Then *Reading and Writing (p. 88)*: Write two paragraphs about your past and today. Write about your weight, height, hair, interests, success at school, feelings etc.

Unit 12 A Detective Story *Reading and Writing (p. 91)*: Work in pairs, Write appropriate strips for the cartoons.

Unit 13 Famous People *Listening and Writing (p. 104)*: Who is the most famous singer in Turkey? Write a paragraph about him or her.

10th Grade Students' Coursebook:

Unit 4 Manners *Reading and writing (p. 43)*
 g. Write sentences according to the given situations in exercise 'f'. You can add more sentences.
 e.g. I used to bite my finger nails, but I don't any more
 I didn't use to listen to loud music, but I do now.

Unit 5 Jobs *Reading and Writing (p. 42-43)*

e. Read the letter again and fill in the application form. (There is an application letter in 'c'.)

g. Write a similar postcard to your friend about your hopes for your future job. (In 'f' there is a sample postcard.)

Reading and Writing (p. 44)

d. Vote in your class to find out the weekend activities of your friends. Prepare a pie or a bar diagram about the results and write a short report about it.

Unit 6 News *Reading and Writing (p. 53)*

d. Read the imaginary newspaper headline and opening sentence. Continue the news story using the words in the box below.

Item 33 was about the identification and presentation of the new vocabulary through comprehensible context. The result of the analysis showed that none of the vocabulary was given only by giving their meaning directly. They were tried to be presented in a context of reading, writing or listening as also mentioned at the beginning of the books, in the course introduction section.

In the checklist, Skierso (1991) stated the importance of subject matter (topics/content). According to him what subject matter (topics, content) is covered, whether the topics are interesting for the learners or not and also how (if at all) culture is presented and moreover, what text types such as, dialogues, notes, songs, poems, essays, biographies, letters, newspaper articles, jokes, folktales, etc the coursebook contain are all very important for an instructive and motivational coursebook.

Similarly, Cunningsworth (1995) also proposed that the coursebook must include subject-matter and topics of the area of interest as a part of real life. They

should include topics that will draw their attraction and inform learners at the same time.

In the literature, themes and topics were pointed out to be very important elements for evaluation of the coursebooks by many authors such as: Breen and Candlin, 1987; Cunningsworth, 1995; Dougill, 1987; Hutchinson, 1987; Sheldon, 1987; Skierso, 1991; Tomlinson, 1998; Zenger, 1982.

4.2.4. Evaluation of New Bridge to Success in terms of Objectives and Skills

This section covered seven items related with objectives and skills in the coursebooks. Acceptability level of the section was 57 and the total grade it took at the end of the course book evaluation was 35. Therefore, the coursebooks did not meet many expectations in this section and nearly all of the items were below acceptability value, except only one item. Table 49 presents the Evaluation of NBTS in terms of *Objectives and Skills*.

Table 50 Evaluation of NBTS in terms of *Objectives and Skills*

	OBJECTIVES and SKILLS	VS	MS	VMP	AL
34	Learning objectives for a unit should be clearly identified.	2	1	2	6
35	The learning objectives should be described in measurable terms of evaluation.	2	1	2	6
36	The units should be well organized.	3	1	3	9
37	All of the skills (listening, speaking, reading, and writing) should be emphasized in the book.	4	5	20	12
38	The skills (listening, speaking, reading, and writing) in a unit should be presented sequentially – building from simple to complex.	3	1	3	9
39	The coursebook should aim at teaching through	2	1	2	6

	problem solving (such as logical thinking, reasoning, predicting and puzzles).				
40	Strategy training to learn new vocabulary should be emphasized in each unit.	3	1	3	9
				35	57

A qualitative description of the evaluation is given below with exemplars from the book.

Items 34 and 35 were about the learning objectives of the units; if the learning objectives for a unit were clearly identified and if they were described in measurable terms of evaluation. Qualitative analysis of the units showed that there were no identifications and evaluations of the learning objectives in both of the coursebooks.

Item 36 sought for the organisation of the units. The result of the analysis indicated that the organisation of the units in each book was not good enough. Every unit started with ‘Let’s Start’ section covering a few questions, some pictures or some charts. However, there was not a fixed flow of the sections. The sections, Reading and Writing, Listening and Writing, Listening and Speaking, Let’s Remember, Let’s Practice, were given in a complex order and some of the sections were given more than once in some units.

Item 37 explored if all of the skills (listening, speaking, reading, and writing) were emphasized in the book. The analysis of the unit showed that all four skills were emphasized in all of the units more or less.

Item 38 tried to find out if the skills (listening, speaking, reading, and writing) in a unit were presented sequentially – building from simple to complex. The most suggested order of skills in literature was that receptive skills (reading and speaking) would come before the productive skills (speaking and writing). The results of Students’ Needs Analysis Questionnaire also mentioned that students preferred the skill to be in the order of reading, listening, speaking and writing while the teachers

mentioned the skills to be ordered as reading, listening, writing and speaking in their Needs Analysis Questionnaire. This meant that both the teachers and students preferred the skills to be ordered as receptive and then productive. The qualitative analysis of the units in each book showed that there was not a sequential order of the skills. Every section was covering two of the skills together, a receptive skill and a productive skill, such as; Listening and Speaking, Reading and Writing, Reading and Speaking. As a result the skills were not presented sequentially, from simple to complex.

Item 39 wanted to explore if the coursebook aimed at teaching through problem solving (such as logical thinking, reasoning, predicting and puzzles). The results of the Multiple Intelligence Inventory Scale showed that most of the 9th and 10th grade students had Logical Mathematical Intelligence. This criterion was representing them and the analysis of the units showed that there were very limited pieces that aimed at teaching through problem solving (e.g. 9th grades: Unit 12 p: 96 Writing and 10th grades p: 44).

Item 40 sought for if strategy training to learn new vocabulary was emphasized in each unit and analysis of the units revealed that there were no strategy training sections to learn new vocabulary.

Cunningsworth (1984: 20) stated that it is common to ask what language skills the coursebook teaches and Nunan (1997) proposed that in order to maximize language learning potential the skills should be given as integrated.

According to Cunningsworth (1995: 38) particularly at lower levels, students can communicate more effectively with knowledge of vocabulary than with knowledge of grammar. Therefore, evaluating the presentation and practice of vocabulary is very important in coursebook evaluation process. In literature it was also stated that coursebooks should provide learners with strategies for coping with unfamiliar vocabulary that they would inevitably face and they should also assist learners to develop their own vocabulary learning strategies. According to Skierso

(1991) the evaluation checklist should also examine whether the vocabulary load is appropriate for the level of the students and whether the new vocabulary is repeated in subsequent lessons for reinforcement and integrated in varying contexts and situations.

4.2.5. Evaluation of New Bridge to Success in terms of Teaching and Learning Activities

There were 19 items in this section related with teaching and learning activities. Acceptability level of the section was 177 and the total grade it took at the end of the course book evaluation was 108. This section was the one which obtained the lowest score at the end of the analysis of the coursebooks. The result revealed that the VMP of the section was much lower than the acceptability level, so, the coursebooks did not meet many expectations in this section and nearly all of the items were below acceptability value. Table 50 presents the Evaluation of NBTS in terms of *Objectives and Skills*.

Table 51 Evaluation of NBTS in terms of Teaching and Learning Activities

	TEACHING AND LEARNING ACTIVITIES	VS	MS	VMP	AL
41	The activities should provide development in each of the skill area (listening, speaking, reading, and writing.)	4	2	8	12
42	Reading, writing, speaking and listening activities should be replaceable.	3	1	3	9
43	Drills and exercises should represent realistic situations that students can relate to their own lives and experiences.	3	2	6	9
44	Activities should focus the learner on content rather than form.	3	2	6	9
45	The activities & exercises should be pertinent to the skills being taught.	4	2	8	12

46	Exercises and activities should involve active student participation.	3	2	6	9
47	Exercises and activities should provide for different learning styles.	3	2	6	9
48	Exercises and activities should provide for a variety of activities moving from teacher directed to student initiated.	2	2	4	6
49	Exercises and activities should provide for group activities stimulating creative problem solving.	2	1	2	6
50	There should be balanced activities for studying individually and in group.	3	2	6	9
51	There should be free discussion topics. (St.)	3	1	3	9
52	The learners should be involved in tasks which encourage communication.	3	2	6	9
53	There should be enough guidance (models including examples & instructions) for writing sections in the coursebook.	3	2	6	9
54	There should be songs in listening sections.	2	1	2	6
55	The grammar functions should be clearly explained.	4	2	8	12
56	There should be adequate examples about the grammar functions.	4	2	8	12
57	There should be different kinds of grammar activities in the course book.(question and answer, substitution drills, fill-in-the blanks, multiple choice exercises)	3	3	9	9
58	There should be vocabulary boxes with example sentences including new vocabulary in the book.	3	1	3	9
59	New vocabulary should be recycled through different kinds of activities.	4	2	8	12
				108	177

A qualitative description of the evaluation is given below with exemplars from the book.

Item 41 explored if the activities in the coursebook were providing development in each of the skill area (listening, speaking, reading and writing). As mentioned above the coursebooks emphasized all of the skill area more or less but this happened mostly through activities. However, activities in two of the skills (reading and listening) took place more than the other two skills (speaking and writing). Moreover, speaking activities did not provide enough development because most of them were in the form of Yes/No question rather than open ended question and writing activities also did not provide enough development since this section took the least place and required limited writing in limited topics. Samples from writing had been provided above, and the following exemplars about speaking activities were listed to prove the result.

9th grade

Unit 11 Now and Then Listening and Speaking (84)

- a. Are you a punctual person? (Yes/No question)
- d. Make a similar dialogue as in the example and act it out. (stilled and forced activity)

Unit 11 Now and Then Listening and Speaking (85)

- a. Are there any changes in your hometown? (Yes/No question)
- b. How do you fell about the changes? (Short answer)
- f. Look at the picture. Ask and answer the questions about Gülin's hometown. (forced and stilled)

Unit 13 Famous People Listening and Speaking (99)

- a. Are you interested in basketball? (Yes/No question)
- b. What do you know about these men? (There are two basketball players in the pictures)
- e. Think about two famous people and compare them.

10th grade

Unit 4 Manners Listening and Speaking (28)

- a. What are the table manners in Turkey?
- b. Do you know any table manners from other countries? (Yes/No question)
 - e. Do you know about the manners of the countries? Discuss with your friends.

Unit 5 Jobs Reading and Speaking (39)

- a. Do you know anyone who runs a company? (Yes/No question)
- b. Do you believe in teamwork? What are the advantages?
 - e. Here is the list of what Serhat Can wants his assistant to do. Read the expressions and say them by using “Don’t forget to” or “Remember to....” (This activity seems to be a grammar activity more than a speaking activity as it is mentioned in the book.)

Item 42 tried to find out if reading, writing, speaking, and listening activities are replaceable. The analysis of the mentioned units revealed that the activities were not replaceable; they were only suitable for the skill mentioned.

Item 43 was about the realistic drills and exercises that students would be able to use in their own lives and experiences, and item 44 sought for if the activities focused the learners on content rather than form. These two items were thought to be similar with each other because if an activity focused on content would be possible to use it in the real life situations. The analysis of the coursebooks revealed that most of

the exercises and drills in both coursebooks were representing especially grammatical functions and it was not possible to use these kinds of activities in real life situations.

The analysis of item 45, which aimed to discover if the activities and exercises were pertinent to the skills being taught, revealed that most of the activities and exercises were not pertinent to the skills being taught. Especially there were problems with the speaking and writing activities in the books, because in the speaking activities there were mostly Yes/No questions and they were not allowing the students to speak and writing activities were in the form of grammar exercises rather than paragraph or composition writing.

Item 46 explored if the exercises and activities involved active student participation. Qualitative analysis of the units showed that nearly all of the exercises and activities were letting students participate in the lesson but their participation was mechanical because of the types of the activities rather than active.

Item 47 searched if the exercises and activities were provided for different learning styles and the results of the qualitative analysis indicated that there were not an equal distribution of exercises and activities suitable for different learning styles, for instance, there were not enough exercises and activities especially for kinaesthetic and tactile learners while most of the students in both groups showed kinaesthetic learning style preferences.

Kinaesthetic learners: role playing, an audiotape combined with an activity.

9th grade

9th grade students Role playing: There were only two parts required role playing in 9th grade students' coursebook.

Unit 11 Now and Then Listening and Speaking (p: 83);

Unit 12 A Detective Story Listening and Speaking, (p: 93)

10th grade

10th grade students Role playing: There were only two parts required role playing in 9th grade students' coursebook.

Unit 4 Manners Listening and Speaking, (p: 31).

Auditory learners: An audiotape combined in an activity

9th and 10th grades: Activities in the form of Listening and Speaking/Reading/Writing took place in both of the books and they were a combination of an audiotape with an activity.

Tactile Learners: "hands-on" experiences with materials and physical involvement in class related activities: There were no hands on experiences in the books, but through role play activities students could be physically involved in class and as mentioned above there were limited role playing activities in both of the coursebooks.

Visual learners: There were enough activities contributing to visual learners.

Item 48 tried to find out if exercises and activities were provided for a variety of activities moving from teacher directed to student initiated. The results of the qualitative analysis of the books revealed that nearly all of the activities were moving from teacher directed forms but not student initiated forms.

Item 49 and 50 were about the group and individual activities. While item 49 was searching if the exercises and activities were providing for group activities stimulating creative problem solving, item 50 searched if there were balanced activities for studying individually and in groups. The results of the qualitative analysis of the books showed that there was not a balance between individual and group activities. Activities requiring studying individually were much more than activities requiring to study in groups. Moreover, nearly all of the group activities were in the forms of pair work and none of the exercises and activities were providing for group activities stimulating creative problem solving.

Items 51 and 52 were about speaking skill and speaking activities: if there were free discussion topics as mentioned in Students' Needs Analysis Questionnaire, and if the learners were involved in tasks which encourage communication. The results of the analysis revealed that there were not any free topics requiring discussion in the classroom and nearly none of the tasks were encouraging communication, instead they were encouraging individual answers.

Item 53 searched if there was enough guidance for writing sections in the coursebooks. As seen in the following exemplars from the books, while some writing parts were providing guidance such as sample dialogue, some writing parts did not provide any guidance for the students. Therefore guidance for writing sections was not enough.

Item 54 sought if there were songs in listening sections and the results showed that there were no songs in listening sections.

Items 55, 56, and 57 were about grammar and grammar activities in the coursebooks. In both of the books there were two sections related with grammar and grammar activities: *Let's Practise* (exercises and activities) and *Let's Remember* (for explanations of grammar functions). Firstly, *Let's Remember* sections were analysed to search if the grammar functions were explained clearly and the results indicated that there were not clear and adequate explanations of grammar functions in both of the books (see Appendix P & Q). Then *Let's Practise* sections were analysed to search if there were different kinds of activities in the coursebooks and the results showed that grammar activities were mostly in the forms of fill in the blanks. There were other kinds of activities in the coursebooks but they were very few in number.

Items 58 and 59 were searching for vocabulary and vocabulary activities in the coursebook. The analysis of the coursebooks showed that there were no boxes of vocabulary with example sentences including new vocabulary in the book, but new

vocabulary was given through different kinds of activities in most of the sections more or less.

It is quite important for the learners to do the exercises and activities and perform the tasks in order to have enough practice in the classroom, especially for the students who do not find an opportunity to use the language out of the classroom, as it is in Turkey. It is essential that the activities in the coursebook have a variety of focus and pace and that the activities should be enjoyable to the students so that their motivation can increase. Moreover, the activities and exercises should aim at encouraging the learners to use the language purposefully rather than practising it only. Skierso (1991) suggested criteria for the evaluation of exercises and activities in the materials in terms of quality and quantity of the activities in the coursebook. According to him there should be a variety of activities in the coursebook; they should meet the aims and objectives of the course; the instructions to the activities should be clear and appropriate to the level of the students; they should match the interests of the students; there should be a balance between the activities for language and activities for skills; and the skills development should be promoted through various activities and exercises in the coursebook. Exercises and activities have really important roles for language learning and teaching process. Most of the subject matters are well understood through them. While themes and topics are introducing the subject to be taught, exercises and activities serve them to be more understandable by the learners of the language.

As well as skills, grammar presentation should also be taken into consideration. It is one of the major components of any language course. It is through effective teaching of grammar that learners are equipped with the ability to create their own utterances and use language for their own purpose. Cunningsworth (1995) considered the grammar as a 'major component of any general language course', and in literature checklists to evaluate grammar presentation of the coursebook were suggested by a number of authors in language teaching and materials design.

4.2.6. Evaluation of New Bridge to Success in terms of References

This section was consisted of 5 items searching for references of the coursebooks. Acceptability level of the section was 45 and the total grade it took at the end of the course book evaluation was 47. Therefore, the coursebook only met the minimum acceptability values, yet two of the items were below acceptability level. Table 51 presents the Evaluation of NBTS in terms of *References*.

Table 52 Evaluation of NBTS in terms of References

	REFERENCES	VS	MS	VMP	AL
60	The course book should contain comprehensive grammar appendices.	4	3	12	12
61	Explanations in the grammar reference should be enough for students to understand the subject.	4	2	8	12
62	There should be an index of vocabulary.	3	5	15	9
63	The course book should contain a table of contents at the beginning of the book.	2	5	10	6
64	The course book should contain a student/teacher resource list.	2	1	2	6
				47	45

A qualitative description of the evaluation is given below with exemplars from the book.

Items 60 and 61 sought for grammar appendices and quality and quantity of the grammar appendices. New Bridge to Success for 9th and 10th grade students have grammar appendices at the end of the books. However, grammar appendices of these two books were not comprehensive enough and did not have enough explanation for the grammar functions and also they did not have enough exercises in number (see Appendix Q).

Items 62 and 63 tried to find out if there was an index of vocabulary and a table of contents. There was an index of vocabulary at the end of the book and a table of contents at the beginning of the book.

Item 64 explored if there were any resource lists for teachers and students. The books did not provide any resource lists.

McDonough and Show (1993) suggested that teachers begin with external evaluation consisting of an examination of claims made on the cover of the students' book or teachers' book, the introduction and the table of contents and this will help teachers to determine the intended audience, the proficiency level, the context in which the writers and materials intend them to be used, the way the language has been organised into teachable units and the writer's view on language and methodology. Evaluating the reference sources of a coursebook help to determine the overall view on coursebook.

4.2.7. Evaluation of New Bridge to Success in terms of Teacher Guide/Manual

This section included 15 items related with Teacher Guide/Manual. Acceptability level of the section was 134 and the total grade it took at the end of the course book evaluation was 102. This section was one of the sections which obtained the lowest score at the end of the analysis of the coursebooks. The result revealed that the VMP of the section was much lower than the acceptability level, so, the TG did not meet many expectations and nearly all of the items were below acceptability value. Table 52 presents the Evaluation of NBTS in terms of *Objectives and Skills*.

Table 53 Evaluation of NBTS in terms of Teacher Guide/Manual

	TEACHER MANUAL / GUIDE	VS	MS	VMP	AL
65	The TG should explicitly inform the teacher how the coursebook can best be used.	4	2	8	12
66	The objectives of the course should be set off	3	3	9	9

	clearly in the TG.				
67	The basic teacher-student relationship should be implied in the TG.	1	5	5	3
68	The design and content of the TG should suggest ease of use (Ellis & Ellis 1987; 91)	3	1	3	9
69	The TG should suggest appropriate ways for the teacher to evaluate each activity, lesson and sequence of lesson.	3	3	9	9
70	The information about the guidance on handling language items should be adequate.	2	2	4	6
71	The information about the guidance on handling language items should be unambiguous.	1	2	2	3
72	The information about the guidance on handling language items should be appropriate.	3	2	6	9
73	There should be helpful notes about potential problems which may arise regarding language items in the context.	1	1	1	3
74	The TG should provide assistance with cultural issues	1	1	1	3
75	The TG should suggest alternative routes through activities, lessons and units which can be helpful when things do not go according to plan.	2	1	2	6
76	The TG should be combined.	3	1	3	9
77	The TG should cover extra activities about each skill area.	4	1	4	12
78	The TG should include exam samples.	3	5	15	9
79	Typescripts of the audio materials should be given in the TG.	4	5	20	12
				102	134

A qualitative description of the evaluation is given below with exemplars from the book.

Item 65 and 66 looked for if the TG explicitly informed the teacher how the coursebook could best be used and if the objectives of the course were set off clearly in the TG. The results of the qualitative analysis clarified that TG for New Bridge to Success were informed the teacher about how the coursebook could best be used under the title 'Course Introduction' at the beginning of the teacher's book and also at the beginning of the students' books. Explanations for both the teachers and the students were the same; however, there were not special explanations for the teachers.

Item 67 searched if the basic teacher-student relationship were implied in the TG. The results of the analysis revealed that the basic teacher-student relationship was implied in the TG.

Item 68 aimed to find out if the design and content of the TG suggested ease of use and Item 76 looked for if the TG were combined. The results of the qualitative analysis proved that the design and content of the TG of New Bridge to Success did not suggest ease of use because it was full of writing and the sections were difficult to be separated from each other, it was not combined and this made it difficult to follow during the lesson.

Item 69 searched for if the TG suggested appropriate ways for the teacher to evaluate each activity, lesson and sequence of lesson. The results indicated that the TG were suggesting appropriate ways for the teacher to evaluate each activity, lesson and sequence of lesson more or less.

Items 70, 71, and 72 were searching if the information about the guidance on handling language items were adequate, unambiguous and appropriate. The results revealed that guidance of handling language items was not adequate, unambiguous and appropriate enough.

Item 73 wanted to discover if there were helpful notes about potential problems which may arise regarding language items in the context. And the results showed that there were not notes about potential problems which may arise regarding language items in the context.

Item 74 sought for if the TG provided assistance with cultural issues. The results of the qualitative analysis revealed that there was not any assistance provided by TG except for their coursebooks and answers to the questions in the students' coursebooks.

Item 75 searched if the TG suggested alternative routes through activities, lessons and units which can be helpful when things do not go according to plan and the results of the analysis made clear that the TG only provided suggested answers for the activities in the students' coursebooks but it did not suggest alternative routes.

Item 77 aimed to find out if the TG covered extra activities about each skill area and the results of the analysis showed that there were not any extra activities provided in TG.

Item 78 sought if the TG included exam samples and the results of the analysis indicated that there were some exam papers provided at the end of the TG for each of the units.

Item 79 searched if the typescripts of the audio materials were given in the TG and the results of the analysis revealed that all of the typescripts of the audio materials were given in the TG.

Cunningsworth and Kusel (1991) implemented that the teachers' guide states the purpose of the associated teaching materials and describes the rationale behind them. The TG will encourage the development of teaching skills and assist the teacher to understand the course as a whole. It will also provide guidance on how to

use the materials and the linguistic and cultural information required for its effective use. Besides, a good TG helps teachers develop towards an eventual position of self reliance and independence of such explicit guidance. As seen a TG has really important roles for learning and teaching process and for the teachers of the courses, however, the reality is that many TGs remain “no more than student editions with an inserted answer key” (cited in Sheldon, 1987:3).

4.2.8. Evaluation of New Bridge to Success in terms of Supplementary Materials

This section covered 7 items related with Supplementary Materials. It is very important for the language learners supported by appropriate supplementary materials, such as workbooks, worksheets, video, internet sources, consolidation parts in the coursebooks, to make use of sufficient number of exercises to review the subject. However, acceptability level of the section was 63 and the total grade it took at the end of the course book evaluation was 33. This section obtained the lowest score at the end of the analysis of the coursebooks, too. The result revealed that the VMP of the section was much lower than the acceptability level, therefore, the coursebooks did not meet many expectations and nearly all of the items were below acceptability value. Table 52 presents the Evaluation of NBTS in terms of *Objectives and Skills*.

Table 54 Evaluation of NBTS in terms of Supplementary Materials

	SUPPLEMENTARY MATERIALS	VS	MS	VMP	AL
80	Course book should have a workbook.	3	5	15	9
81	Workbook should have photocopyable sections.	3	1	3	9
82	There should be some supplementary worksheets.	2	1	2	6
83	The coursebook should provide story books.	3	1	3	9
84	The coursebook should be supported by video.	3	1	3	9
85	The video should include comprehensible speech.	4	1	4	12

86	The coursebook should be supported by the internet sources.	3	1	3	9
				33	63

This section in the criteria checklist sought for the supplementary materials provided by the coursebook; Workbook (item 80), photocopiable sections in the workbook (item 81), supplementary worksheets (item 82), story books (item 83), and the qualitative analysis of the materials pointed out that the coursebooks provided workbooks but it did not provide any photocopiable sections in the workbook, supplementary worksheets, or any story books. The section also tried to find out if the coursebooks were supported by the video or internet sources, and it was seen that they were not supported by the video or internet sources.

4.3. CHAPTER SUMMARY

The chapter presented the findings of the evaluation of the coursebook in terms of each subgroup in the checklist: pre-review, physical composition, themes and topics, objectives and skills, teaching and learning activities, references, teacher guide, and supplementary materials with exemplars from each coursebook according to the value scores assessed by the students and the teachers.

CHAPTER FIVE

CONCLUSIONS AND IMPLICATIONS

5.1. INTRODUCTION

This chapter will present the summary of the study covering aims, methodology for each phase, the discussions of the findings and conclusions of the study and it will also suggest implications for practice and future research.

5.2. SUMMARY OF THE STUDY

5.2.1. Aims

This study aimed to evaluate Çanakkale Science High School English language coursebooks titled *New Bridge to Success* Elementary for 9th grade students and Pre intermediate for 10th grade students which were prepared and published by Ministry of National Education from the perspectives of the teachers and the students. The study addressed six main research questions.

- RQ1: What are the expectations of 9th and 10th grade students from the English lesson?
- RQ2: Why do the students want to learn English?
- RQ3: What is their background knowledge about the language and language skills and especially which language skill do they want to improve at school (reading comprehension, speaking, writing, and listening)?
- RQ4: To what extent do the English coursebooks (*New Bridge to Success* MEB: 2005) meet students' expectations?
- RQ5: What do Çanakkale Science High School teachers expect from an English coursebook?
- RQ6: To what extent do the English coursebooks (*New Bridge to Success* MEB: 2005) meet teachers expectations?

5.2.2. Methodology

5.2.2.1. Phase I

The subjects of Phase I were 126 Çanakkale Science High School students: 60 (sixty) 9th grade students who were learning English for nearly five years and 66 (sixty-six) 10th grade students who were learning English for six years. After the preliminary analysis of the questionnaires 3 students were excluded and 123 students left for further analysis.

Seven different questionnaires were employed to collect data for this study. They were Language Learning Orientations Scale (LLOS) , Second Language Tolerance of Ambiguity Scale (SLTAS), Perceptual Learning Style Inventory (PLSI), Social Styles Inventory SSI), Multiple Intelligence Inventory (MII), and Needs Analysis for students (SNA) and Needs Analysis for teachers (TNA).

Data was collected between May and June 2007. Prior to the implementation of the instruments the course teachers were informed about the textbook evaluation study and data collection procedures by means of questionnaires. They were given the necessary information about the administration procedures and administration dates were planned according to the teachers' and students' time tables. The data collection took place at the end of 2006-2007 academic years because participants of the study were both 9th and 10th graders and 9th graders needed time to be aware of their needs, lack, and wants about English and they needed to study their English Language coursebooks to have perceptions on an ideal English coursebook. These six questionnaires were applied to the students in two parts: the first one was a combination of LLOS, SLTAS, PLSPI, SSI; and the second part of the questionnaires was the combination of MII and SNA. The questionnaires were administered to students either by their teachers of English or by the researcher during the class time. TNA was given to four of the teachers and before the administration their time tables were taken into account.

This study produced both qualitative and quantitative data through questionnaires. Frequencies, percentages, means and standard deviations were calculated for each item to describe the students' motivation types in English lesson, their degree of tolerance in ambiguous situations in the lesson, their perceptual learning styles (visual, kinaesthetic, tactile, auditory), their social styles (if they prefer to study individually or in group), and finally their multiple intelligence. Data were collected through all of these questionnaires and the results of the questionnaires constituted some of the criteria in coursebook evaluation checklist.

Data collected through needs analysis were transcribed, content-analyzed and grouped according to 8 subgroups (Pre-review, Physical Composition, Themes and Topics, Objectives and Skills, Learning and Teaching Activities, References, Teachers' Guide and Supplementary Materials) used in this study for the evaluation of the particular coursebooks.

5.2.2.2 Phase II

28 subjects (24 student and 4 ELT teachers) participated in the Second Phase of the study in order to rate the coursebook evaluation criteria checklist in accordance with the importance of each criterion between 1 and 5. Four students, 2 males and 2 females, from each of the classroom, were chosen randomly. Teachers participated in the study were Science High School teachers with the experience of 4 - 10 years at school and they had been teaching the mentioned coursebooks since they were first published in 2005.

Coursebook Evaluation Criteria Checklist that was developed according to the students' responses to the questionnaires: Language Learning Orientations Scale, Second Language Tolerance of Ambiguity Scale, Perceptual Learning Style Inventory, Social Styles Inventory, Multiple Intelligence Inventory, and Needs Analysis for students and teachers were used in this phase of the study. For the development of the checklist literature was also used as reference.

Data was collected in January 2008. Prior to the implementation of the instruments, the teachers and the students were informed about the administration procedures and administration dates were planned according to the teachers' and students' time tables.

The Criteria in the Checklist were rated by the students and the teachers during the class time in school library ranging from 1(not very important) to 5 (very important) in accordance with the perceived importance of each criterion.

The quantitative data were then analyzed. After the participants rated each criterion, total scores were calculated and ranges of total scores were then formed to see the distribution of importance ascribed to each criterion. New ranged scores constituted the *importance value* of the criteria which would be used for the final evaluation of the coursebook. Following the procedures described above, each item was given an importance value.

5.2.2.3. Phase III

Kızılırmak's (1991) framework was used to evaluate the mentioned coursebooks. As described in Section One, for the first step, each criterion was assigned a value of four. For the Second Step, the data was evaluated against each criterion and an evaluation score was given out of five according to the extent to which the coursebook fulfilled the criterion. For the third step, to find the loading of each criterion aspect the Value Score (VS) and Merit Score (MS) were multiplied (VMP). VMP was then compared to acceptability level (AL) which indicated whether the coursebook was below or above our acceptability level.

5.2.3. Evaluation of the Coursebooks and Main Findings

Preview

The criteria in this section were about the issues that should be taken into account at the very beginning of the coursebook selection and results indicated that the coursebooks were not appropriate for the language background and levels of Çanakkale Science High School students; and age of the students. In terms of gender factor, the results also revealed that the mentioned coursebooks were mostly male dominant. Finally, the instructions in both of the books were not clear enough, moreover, there were no instructions in some parts of the coursebooks.

Physical Composition of NBTS

The evaluation of the coursebooks in terms of physical composition showed both positive and negative aspects of the coursebooks. Positively, the coursebooks were appropriately priced, had convenient size, and font size and font type of the coursebooks were easy to read, they covered pictures related with the topics. However, there were some problems with the attractiveness of the coursebooks. They were not visually attractive, colourful and illustrated enough, the pages of the coursebooks were not attractive enough and the colours used in the book were not providing suitable contrast and the colours used on the pages were making them difficult to read. Moreover, there was not enough space to write down notes on the pages, because some pages were full of writing. The results also indicated that audio materials of the coursebook were not available to all of the students and the quality of the audio materials was not high enough. Therefore, they were not audible and clear enough.

In terms of pictures, the coursebook did not present real pictures, moreover, nearly all of the pictures were hand-drawings and they were more attractive for younger students rather than high school students, because expectations of Çanakkale Science High School on pictures were that they wanted pictures to be real and modern.

Consequently, the English coursebooks New Bridge to Success for 9th and 10th grade students did not meet many expectations of the students' and the teachers' in terms of physical appearance. The mentioned coursebooks need revising and redecorating the physical aspects. The results also showed some similarities with the study carried out by Ezici (2006).

Themes and Topics of NBTS

The results of the study revealed that the two mentioned coursebooks failed to meet students' and teachers' expectations in terms of themes and topics. First of all, the topics did not represent realistic situations that students can relate to their own lives and experiences and the texts and illustrations did not invite learning through enjoyable real life experiences. Secondly, the topics did not contain both fantasy and imaginative fiction which was expected by some of the students in the Needs Analysis Questionnaire. The topics were not interesting to high school students because some of them were too long and contained lots of new vocabulary which decreased the interest and motivation of the students. They had many topics in the form of dialogues and because of this, the students were expected to have the chance to speak in the lesson but the types of the activities were hindering them from speaking in the lesson. Because of the dialogue form-content they were evaluated to contain daily usage of language more or less. As a result, these coursebooks failed in terms of communicative purposes.

On the other hand, the coursebook had positive aspects, too. The topics were seen to be culturally appropriate for the Turkish students and charts, diagrams and/or illustrations represented the targeted concept, although they were not as appealing as the students expected, and the new vocabulary was identified and presented in comprehensible context, since they were presented only in the topics. The audio materials were prepared by the native speakers of the language. However, the unit themes were not clearly identified in the coursebooks and students or the teachers were not aware of the themes of the units at the beginning of the unit and finally, writing topics were not of current events. Moreover, writing was one of the skills which was not developed in the coursebooks, because most of the writing tasks were

in the form of question-answer or fill-in-blanks form and there were not enough interesting writing activities to motivate the students to write about.

Objectives and Skills of NBTS

In terms of skills, the results of the study revealed that the four skills (listening, speaking, reading, and writing) were emphasized in both of the coursebooks more or less; however they were not presented sequentially – building from simple to complex. The coursebooks did not have a fixed order of presenting the skills; they were presented in different ways in separate units. This feature effected the organisation of the units. Learning objectives for a unit were not clearly identified and they were not described in measurable terms of evaluation.

Although the new vocabulary was presented in a context they were not repeated through different kinds of activities and strategy training to learn new vocabulary was not emphasized in each unit. Many of the students at Çanakkale Science High School had Logical-Mathematical Intelligence and their coursebook should aim at teaching through problem solving (such as logical thinking, reasoning, predicting and puzzles). The result showed that there were not any activities suggesting teaching problem solving. That is, the coursebook did not consider students' learning styles differences.

Teaching and Learning Activities of NBTS

The results of the study revealed that the activities did not provide development in each of the skill area (listening, speaking, reading, and writing); reading activities were taking place more than other three activities; and writing and speaking activities were not developmental enough. Speaking activities were in the form of Yes/No question and this was hindering students from speaking during the lesson and writing activities were not appropriate for writing; they were mostly in the forms of grammar activities. Similarly, listening activities were not also enough to develop listening skill. The activities of the coursebook were not replaceable; furthermore, most of them were not pertinent to the skills being taught. They did not represent realistic situations that students could relate to their own lives and

experiences, because they were focusing the learner on the form not on the content. Through the activities the students were participating the lesson but their participation were mechanical instead of being active. They were only answering the questions shortly and the types of the exercises and activities did not encourage them to speak or comment on the subject.

Another aspect of activities and exercises emphasized in literature was that they should be variable as pair-work, group work, and individual work activities to meet the needs of the students with different learning styles. However, the results revealed that the coursebooks NBTS did not cover a variety of activities. There were not activities encouraging working in group, activities were generally in the forms of pair work or individual work. Exercises and activities sections of the coursebooks provided for a variety of activities moving from teacher directed but not to student initiated. As mentioned in SNA, students' were mostly interested in speaking the target language and they did not prefer to be limited or guided while they were speaking and wanted free discussion topics in speaking sections but their coursebooks did not include any discussion sections for the students. Another expectation from the coursebooks was 'songs' and similarly, there were not any songs in the coursebook to make learning enjoyable.

In terms of grammar presentations, the mentioned coursebooks were not sufficient because the grammar functions were not clearly explained even in appendices sections of the coursebooks and there were not adequate examples about the grammar functions. Furthermore, there were different kinds of grammar activities in the course book (question and answer, substitution drills, fill-in-the blanks, multiple choice exercises), but they were not enough in quality and quantity. As mentioned before, vocabulary was also very important to be taken into consideration and the coursebooks were presenting new vocabulary in a context but they did not provide guidance on how to learn the new vocabulary. Students' expectations on vocabulary learning were vocabulary boxes with example sentences including new vocabulary in the book and different kinds of activities to recycle new vocabulary

but, unfortunately, their coursebooks failed to meet their expectations on vocabulary learning, too.

Finally, the coursebooks New Bridge to Success for 9th and 10th grade students did not meet Çanakkale Science High School students' needs on exercises and activities, presentation of four skills, vocabulary development and presentation of grammar functions.

References of NBTS

In terms of references, the coursebooks NBTS met the expectation at minimum level because although it contained grammar appendices, they were neither comprehensive enough nor explaining the grammar function clearly, and they did not include a student/teacher resource list. What was good about the coursebooks were that they had indexes of vocabulary at the back and tables of contents at the beginning.

Teacher Guide/Manual of NBTS

The results of the study on TG revealed the weak and strong sides of the TG. It did not explicitly inform the teacher about how the coursebook can best be used; there was an explanation at the beginning of the TG but it was the same with the explanation in students' book and it was not explicit enough. The design and content of the TG did not suggest ease of use because firstly it was separate and at this stage it would be meaningful to state that teachers' expectation was a combined one. Secondly, it was designed too complicated and colourless; page layout of the TG was not easy to follow during the lesson: There were not helpful notes about potential problems which may arise regarding language items in the context and it did not provide assistance with cultural issues, which was considered most important criterion in literature. There were not any alternative routes through activities, lessons and units which can be helpful when things do not go according to plan and extra activities about each skill area. There was information about the guidance on handling language items but it was not adequate, unambiguous, and appropriate enough.

On the other hand, the objectives of the course were set off clearly in the TG more or less and the basic teacher-student relationship was implied in the TG. It suggested appropriate ways for the teacher to evaluate each activity, lesson and sequence of lesson through short exam papers at the end of the TG, and typescripts of the audio materials were given in the TG.

Supplementary Materials of NBTS

The results revealed that the mentioned coursebooks were really weak in terms of supplementary materials. The only good thing was the workbook, but it did not have photocopiable sections, there were not any supplementary worksheets, and it did not provide story books which was an expectation from the SNA. Furthermore, they were not supported technologically.

5.3. CONCLUSION

The coursebooks titled ‘New Bridge to Success’ for 9th and 10th grade students at Çanakkale Science High School is too weak to meet students’ and teachers’ expectations in English classes and the books have been prepared without consideration of the students’ needs through English language and interests. Cunningsworth (1995) points out that coursebooks should correspond to learners’ needs and match the aims and objectives of the language learning programme. Moreover, the mentioned coursebooks are really un motivating for the students who are motivated to learn English for their future lives because the pictures used in the coursebooks do not appeal to the students, page organisations of them are not attractive enough. There is not a balance and conformity between units: while a unit is too easy for the students the next one may get much more difficult with a lot of new and difficult vocabulary loading. Themes of topics in the coursebooks are not interesting to the students, they are ordinary topics. Exercises and activities of the coursebooks are not enough in quality and quantity, or they do not provide development in each of the skill area, especially, the skills *writing* and *speaking* are

ignored ones, however, the students' expectation is to have the opportunity to speak in the lesson. These coursebook do not consider students' learning styles preferences and social style preferences, the activities for all of the preferences are not balanced either.

In terms of Teacher Guide, the mentioned coursebook do not meet teachers' expectations on Teacher Guide.

As a result of this study, the evaluated coursebooks do not equally support some of the fundamental principles of foreign language teaching declared by MONE, which are developing the four language skills reading, listening, writing, speaking), and integrating them in a balanced way, teaching from simple to complex and from familiar to unfamiliar (logical sequencing), using visual and auditory aids, providing the learners with the opportunities to practice the target language used in daily communication, encouraging the learners to participate in the lesson effectively, and considering learning style differences (M.E.B, 2002).

5.4. IMPLICATIONS

5.4.1. Implications for Practising Teachers

The first and most important implication for this study is the importance and necessity of carrying out a detailed needs analysis before writing a coursebook. Both teachers and students' needs should be assessed and taken into consideration in preparing and evaluating a coursebook by MONE. The syllabus should not be the only criteria in developing teaching materials. Needs analysis is also crucial to determine the aims and objectives of the language learning programme in addition to its significance in determining the needs and interests of the learners.

Secondly, it is apparent from the results of the study that the mentioned coursebooks do not meet students' expectations and they include many things which are un motivating for the students. Therefore, teachers who use these coursebooks

have really crucial roles because they should prepare and bring different materials to their classrooms to motivate their students during the lesson because they should be supported in many aspects.

5.4.2. Implications for Further Research

In this study, the evaluation of the coursebooks were at macro level, therefore, it is necessary to complement this study with a micro evaluation study which is on the task level. A combination of both macro and micro evaluation studies will provide extensive feedback and help to identify both weaknesses and strengths of the materials concerned.

A further study could be constructed for the other coursebooks that are designed for the other levels in the series in order to observe the cohesiveness.

Only 86 criteria were used to evaluate the coursebooks and their supplementary materials. It is the fact that, each subgroup (pre-review, physical composition, themes and topics, learning and teaching activities, objectives and skills, teacher guide, references, supplementary materials) should be evaluated with detailed checklists.

The present study is the first study conducted to evaluate the coursebook titled “New Bridge Success” for 9th and 10th grade students, for that reason, the results need to be verified with a larger group of teachers and learners from different regions of Turkey.

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APPENDICES

APPENDIX A

Language Learning Orientation Scale – Intrinsic Motivation, Extrinsic Motivation, and Amotivation Subscales (LLOS) (Noels, Pelletier, Clement, and Vallerand: 2000)

The following section contains a number of reasons why one might study a second language. Beside each one of the following statements, write the number from the scale which best indicates the degree to which the stated reason corresponds with one of your reasons for learning a second language. Remember that there are no right or wrong answers, since many people have different opinions.

Does not correspond	Corresponds very little	Corresponds a little	Corresponds moderately	Corresponds a lot	Corresponds almost exactly	Corresponds exactly
1	2	3	4	5	6	7

Amotivation

1	I cannot come to see why I study a second language, and frankly, I don't give a damn.
2	Honestly, I don't know; I truly have the impression of wasting my time in studying a second language.
3	I don't know; I can't come to understand what I am doing studying a second language.

External Regulation

1	In order to get a more prestigious job later on.
2	In order to have a better salary later on.
3	Because I have the impression that it is expected of me.

Introjected Regulation

1	Because I would feel ashamed if I couldn't speak to my friends from the second language community in their native tongue.
2	Because I would feel guilty if I didn't know a second language.
3	To show myself that I am a good citizen because I can speak a second language.

Identified Regulation

1	Because I choose to be the kind of person who can speak more than one language.
2	Because I think it is good for my personal development.
3	Because I choose to be the kind of person who can speak a second language.

Intrinsic Motivation – Accomplishment

1	For the enjoyment I experience when I grasp a difficult construct in the second language.
2	For the satisfaction I feel when I am in the process of accomplishing difficult ex second language.
3	For the pleasure I experience when surpassing myself in my second language studies.

Intrinsic Motivation - Knowledge

1	Because I enjoy the feeling of acquiring knowledge about the second language community and their way of life.
2	For the satisfied feeling I get in finding out new things.
3	For the pleasure I experience in knowing more about the second language community and their way of life.

Intrinsic Motivation - Stimulation

1	For the “high” I feel when hearing foreign languages spoken.
2	For the “high” feeling that I experience while speaking in the second language.
3	For the pleasure I get from hearing the second language spoken by native second language speakers.

**Note: “Second language” in the items above can be replaced with the actual language being learned (e.g. English, Japanese, German).

APPENDIX B**Turkish Version of Language Learning Orientations Scale**

Sevgili öğrenciler;

Bilimsel bir araştırma için kullanılacak olan bu anket sizlerin İngilizce dersine bakış açılarınızı, İngilizce dersindeki motivasyonunuzu ve öğrenme sitillerinizdeki farklılıkları belirlemek amacıyla taşımaktadır.

Kimliğiniz ve anket sorularına verdiğiniz cevaplar gizli tutulacaktır. Unutmayınız ki bu ankette DOĞRU ya da YANLIŞ cevap yoktur. Ankete içten ve dürüst olarak cevap vermeniz çalışmanın doğru sonuçlara ulaşması açısından çok önemlidir.

Bu çalışma ile ortaya çıkacak sonuçlar sizlerin bireysel öğrenme sitillerinizi ortaya çıkaracaktır ve sizlere bu konuda bilgi verilecektir. Bu nedenle adınızı - soyadınızı ve sınıfınızı yazmayı unutmayınız.

Adınız – Soyadınız : _____
Sınıfınız : _____

Rakamların değerleri aşağıdaki tabloda verilmiştir.

Cevap	Değer
Kesinlikle katılmıyorum	0
Katılmıyorum	1
Fikrim yok	2
Katılıyorum	3
Kesinlikle katılıyorum	4

İngilizce öğreniyorum fakat;						
1	neden yabancı bir dil öğrenmek zorunda olduğumu anlayamıyorum.	0	1	2	3	4
2	yabancı dil öğrenmek bana anlamsız geliyor.	0	1	2	3	4
3	yabancı bir dil öğrenmek bende tamamen boşa zaman geçirdiğim izlenimi yaratıyor.	0	1	2	3	4
4	yabancı bir dil öğrenmenin ne işime yarayacağını anlamış değilim.	0	1	2	3	4
İngilizce öğreniyorum çünkü;						
5	ileride daha prestijli bir meslek sahibi olmak istiyorum	0	1	2	3	4
6	ileride daha fazla para kazanmak istiyorum.	0	1	2	3	4
7	başkaları benden yabancı bir dil öğrenmemi bekliyor.	0	1	2	3	4
8	ülkeme gelen İngilizce konuşan turistlerle İngilizce konuşamazsam utanırım.	0	1	2	3	4
9	eğer bir yabancı dil bilmezsem kendimi suçlu hissederim.	0	1	2	3	4
10	yabancı bir dil konuşabilen iyi bir vatandaş olduğumu kendime ispatlamak istiyorum.	0	1	2	3	4

11	birden fazla dil konuşabilen bir insan olmayı istiyorum,	0	1	2	3	4
12	İngilizce öğrenmenin kişisel gelişimim için gerekli olduğunu düşünüyorum.	0	1	2	3	4
13	İngilizce konuşabilmeyi istiyorum.	0	1	2	3	4
14	İngilizce'deki zor bir yapıyı doğru tahmin etmek bana zevk veriyor.	0	1	2	3	4
15	zor alıştırmaları başardığımda mutlu oluyorum.	0	1	2	3	4
16	İngilizce derslerinde başarılı olmak bana zevk veriyor.	0	1	2	3	4
17	İngilizce konuşan insanların yaşam tarzları ile ilgili bilgi edinmek hoşuma gidiyor.	0	1	2	3	4
18	yeni şeyler öğrenmek beni mutlu ediyor.	0	1	2	3	4
19	İngilizce konuşan insanların kültürü ile ilgili bilgi edinmek hoşuma gidiyor.	0	1	2	3	4
20	İngilizce konuşan insanları dinlemek bana zevk veriyor.	0	1	2	3	4
21	İngilizce konuşmayı seviyorum.	0	1	2	3	4
22	ana dili İngilizce olanları dinlemekten zevk alıyorum.	0	1	2	3	4

APPENDIX C
Second Language Tolerance and Ambiguity Scale *Christopher M. Ely*

1	When I am reading something in English, I feel impatient when I don't totally understand the meaning.	0	1	2	3	4
2	It bothers me that I don't understand everything the teacher says in English.	0	1	2	3	4
3	When I write English compositions, I don't like it when I can't express my ideas exactly.	0	1	2	3	4
4	It is frustrating that sometimes I don't understand completely some English grammar.	0	1	2	3	4
5	I don't like the feeling that my English pronunciation is not quite correct.	0	1	2	3	4
6	I don't enjoy reading something in English that takes a while to figure out completely.	0	1	2	3	4
7	It bothers me that even though I study English grammar, some of it is hard to use in speaking and writing.	0	1	2	3	4
8	When I am writing in English, I don't like the fact that I can't say exactly what I want.	0	1	2	3	4
9	It bothers me when the teacher uses an English word I don't know.	0	1	2	3	4
10	When I am speaking in English, I feel uncomfortable if I can't communicate my idea clearly.	0	1	2	3	4
11	I don't like the fact that sometimes I can't find English words that mean the same as some words in my own language.	0	1	2	3	4
12	One thing I don't like about reading in English is having to guess what the meaning is.	0	1	2	3	4

APPENDIX D
Turkish Version of Tolerance of Ambiguity Scale

Sevgili öğrenciler;

Bilimsel bir araştırma için kullanılacak olan bu anket sizlerin İngilizce dersinde karşılaşılabileceğiniz belirsizliklere karşı tolerans seviyenizi belirlemek amacıyla taşımaktadır.

Kimliğiniz ve anket sorularına verdiğiniz cevaplar gizli tutulacaktır. Unutmayınız ki bu ankette DOĞRU ya da YANLIŞ cevap yoktur. Ankete içten ve dürüst olarak cevap vermeniz çalışmanın doğru sonuçlara ulaşması açısından çok önemlidir.

Bu çalışma ile ortaya çıkacak sonuçlar ile ilgili sizlere bilgi verilecektir. Bu nedenle adınızı - soyadınızı ve sınıfınızı yazmayı unutmayınız.

Adınız – Soyadınız : _____

Sınıfınız : _____

Rakamların değerleri aşağıdaki tabloda verilmiştir.

Cevap	Değer
Kesinlikle katılmıyorum	0
Katılmıyorum	1
Fikrim yok	2
Katılıyorum	3
Kesinlikle katılıyorum	4

1	İngilizce bir şey okurken okuduğumu tamamen anlamazsam sabırsızlanırım.	0	1	2	3	4
2	Öğretmenin İngilizce söylediği her şeyi anlamamak beni rahatsız eder.	0	1	2	3	4
3	İngilizce kompozisyon yazarken fikirlerimi tam olarak ifade edememek hoşuma gitmez.	0	1	2	3	4
4	Bazı İngilizce dilbilgisi yapılarını bazen tam olarak anlamamak sinirimi bozuyor.	0	1	2	3	4
5	İngilizce telaffuzumun çok iyi olmaması beni rahatsız ediyor.	0	1	2	3	4
6	Anlaması zor olan İngilizce yazıları okumaktan hoşlanmıyorum.	0	1	2	3	4
7	İngilizce dilbilgisi çalışmama rağmen, öğrendiğim kuralları kullanmakta zorlanmak beni rahatsız ediyor.	0	1	2	3	4
8	İngilizce yazarken söylemek istediklerimi tam olarak ifade edememek hoşuma gitmiyor.	0	1	2	3	4
9	Öğretmenin benim bilmediğim bir İngilizce kelime kullanması beni rahatsız ediyor.	0	1	2	3	4
10	İngilizce konuşurken fikirlerimi açıkça ifade edemediğimde kendimi huzursuz hissediyorum.	0	1	2	3	4
11	Bazen Türkçedeki bazı kelimelerin tam İngilizce karşılığını bulamamak hoşuma gitmiyor.	0	1	2	3	4
12	İngilizce okurken bilmediğim kelimelerin anlamını tahmin etmek zorunda kalmayı sevmiyorum.	0	1	2	3	4

APPENDIX E
Learning Styles Preference Inventory
İsmail Hakkı Erten (1998)

Now <u>read</u> the following sentences and choose from 0 to 4 according to how you agree with each sentence.		SD -----SA				
1	I learn well when I see written explanations.	0	1	2	3	4
2	I do not forget things I have heard.	0	1	2	3	4
3	When I see a plan of the subject I study, it helps me to understand better.	0	1	2	3	4
4	I find it difficult to concentrate on the lesson when I stay seated for some time.(b)	0	1	2	3	4
5	When someone explains me how to do things I learn better.	0	1	2	3	4
6	I do well on tests if they are about things I have actively participated in.	0	1	2	3	4
7	I learn well when I see pictures related to the subject I study.	0	1	2	3	4
8	I learn well when I listen to someone explain the subject. (a)	0	1	2	3	4
9	I like to make things with my hands. (c)	0	1	2	3	4
10	I learn well when I am involved in lots of movement in language classes.	0	1	2	3	4
11	It helps me to learn well when the teacher lets us examine real objects in the classroom.	0	1	2	3	4
12	When I can practise my English using it in physical activities, I learn well.	0	1	2	3	4
13	I do not forget things I have seen.	0	1	2	3	4
14	I understand better when I study aloud. (b)	0	1	2	3	4
15	I learn well when I do something for a class project. (a)	0	1	2	3	4
16	When I make drawings as I study I learn better. (a)	0	1	2	3	4
17	I do not forget things I have learned in physical language games.	0	1	2	3	4
18	If tests are about things I have heard, I do well. (c)	0	1	2	3	4
19	I can easily picture things in my head. (b)	0	1	2	3	4
20	I feel I learn well when I do projects like designing posters.	0	1	2	3	4

a) Based on Reid (1987); **b)** Based on O'Brein (1990); **c)** Based on Townsend and Townsend (1992)

APPENDIX F**Turkish Version of Learning Styles Preference Inventory**

Sevgili öğrenciler;

Bilimsel bir araştırma için kullanılacak olan bu anket sizlerin öğrenme tercihlerinizi belirlemek amacıyla taşımaktadır.

Kimliğiniz ve anket sorularına verdiğiniz cevaplar gizli tutulacaktır. Unutmayınız ki bu ankette DOĞRU ya da YANLIŞ cevap yoktur. Ankete içten ve dürüst olarak cevap vermeniz çalışmanın doğru sonuçlara ulaşması açısından çok önemlidir.

Bu çalışma ile ortaya çıkacak sonuçlar ile ilgili sizlere bilgi verilecektir. Bu nedenle adınızı - soyadınızı ve sınıfınızı yazmayı unutmayınız.

Adınız – Soyadınız : _____
Sınıfınız : _____

Rakamların değerleri aşağıdaki tabloda verilmiştir.

Cevap	Değer
Kesinlikle katılmıyorum	0
Katılmıyorum	1
Fikrim yok	2
Katılıyorum	3
Kesinlikle katılıyorum	4

Aşağıdaki ifadeleri okuyunuz ve her bir ifadeye ne derece katıldığınızı belirtmek için 0 ile 4 arasında bir rakam seçiniz.		SD -----SA				
1	Yazılı açıklamalar gördüğümde iyi öğrenirim.	0	1	2	3	4
2	Duyduğum şeyleri unutmam.	0	1	2	3	4
3	Çalıştığım konunun bir planını görürsem daha iyi anlarım.	0	1	2	3	4
4	Uzun süre oturmak zorunda kaldığımda derse motive olmakta zorlanırım.	0	1	2	3	4
5	Birisi bana bir şeyin nasıl yapıldığını açıkladığında daha iyi öğrenirim.	0	1	2	3	4
6	Eğer sınavlar benim aktif olarak katıldığım konularla ilgili olursa başarılı olurum.	0	1	2	3	4
7	Çalıştığım konuyla ilgili resimler gördüğümde iyi öğrenirim.	0	1	2	3	4
8	Birisi konuyu açıklarken dinlediğimde iyi öğrenirim.	0	1	2	3	4

9	Ellerimle bir şeyler üretmeyi severim.	0	1	2	3	4
10	İngilizce dersinde hareketli etkinliklere katılırsam iyi öğrenirim.	0	1	2	3	4
11	Öğretmenin sınıfta gerçek nesnelere incelememize izin vermesi iyi anlamama yardımcı olur.	0	1	2	3	4
12	İngilizcede yeni karşılaştığım şeyleri hareketli etkinliklerde kullanırsam daha iyi öğrenirim.	0	1	2	3	4
13	Gördüklerimi unutmam.	0	1	2	3	4
14	Sesli çalıştığımda daha iyi anlarım.	0	1	2	3	4
15	Bir sınıf projesi için bir şeyler yaptığımda iyi öğrenirim.	0	1	2	3	4
16	Çalışırken çizimler yaptığımda daha iyi öğrenirim.	0	1	2	3	4
17	Hareket içeren dil oyunlarında öğrendiklerimi unutmam.	0	1	2	3	4
18	Sınavlar benim dinlediğim konular ile ilgili olursa daha başarılı olurum.	0	1	2	3	4
19	Nesneleri kafamda kolaylıkla canlandırabilirim.	0	1	2	3	4
20	Poster tasarlamak gibi projeler yaptığımda iyi öğrenirim.	0	1	2	3	4

APPENDIX G
Perceptual Learning Style Preference Survey - Social Styles Inventory
Joy Reid (1984)

1	I get more work done when I work with others.	0	1	2	3	4
2	I learn more when I study with a group.	0	1	2	3	4
3	In class, I learn best when I work with others.	0	1	2	3	4
4	I enjoy working on an assignment with two or three classmates.	0	1	2	3	4
5	I prefer to study with others.	0	1	2	3	4
6	When I study alone, I remember things better.	0	1	2	3	4
7	When I work alone I learn better.	0	1	2	3	4
8	In class I work better when I work alone.	0	1	2	3	4
9	I prefer working on projects by myself.	0	1	2	3	4
10	I prefer to work by myself.	0	1	2	3	4

APPENDIX H
Turkish Version of Social Styles

Sevgili öğrenciler;

Bilimsel bir araştırma için kullanılacak olan bu anket sizlerin sosyal çalışma stilinizi belirlemek amacıyla taşımaktadır.

Kimliğiniz ve anket sorularına verdiğiniz cevaplar gizli tutulacaktır. Unutmayınız ki bu ankette DOĞRU ya da YANLIŞ cevap yoktur. Ankete içten ve dürüst olarak cevap vermeniz çalışmanın doğru sonuçlara ulaşması açısından çok önemlidir.

Bu çalışma ile ortaya çıkacak sonuçlar ile ilgili sizlere bilgi verilecektir. Bu nedenle adınızı - soyadınızı ve sınıfınızı yazmayı unutmayınız.

Adınız – Soyadınız : _____ Sınıfınız : _____

Rakamların değerleri aşağıdaki tabloda verilmiştir.

Cevap	Değer
Kesinlikle katılmıyorum	0
Katılmıyorum	1
Fikrim yok	2
Katılıyorum	3
Kesinlikle katılıyorum	4

1	Başkalarıyla çalıştığımda daha iyi anlarım.	0	1	2	3	4
2	Grupla çalıştığımda daha iyi öğrenirim.	0	1	2	3	4
3	Sınıfta en iyi başkalarıyla çalıştığımda öğrenirim.	0	1	2	3	4
4	Bir ödev üzerinde iki ya da üç sınıf arkadaşım ile çalışmaktan hoşlanırım..	0	1	2	3	4
5	Başkalarıyla birlikte çalışmayı tercih ederim.	0	1	2	3	4
6	Yalnız çalıştığımda daha iyi hatırlarım.	0	1	2	3	4
7	Yalnız çalıştığımda daha iyi öğrenirim.	0	1	2	3	4
8	Sınıfta tek başıma daha iyi çalışırım.	0	1	2	3	4
9	Projeler üzerine tek başıma çalışmayı tercih ederim.	0	1	2	3	4
10	Yalnız çalışmayı tercih ederim.	0	1	2	3	4

APPENDIX I
Multiple Intelligence Inventory

Sevgili öğrenciler;

Bilimsel bir araştırma için kullanılacak olan bu anket sizlerin çoklu zeka alanlarınızı ortaya çıkarmak amacını taşımaktadır.

Kimliğiniz ve anket sorularına verdiğiniz cevaplar gizli tutulacaktır. Unutmayınız ki bu ankette DOĞRU ya da YANLIŞ cevap yoktur. Ankete içten ve dürüst olarak cevap vermeniz çalışmanın doğru sonuçlara ulaşması açısından çok önemlidir.

Bu çalışma ile ortaya çıkacak sonuçlar ile ilgili sizlere bilgi verilecektir. Bu nedenle adınızı - soyadınızı ve sınıfınızı yazmayı unutmayınız.

Adınız – Soyadınız : _____

Sınıfınız : _____

Bu bölümdeki soruları aşağıdaki ölçeği göz önünde bulundurarak size uygunluk derecesine göre cevaplayınız.

Cevap	Değer
Tamamen uygun	4
Oldukça uygun	3
Kısmen uygun	2
Çok az uygun	1
Hiç uygun değil	0

1	Dinleyerek daha iyi öğrenirim.	0	1	2	3	4
2	Kullanmadan önce kelimeleri kafamda tasarlayabilirim.	0	1	2	3	4
3	Radyo dinlemeyi televizyon seyretmeye tercih ederim.	0	1	2	3	4
4	Sözcük oyunlarından çok hoşlanırım.	0	1	2	3	4
5	Bazen arkadaşlarım kullandığım kelimelerin anlamlarını açıklamamı istiyorlar.	0	1	2	3	4
6	Sosyal konular bana sayısal konulardan kolay gelir.	0	1	2	3	4
7	Yürürken cadde boyunca var olan yazılar, resimlerden daha fazla dikkatimi çeker.	0	1	2	3	4
8	Yeni öğrendiğim kelimeleri konuşmalarında kullanmaktan hoşlanırım.	0	1	2	3	4
9	Kitap okumak benim için çok önemlidir.	0	1	2	3	4
10	Çeşitli konularda yazı yazmaya çalışırım.	0	1	2	3	4
11	Zeka oyunları ilgimi çeker.	0	1	2	3	4
12	Sayısal dersler en sevdiğim derslerdir.	0	1	2	3	4
13	Mantıksal düşünme gerektiren oyunlar çok hoşuma gider.	0	1	2	3	4
14	Gelecekle ilgili tahminler yapmak bana eğlenceli gelir.	0	1	2	3	4
15	Her şeyin mantıklı bir açıklaması olduğuna inanırım.	0	1	2	3	4
16	Soyut kavramlarla ilgili düşünmekten hoşlanırım.	0	1	2	3	4

17	İnsanların yaptığı işlerin mantığını anlamaya çalışmak çok hoşuma gider.	0	1	2	3	4
18	Teknolojik aletlerin çalışma sistemini merak ederim.	0	1	2	3	4
19	Zihinden hesap yapmak bana kolay gelir.	0	1	2	3	4
20	Bir konuyu matematiksel olarak ifade etmeyi daha kolay bulurum.	0	1	2	3	4
21	Bir işin ya da olayın bütünü görmek bence önemlidir.	0	1	2	3	4
22	Görsel sunuları daha iyi öğrenirim.	0	1	2	3	4
23	Etrafımda gördüklerimi çok ayrıntılı hatırlayabilirim.	0	1	2	3	4
24	Görsel bulmacalar çözmekten hoşlanırım.	0	1	2	3	4
25	Renkli, hareketli rüyalar görürüm.	0	1	2	3	4
26	Bilmediğim bir yerde genelde yolumu bulabilirim.	0	1	2	3	4
27	Bir şeyler çizmekten hoşlanırım.	0	1	2	3	4
28	Nesneler ters çevrildiğinde de görünümünü rahatlıkla hayal edebilirim.	0	1	2	3	4
29	Resimlerle zenginleştirilmiş kitapları okumayı severim.	0	1	2	3	4
30	Gözlerimi kapadığımda görsel imajlar görebilirim.	0	1	2	3	4
31	Şarkı söylemeyi severim.	0	1	2	3	4
32	Çalışırken müzik dinlemeyi severim.	0	1	2	3	4
33	Bir müzik aleti çalarım.	0	1	2	3	4
34	Hayatımda müzik olmasaydı eminim hayatım daha fakir olurdu.	0	1	2	3	4
35	Yürürken bir ezgiyi mırıldanırım.	0	1	2	3	4
36	Birçok parçanın melodisini bilirim.	0	1	2	3	4
37	Bilmediğim bir parçayı bir – iki kez dinledikten sonra doğru bir şekilde söylerim.	0	1	2	3	4
38	Çalışırken veya yeni bir şey öğrenirken tempo tutarım.	0	1	2	3	4
39	Çevremdeki seslere çok duyarlıyım.	0	1	2	3	4
40	Okulda müzik dersi olmasını isterdim.	0	1	2	3	4
41	İnsanlar beni fiziksel olarak çok hareketli bulur.	0	1	2	3	4
42	Araç – gereçleri parçalara ayırmayı ve birleştirmeyi severim.	0	1	2	3	4
43	El becerileri gerektiren işleri severim.	0	1	2	3	4
44	En parlak fikirler hareket halindeyken aklıma gelir.	0	1	2	3	4
45	Boş zamanlarımı dışarıda geçirmeyi severim.	0	1	2	3	4
46	Biriyle konuşurken vücut dilini sık kullanırım.	0	1	2	3	4
47	Bir şey hakkında daha fazla bilgi edinmek için ona dokunmaya ihtiyaç duyarım.	0	1	2	3	4

48	Macera yaşamaktan hoşlanırım.	0	1	2	3	4
49	En az bir spor dalıyla ilgilenirim.	0	1	2	3	4
50	Uzun süre oturmak bana çok zor gelir.	0	1	2	3	4
51	Hayvanlara karşı çok meraklıyım.	0	1	2	3	4
52	Açık havada olmak çok hoşuma gider.	0	1	2	3	4
53	Toprakla, bitkilerle uğraşmayı severim.	0	1	2	3	4
54	Doğadaki varlıkları tanımak bana heyecan verir.	0	1	2	3	4
55	Doğayla ilgili mağaza, müze ya da sergileri gezmekten hoşlanırım.	0	1	2	3	4
56	Bir hayvan beslemek ya da çiçek yetiştirmek bence çok önemlidir.	0	1	2	3	4
57	Çevre kirliliğine karşı çok duyarlıyım.	0	1	2	3	4
58	Doğayla ilgili dergi, kitap ya da belgeselleri takip ederim.	0	1	2	3	4
59	Vakıfların doğayı koruma çalışmalarını çok önemli buluyorum.	0	1	2	3	4
60	Çevre bilinci güçlü insanları değerli buluyorum.	0	1	2	3	4
61	Birileriyle bir şeyler paylaşmak hoşuma gider.	0	1	2	3	4
62	Bir iş yaparken yanımda birileri olsun isterim.	0	1	2	3	4
63	Problemim olduğunda arkadaşlarımdan yardım olarak halletmeyi tercih ederim.	0	1	2	3	4
64	Birkaç tane çok yakın arkadaşım vardır.	0	1	2	3	4
65	Kendimi bir lider olarak görüyorum.	0	1	2	3	4
66	Kalabalıkta kendimi rahat hissedirim.	0	1	2	3	4
67	Sosyal etkinliklere katılmaktan hoşlanırım.	0	1	2	3	4
68	Evde yalnız oturmak yerine eğlenceli bir toplantıya katılmayı yeğlerim.	0	1	2	3	4
69	İnsanlar zaman zaman bana fikir danışır.	0	1	2	3	4
70	Grup oyunlarını bireysel oyunlara tercih ederim.	0	1	2	3	4
71	Kendimle baş başa yalnız kalmayı severim.	0	1	2	3	4
72	Kendime güvenim yüksektir.	0	1	2	3	4
73	Kendi başıma uğraştığım özel bir hobim var.	0	1	2	3	4
74	Hayatım için bazı önemli hedeflerim var.	0	1	2	3	4
75	Yeteneklerim ve zayıf taraflarım hakkında gerçekçi değerlendirmeler yapabilirim.	0	1	2	3	4
76	Tek başıma hafta sonunu geçirmeyi kalabalık bir grupla geçirmeye yeğlerim.	0	1	2	3	4
77	Kendimi bağımsız biri olarak düşünmüşümdür.	0	1	2	3	4
78	Duygu ve düşüncelerimi iyi ifade ederim.	0	1	2	3	4
79	Hayatın anlamı hakkında düşünmeyi severim.	0	1	2	3	4
80	Kendimi daha iyi tanımak için kişisel gelişim kitapları okurum.	0	1	2	3	4

APPENDIX J

Turkish Version of Students' Needs Analysis Questionnaire

Sevgili öğrenciler;

Bilimsel bir araştırma için kullanılacak olan bu anket sizlerin bir İngilizce ders kitabından beklentilerinizi belirlemek amacıyla taşımaktadır.

Kimliğiniz ve anket sorularına verdiğiniz cevaplar gizli tutulacaktır. Unutmayınız ki bu ankette DOĞRU ya da YANLIŞ cevap yoktur. Ankete içten ve dürüst olarak cevap vermeniz araştırmanın gerçek sonuçlara ulaşması açısından çok önemlidir.

Adınızı-soyadınızı ve sınıfınızı yazmayı unutmayınız.

Adınız – Soyadınız : _____

Sınıfınız : _____

1. İngilizce ders kitabını seçerken öğretmeninizin öncelikle dikkat etmesi gereken şey sizce nedir? Nedenini açıklayınız.

2. Bu bölümdeki soruları size verilen başlıklara göre açıklayıcı bir şekilde dikkatlice cevaplayınız.

- n. İngilizce ders kitabınızın dış görünüşünün nasıl olmasını istersiniz? (renk, resim, boyut..... vb.)
- o. Nasıl bir sayfa tasarımı hoşunuza gider? (boşluk, yazı tipi, yazı büyüklüğü, renk, ...vb.)
- p. Kitapta ne tür konular görmek istersiniz?
- q. Ne tür okuma etkinlikleri ilginizi çeker?
- r. Ne tür dinleme etkinlikleri ilginizi çeker?
- s. Ne tür konuşma etkinlikleri ilginizi çeker?
- t. Ne tür yazma etkinlikleri ilginizi çeker?
- u. Kelime bilginizi geliştirecek ne tür etkinlikler yararlı olur?
- v. Ne tür dilbilgisi alıştırmaları ilginizi çeker?
- w. Bir ünitedeki dil becerileri sizce nasıl sıralanmalı? (okuma-anlama, yazma, dinleme, konuşma)
- x. Kitabınızla birlikte ne tür ek materyaller olsun istersiniz?
- y. Diğer:

ZAMAN AYIRDIĞINIZ VE SORULARA İÇTENLİKLE CEVAP VERDİĞİNİZ
İÇİN ÇOK TEŞEKKÜRLER

APPENDIX K
English Version of Students' Needs Analysis Questionnaire

3. What do you want your teacher to do before choosing English coursebooks?
4. Please answer the items in this part according to the subtitles:
 - a. What are your expectations from the cover of the coursebook?
 - b. What are your expectations from the page organization of the book?
 - c. What kinds of reading texts do you want to see in your coursebook?
 - d. What kind of reading activities do you like to do?
 - e. What kind of listening activities do you like to do?
 - f. What kind of speaking activities do you like to do?
 - g. What kind of writing activities do you like to do?
 - h. What kind of activities can help you to expand your vocabulary?
 - i. What kind of grammar activities do you prefer to do?
 - j. Order of the skills you want to see in your coursebook?
 - k. What kind of supplementary materials do you want to have with your coursebooks?
 - l. Other

APPENDIX L**Teachers' Needs Analysis Questionnaire**

1. If you had the chance to choose the English coursebook for your students what would your priorities be before choosing it?

2. Please answer the items in this part according to the subtitles:

- a. How should the cover of the coursebook be? (colour, picture, size etc.)
- b. How should the physical composition and page organization of the coursebook be? (space, colour, face script.. etc)
- c. What kind of reading texts are more useful for the students?
- d. What kind of pre and post reading activities are more beneficial for the students?
- e. What kind of listening activities are more beneficial for the students?
- f. What kind of speaking activities are more beneficial for the students?
- g. What kind of writing activities are more beneficial for the students?
- h. What kind of vocabulary activities should the coursebook contain to expand students' vocabulary?
- i. What kind of grammar activities should the coursebook contain?
- j. How do you think should the four skills (reading, writing, speaking, and listening) be sequenced in a unit?
- k. What kind of supplementary materials should a coursebook provide?
- l. How do you think should the workbook of the coursebook be organised? (colour, size, space, activities, exercises,etc.)
- m. How do you think should the teacher manual of the coursebook be? (separate/combined, colour, size, space, activities, exercises, quizzes, exams, knowledge,etc.)
- n. Other

Thank you for answering the questionnaire items.

Prepared by Nursen GÜRELİ

APPENDIX M
Coursebook Evaluation Criteria Checklist

CRITERIA CHECKLIST	
PRE REVIEW	
1	The coursebook should be appropriate for the age level of the students. (a), (b), (c), (d), (e), (f), (g), (h).
2	The course book should be appropriate for English proficiency level of the students. (a), (b), (c), (d), (e), (f), (g), (h).
3	The texts and illustrations should show non-stereotyping about gender. (c), (d), (e), (f), (g), (h).
4	Instructions of the coursebook should be clear. (b)
PHYSICAL COMPOSITION	
5	The coursebook should be appropriately priced. (b), (c), (d), (e), (f), (g), (h).
6	The coursebook should be of convenient size. (a), (b), (d), (e), (f), (g), (h).
7	The coursebook should be visually attractive. ((a), (b), (c), (d), (e), (f), (g), (h).
8	The coursebook should be colorful. (a), (b), (c), (d), (e), (f), (g), (h).
9	The coursebook should be durable. (a), (b), (c), (d), (e), (f), (g), (h).
10	The coursebook should be illustrated. (a), (b), (c), (d), (e), (f), (g), (h).
11	Page layout of the coursebook should be attractive. (a), (b), (c), (d), (e), (f), (g), (h).
12	The colors used in the book should provide suitable contrast. (a), (b), (c), (d), (e), (f), (g), (h).
13	There should be enough white space on the page to write down notes. (a), (b)
14	Font size should be easy to read. (a), (b),
15	Font type should be easy to read. (a), (b),
16	Important points on the pages should be highlighted. (a), (b).
17	Pictures should be related with the topics. (a), (b), (d), (h).
18	There should be visual support for listening tasks. (a), (b), (d), (e), (f), (h).
19	Coursebook should have audio materials. (a), (b), (c), (d), (e), (f), (g), (h).
20	The audio materials of the coursebook should be available. (a), (b), (c), (d), (e), (f), (g), (h).
21	Audio materials should be audible. (a), (b).
22	Audio materials should be clear. (a), (b).
THEMES AND TOPICS	
23	The topics should represent realistic situations that students can relate to their own lives and experiences. (a), (b), (c), (d), (e), (f), (g), (h).
24	The texts and illustrations should invite learning through enjoyable real life experiences. (a), (b), (c), (d), (e), (f), (g), (h).
25	Fantasy or imaginative fiction should be used in topics. (a), (d), (f), (g), (h).
26	Topics should be interesting to high school students. (a), (b), (c), (d), (e), (f), (g), (h).
27	Topics should contain daily usage of language. (a), (b), (c), (d), (e), (f), (g), (h).
28	The topics should be culturally appropriate. (c), (d), (e), (f), (g), (h).
29	The unit themes should be clearly identified. (b), (d), (e), (f), (g), (h).
30	Charts, diagrams and/or illustrations should represent the targeted concept. (a), (b), (d), (f), (g), (h).
31	Audio materials should be prepared by the native speakers of the language. (a).
32	Writing topics should be of current events. (a), (b), (c), (d), (e), (f), (g), (h).
33	New vocabulary should be identified and presented in comprehensible context. (a), (b), (d), (e), (h).
OBJECTIVES and SKILLS	

34	Learning objectives for a unit should be clearly identified. (b), (c), (d), (e), (f), (g), (h).
35	The learning objectives should be described in measurable terms of evaluation. (c), (d), (e), (f), (g), (h).
36	The units should be well organized. (a), (b), (c), (d), (e), (f), (g), (h).
37	All of the skills (listening, speaking, reading, and writing) should be emphasized in the book. (a), (b), (c), (d), (e), (f), (g), (h).
38	The skills (listening, speaking, reading, and writing) in a unit should be presented sequentially – building from simple to complex. (a), (b), (c), (d), (e), (f), (g), (h).
39	The coursebook should aim at teaching through problem solving (such as logical thinking, reasoning, predicting and puzzles). (a).
40	Strategy training to learn new vocabulary should be emphasized in each unit. (a), (h).
	TEACHING AND LEARNING ACTIVITIES
41	The activities should provide development in each of the skill area (listening, speaking, reading, and writing). (a), (b), (c), (d), (e), (f), (g), (h).
42	Reading, writing, speaking and listening activities should be replaceable. (b), (g), (h).
43	Drills and exercises should represent realistic situations that students can relate to their own lives and experiences. (a), (b), (d), (h).
44	Activities should focus the learner on content rather than form. (d), (e), (f), (g), (h).
45	The activities & exercises should be pertinent to the skills being taught. (a), (b), (d), (e), (f), (g), (h).
46	Exercises and activities should involve active student participation. (a), (b), (c), (d), (e), (f), (g), (h).
47	Exercises and activities should provide for different learning styles. (a), (b), (d), (e), (g), (h).
48	Exercises and activities should provide for a variety of activities moving from teacher directed to student initiated. (b), (c), (d), (e), (f), (g), (h).
49	Exercises and activities should provide for group activities stimulating creative problem solving. (a), (d), (e), (h).
50	There should be balanced activities for studying individually and in group. (a), (b), (d), (e), (h).
51	There should be free discussion topics. (a).
52	The learners should be involved in tasks which encourage communication. (a), (b), (d), (e), (g), (h).
53	There should be enough guidance (models including examples & instructions) for writing sections in the coursebook. (a), (b), (h).
54	There should be songs in listening sections. (St.)
55	The grammar functions should be clearly explained. (Lt. St, Ts)23
56	There should be adequate examples about the grammar functions. (a), (b), (c), (d), (e), (f), (g), (h).
57	There should be different kinds of grammar activities in the course book.(question and answer, substitution drills, fill-in-the blanks, multiple choice exercises) (a), (b), (d), (e), (f), (g), (h).
58	There should be vocabulary boxes with example sentences including new vocabulary in the book. (a), (b).
59	New vocabulary should be recycled through different kinds of activities. (a), (b).
	REFERENCES
60	The course book should contain comprehensive grammar appendices. (a), (b), (c),

	(d), (e), (f), (g), (h).
61	Explanations in the grammar reference should be enough for students to understand the subject. (a), (b), (d), (e), (h).
62	There should be an index of vocabulary. (a), (b), (c), (d), (e), (f), (g), (h).
63	The course book should contain a table of contents at the beginning of the book. (b), (c), (d), (e), (f), (g), (h).
64	The course book should contain a student/teacher resource list. (b), (d), (e), (h).
	TEACHER MANUAL / GUIDE
65	The TG should explicitly inform the teacher how the coursebook can best be used. (b), (d), (h), (i).
66	The objectives of the course should be set off clearly in the TG. (b), (d), (h), (i).
67	The basic teacher-student relationship should be implied in the TG. (b), (d), (h), (i).
68	The design and content of the TG should suggest ease of use. (b), (d), (h), (j).
69	The TG should suggest appropriate ways for the teacher to evaluate each activity, lesson and sequence of lesson. (b), (d), (h), (i).
70	The information about the guidance on handling language items should be adequate. (b), (d), (h), (i).
71	The information about the guidance on handling language items should be unambiguous. (d), (h), (i).
72	The information about the guidance on handling language items should be appropriate. (h), (i).
73	There should be helpful notes about potential problems which may arise regarding language items in the context. (b), (d), (h), (i).
74	The TG should provide assistance with cultural issues (b), (d), (h), (i).
75	The TG should suggest alternative routes through activities, lessons and units which can be helpful when things do not go according to plan. (b), (d), (h), (i).
76	The TG should be combined. (b).
77	The TG should cover extra activities about each skill area. (b), (i).
78	The TG should include exam samples. (b), (d),
79	Typescripts of the audio materials should be given in the TG. (b).
	SUPPLEMENTARY MATERIALS
80	Course book should have a workbook. (a), (b), (d), (e), (f), (g), (h).
80	Workbook should have photocopyable sections. (b), (d), (e), (f), (g), (h).
82	There should be some supplementary worksheets. (b).
83	The coursebook should provide story books. (a)
84	The coursebook should be supported by video.(a), (b), (d), (e).
85	The video should include comprehensible speech. (a), (b).
86	The coursebook should be supported by the internet sources. (e), (f), (g).

(a) Students; (b) Teachers; (c) Harmer (1991); (d) McDonough and Shaw's (1993); (e) Cunningsworth (1984-1995); (f) Breen and Candlin's Checklist (1987); (g) Grant's Checklist (1987); (h) Eraut, Goad & Smith (1975); (i) Cunningsworth & Kusel 1991; Coliman 1985); (j) Ellis & Ellis (1987)

APPENDIX N
Coursebook Evaluation Criteria Checklist with VS, MS, VMP, and Acceptability
Level of Each Item

	CRITERIA CHECKLIST	VS	MS	VMP	AL
	PRE REVIEW				
1	The coursebook should be appropriate for the age level of the students.	4	3	12	12
2	The course book should be appropriate for English proficiency level of the students.	4	3	12	12
3	The texts and illustrations should show non-stereotyping about gender.	3	3	9	9
4	Instructions of the coursebook should be clear.	4	3	12	12
				45	45
	PHYSICAL COMPOSITION				
5	The coursebook should be appropriately priced.	2	5	10	6
6	The coursebook should be durable.	3	3	9	9
7	The coursebook should be of convenient size.	1	5	5	3
8	The coursebook should be visually attractive.	4	2	8	12
9	The coursebook should be colourful.	3	2	6	9
10	The coursebook should be illustrated.	4	2	8	12
11	Page layout of the coursebook should be attractive.	3	2	6	9
12	The colours used in the book should provide suitable contrast.	2	2	4	6
13	There should be enough white space on the page to write down notes.	2	2	4	6
14	Font size should be easy to read.	3	5	15	9
15	Font type should be easy to read.	3	5	15	9
16	Important points on the pages should be highlighted.	3	5	15	9
17	Pictures should be related with the topics.	3	5	15	9
18	There should be visual support for listening tasks.	4	1	4	12
19	Coursebook should have audio materials.	3	5	15	9
20	The audio materials of the coursebook should be available.	3	2	6	9
21	Audio materials should be audible.	4	3	12	12
22	Audio materials should be clear.	4	2	8	12
				165	162
	THEMES AND TOPICS				
23	The topics should represent realistic situations that students can relate to their own lives and experiences.	3	3	9	9
24	The texts and illustrations should invite learning through enjoyable real life experiences.	3	3	9	9
25	Fantasy or imaginative fiction should be used in topics.	2	2	4	6
26	Topics should be interesting to high school students.	4	3	12	12

27	Topics should contain daily usage of language.	3	4	12	9
28	The topics should be culturally appropriate.	3	5	15	9
29	The unit themes should be clearly identified.	3	1	3	9
30	Charts, diagrams and/or illustrations should represent the targeted concept.	2	5	10	6
31	Audio materials should be prepared by the native speakers of the language.	3	1	3	9
32	Writing topics should be of current events.	3	2	6	9
33	New vocabulary should be identified and presented in comprehensible context.	4	5	20	12
				103	99
	OBJECTIVES and SKILLS				
34	Learning objectives for a unit should be clearly identified.	2	1	2	6
35	The learning objectives should be described in measurable terms of evaluation.	2	1	2	6
36	The units should be well organized.	3	1	3	9
37	All of the skills (listening, speaking, reading, and writing) should be emphasized in the book.	4	5	20	12
38	The skills (listening, speaking, reading, and writing) in a unit should be presented sequentially – building from simple to complex.	3	1	3	9
39	The coursebook should aim at teaching through problem solving (such as logical thinking, reasoning, predicting and puzzles).	2	1	2	6
40	Strategy training to learn new vocabulary should be emphasized in each unit.	3	1	3	9
				35	57
	TEACHING AND LEARNING ACTIVITIES				
41	The activities should provide development in each of the skill area (listening, speaking, reading, and writing.)	4	2	8	12
42	Reading, writing, speaking and listening activities should be replaceable.	3	1	3	9
43	Drills and exercises should represent realistic situations that students can relate to their own lives and experiences.	3	2	6	9
44	Activities should focus the learner on content rather than form.	3	2	6	9
45	The activities & exercises should be pertinent to the skills being taught.	4	2	8	12
46	Exercises and activities should involve active student participation.	3	2	6	9
47	Exercises and activities should provide for different learning styles.	3	2	6	9
48	Exercises and activities should provide for a variety of activities moving from teacher directed to student	2	2	4	6

	initiated.				
49	Exercises and activities should provide for group activities stimulating creative problem solving.	2	1	2	6
50	There should be balanced activities for studying individually and in group.	3	2	6	9
51	There should be free discussion topics. (St.)	3	1	3	9
52	The learners should be involved in tasks which encourage communication.	3	2	6	9
53	There should be enough guidance (models including examples & instructions) for writing sections in the coursebook.	3	2	6	9
54	There should be songs in listening sections.	2	1	2	6
55	The grammar functions should be clearly explained.	4	2	8	12
56	There should be adequate examples about the grammar functions.	4	2	8	12
57	There should be different kinds of grammar activities in the course book.(question and answer, substitution drills, fill-in-the blanks, multiple choice exercises)	3	3	9	9
58	There should be vocabulary boxes with example sentences including new vocabulary in the book.	3	1	3	9
59	New vocabulary should be recycled through different kinds of activities.	4	2	8	12
				108	177
	REFERENCES				
60	The course book should contain comprehensive grammar appendices.	4	3	12	12
61	Explanations in the grammar reference should be enough for students to understand the subject.	4	2	8	12
62	There should be an index of vocabulary.	3	5	15	9
63	The course book should contain a table of contents at the beginning of the book.	2	5	10	6
64	The course book should contain a student/teacher resource list.	2	1	2	6
				47	45
	TEACHER MANUAL / GUIDE				
65	The TG should explicitly inform the teacher how the coursebook can best be used.	4	2	8	12
66	The objectives of the course should be set off clearly in the TG.	3	3	9	9
67	The basic teacher-student relationship should be implied in the TG.	1	5	5	3
68	The design and content of the TG should suggest ease of use (Ellis & Ellis 1987; 91)	3	1	3	9
69	The TG should suggest appropriate ways for the teacher to evaluate each activity, lesson and sequence of lesson.	3	3	9	9
70	The information about the guidance on handling language items should be adequate.	2	2	4	6

71	The information about the guidance on handling language items should be unambiguous.	1	2	2	3
72	The information about the guidance on handling language items should be appropriate.	3	2	6	9
73	There should be helpful notes about potential problems which may arise regarding language items in the context.	1	1	1	3
74	The TG should provide assistance with cultural issues	1	1	1	3
75	The TG should suggest alternative routes through activities, lessons and units which can be helpful when things do not go according to plan.	2	1	2	6
76	The TG should be combined.	3	1	3	9
77	The TG should cover extra activities about each skill area.	4	1	4	12
78	The TG should include exam samples.	3	5	15	9
79	Typescripts of the audio materials should be given in the TG.	4	5	20	12
				102	134
	SUPPLEMENTARY MATERIALS				
80	Course book should have a workbook.	3	5	15	9
81	Workbook should have photocopiable sections.	3	1	3	9
82	There should be some supplementary worksheets.	2	1	2	6
83	The coursebook should provide story books.	3	1	3	9
84	The coursebook should be supported by video.	3	1	3	9
85	The video should include comprehensible speech.	4	1	4	12
86	The coursebook should be supported by the internet sources.	3	1	3	9
				33	63

APPENDIX O

Sample Pages from both of the Coursebooks

9th Grade Coursebook

Coursebook Unit 11

Listening & Speaking

- a. Are there any changes in your home town?
 b. How do you feel about the changes?
 c. Look at the picture of John's town. Label the words below into the box.

church - petrol station - tall buildings - college - statue - funfair



A.
 B.
 C.
 D.
 E.
 F.

- d. Listen to the dialogue about John's home town and write what there used to be in his town.

PRESENT	PAST
tall buildings	park
petrol station
college
statue
church
funfair

Listening & Writing

- a. Say three things that a person needs to become famous.
 b. Listen and fill in the blanks.

D.J. : This is Dark Blue Radio. Welcome to Famous People programme. I am Jason. Today a (1) singer Britney Spears is joining us. Our contact number is 653 326 8217. Oh, someone is already on the line! Hi!

Tracy : Er... Hi, I am Tracy. Sorry, I am very excited. I can't even say a word. This is the (2) moment of my life. Hi, Britney!

Britney : Hi, Tracy! How are you?

Tracy : Fine, thank you.

Britney : Well, Tracy, I'm listening to you.

Tracy : My life is very (3) and boring so I want to do something different. My friends say I have a (4) voice. They think I can be a singer. What would you advise?

Britney : It seems that you have big dreams, Tracy. Well, you know it's not easy to be famous. First of all, you need to get professional training. You can take conservatory exams. Then, you should practise a lot. You must be (5) with yourself. It's a (6) and hard struggle. You should be (7) along the way.

Tracy : Thank you very much. I will follow your advice.

D.J. : Thanks for calling us, Tracy. Bye.

c. Write True (T) or False (F).

- 1. Tracy is excited because she is talking to Jason.
- 2. Tracy's friends don't like her voice.
- 3. Tracy needs some advice.
- 4. Britney says it's easy to be famous.
- 5. Britney advises her to be strong.
- 6. Tracy likes Britney's advice.

d. Match the synonyms and antonyms of the adjectives and adverbs.

Synonyms are words which have the same or nearly the same meaning
 e.g. sad = unhappy

Antonyms are words which mean the opposite of each other.
 e.g. cold X hot

Adjective	Synonym	Adjective	Antonym	Adverb	Synonym	Adverb	Antonym
popular	hard	complicated	long	fully	truthfully	fast	weakly
beautiful	famous	exciting	simple	happily	completely	well	badly
difficult	attractive	short	boring	honestly	cheerfully	strongly	slowly

e. Who is the most famous singer in Turkey? Write a paragraph about him / her.

Project Work

Write short descriptions for classmates
 or
 Prepare a questionnaire for a teenage magazine.

Fun Corner

Teacher : "Give me a sentence with an 'object' in it."
Student : "Teacher, you are the most beautiful lady I have ever seen."
Teacher : "Thank you, but what's the 'object'?"
Student : I'd like to go home a little earlier today.

10th Grade Coursebook

Unit 4

MANNERS

e. Do you know about the manners of other countries? Discuss with your friends.

f. Read the quiz and guess the correct answers.

MANNERS QUIZ

1. You are invited to dinner in Venezuela. What should you avoid doing?
 - a) Refusing food that is offered.
 - b) Eating a small portion.
 - c) Eating everything that you are offered.
2. When you are in a Japanese restaurant, what shouldn't you do?
 - a) You shouldn't pick up your rice or soup bowl and hold it under your chin.
 - b) You shouldn't use your chopsticks to point at somebody.
 - c) You shouldn't pour your companion's drink before pouring your drink.
3. What subjects shouldn't you talk about with Indian people?
 - a) Family.
 - b) Weather and cricket.
 - c) Business, politics and religion.
4. What should you avoid doing when you are talking with an American?
 - a) Speaking in a friendly way.
 - b) Speaking too much as time means money.
 - c) Speaking briefly.
5. What shouldn't you do when you are in one of the countries in the Middle East?
 - a) You shouldn't eat your hamburger with both hands.
 - b) You shouldn't use the left hand for greeting.
 - c) You shouldn't use the right hand for eating.
6. What should you do when you enter a house in Turkey?
 - a) You should take off your shoes.
 - b) You should say 'Hello' and make a bow.
 - c) You should take off your socks.
7. What time should you arrive when you go to a party in Chile?
 - a) You should be punctual.
 - b) You should arrive fifteen minutes early.
 - c) You should arrive there fifteen to forty-five minutes late.
8. If you meet and greet an older person in Korea, what should you do?
 - a) You should bow your head as a sign of respect.
 - b) You should shake his / her hand.
 - c) You should hold his / her hand.

YOUR RESULTS

If you have 6-8 correct answers : Great! You'll definitely have no communication problems with anybody in the world.

If you have 3-5 correct answers : You are not bad, but try to learn more about the manners in different countries.

If you have 0-2 correct answers : Congratulations! You are the luckiest. You won the grand prize of a trip around the world to learn manners!

g. Discuss the results with your friends. Who is the luckiest?

Unit 6

NEWS

READING & LISTENING

- a. Do you like reading newspapers?
 b. Which sections do you like reading most? Why?
 c. What was the most exciting piece of news last week?
 d. Read the newspaper extracts and match them with the titles in the box.

DISASTER - FAMOUS PEOPLE - SPORTS - POLITICS - ECONOMICS - CRIME - FOREIGN AFFAIRS
 - BUSINESS AND ECONOMICS - RELIGION - WEATHER - MILITARY

1.
 DEMOCRACY MARCH IN HONG KONG.
 THOUSANDS EXPECTED TO EXPRESS ANGER EVERYWHERE AT BEIJING.

Hong Kong - Beijing has told Hong Kong residents they can't directly choose their next leader, but hundreds of thousands are expected to march on Thursday to demand universal suffrage and express anger at the territory's unpopular government. People are furious at Beijing's ruling in April that Hong Kong cannot directly elect its next leader in 2007 or all lawmakers in 2008.

2.
 TURKEY SHOULD BUILD BRIDGES.
 Turkey will host an important summit of the North Atlantic Treaty Organization (NATO) next month. Before that, it will also host the meeting of foreign ministers of the Organization of the Islamic Conference. This underlines the unique position of our country.

3.
 SAUDI MINISTER SAYS OIL PRICES NOW FAIR.
 OFFICIAL SEES NO NEED TO CHANGE OUTPUT LEVEL.
 RIYADH - "I believe the current prices are fair and there is no reason to take any measures either to decrease or increase production," Saudi Oil Minister Ali al-Naimi told reporters on Wednesday.
 Top world oil exporter Saudi Arabia has been producing 9.1 million barrels per day since the start of June.

4.
 TURKISH EXPORTS INCREASED BY 39.5 PERCENT IN MAY.
 According to figures released by Turkish Exporters Union (TIM), the export rate increased by 35.5 percent to 29.367 million U.S. dollars in the first five months of 2004, compared with the same period of last year.

5.
 GENDARME FORCES CAPTURE 19 ILLEGAL IMMIGRANTS IN EDIRNE.
 "Turkish Gendarme forces captured 19 illegal immigrants who were trying to sneak into Greece from northwestern Edirne province," sources said on Wednesday.

6.
 Elvan Abeylegesse will participate at Bislett Games in Bergen Norway. She hopes to break a new world record in women's 5000 metres.

7.
 POLICE SEARCH FOR HIT AND RUN DRIVER
 -A small boy was killed while crossing a four-lane highway to reach his father. The driver was unable to stop in time and after the accident fled the scene.

8.
 NORTHERN COAST GETS RECORD RAINFALL.
 Rain swept everywhere. The flood chased people out of their homes. Up to 17 cm. of rain fell in a three-hour period early Wednesday in Rize and Ordu.

9.
 PLANE CRASHES OFF AFRICA COAST
 Libreville, Gabon - A small commercial passenger plane has crashed into the coast of Gabon in West Africa, killing at least 14 of the 30 people aboard, the airline said. Ten others were rescued and were transported to a hospital in the capital, Libreville. The Associated Press reported. The plane was heading from Libreville to Franceville when it crashed on Tuesday. A French army helicopter helped to rescue passengers. Local fishermen were also helping in the rescue effort. Fourteen bodies were recovered by late afternoon, while six people were still missing.

10.
 Tibetan Monks have been living for centuries according to their traditional beliefs.

11.
 I'm alright, says Jack. Jackie Chan talked about how he fixed his own broken bones after falling off a building in a recent web-chat. What would you do if you were one of the world's biggest action heroines and you've broken a toe on the set of your latest Hollywood blockbuster? In an exclusive web-chat, the martial arts star told us the worst illnesses he's suffered and his amazing talent for self-healing. "I've broken my nose five times, cut my arms, lost teeth, broken my leg, broken fingers, cracked my back, fractured my skull and all my ribs, broken my toes, ankle and arm and twisted my ankle. I've not broken every bone though - that would be too much!"

- e. Listen to news number 11 and correct the wrong information.
 f. Answer the questions.

1. What did the driver do after he hit the boy?
2. What were the 19 people in Edirne planning to do?
3. What happened on the northern coast of Turkey?
4. How many times has Jackie Chan broken his nose?
5. What kind of a plane crashed in West Africa?

APPENDIX P**Sample pages for Grammar Explanations****9th Grade Coursebook*****Let's Practise***

a. Complete the sentences with "was, were, wasn't, weren't".

- e.g. A : Were you at the match last night?
 B : No, I wasn't. I was at a party.
1. A : Where your grandparents last summer? they in Samsun?
 B : No, they They in Ordu.
2. A : When you born?
 B : I born in 1995.
3. A : There some apples in the kitchen an hour ago. There aren't any now.
 B : Oh, really?
4. A : there a film on TV last night?
 B : Yes, there an old film.
 A : What it about?
 B : It about the life of a painter, called Van Gogh.
5. A : Oh, honey! there any famous people at the art conference?
 B : Yes, there a lot.

Let's Remember**Past form of "to be"**

We use was for "I, he, she ,it".

We use were for "we, you, they".

- e.g. I was in England last summer.
 They were at the party last night.

see GRAMMAR REFERENCE.

10th Grade Coursebook

Let's Practise

a. Complete the sentences using the gerund form of the verbs in the box.

eat - take - make - work - tidy

1. My cousin doesn't like Actually, he is very lazy.
2. Dick suggested the children to the museum.
3. We'll do the shopping when we finish the house.
4. Could you please stop so much noise? The baby is sleeping.
5. Cindy gave up chocolate because her doctor advised her to do so.

b. Complete the sentences using the infinitive form of the verbs.

give - win - lose - work - show

1. They hope another championship before the end of the season.
2. She agreed for the company.
3. The child refused the toy to his friend.
4. He offered us around the historical places.
5. She managed five kilos in one month.

c. Complete the dialogue using gerund or infinitive form of the verbs in parentheses.

Dick : Dad, I decided ⁽¹⁾ (change) my future job.

Father : Why? You said you were happy with your choice.

Dick : Yes, but now I understand that ⁽²⁾ (be) a doctor is not for me.

Father : How did you realise that?

Dick : Well, I was on a school trip about careers and I suddenly came up with my dream job. Graphic designer! You know I can't stand ⁽³⁾ (see) blood and I hate ⁽⁴⁾ (work) indoors.

Father : But you are really good at ⁽⁵⁾ (listen) to the other people's problems.

Dick : That may be true. I want ⁽⁶⁾ (work) flexitime. I hope ⁽⁷⁾ (use) my energy and creative potential.

Father : It's a very late decision but I'm glad ⁽⁸⁾ (hear) that. You should stop ⁽⁹⁾ (change) your mind.

Dick : Of course, I will. I believe this is a wonderful opportunity, because it involves ⁽¹⁰⁾ (create) new designs. I hope ⁽¹¹⁾ (be) famous one day.

d. Complete the blanks using a reflexive pronoun.

1. I want to find a part-time job.
2. He bought a new laptop last week.
3. One day she wants to watch on TV.
4. After the redecoration of their house they prepared a big dinner.
5. We sat around the big fire to keep warm at the camp.

Let's Remember**Gerund / To infinitive**

- **After certain verbs we use –ing form of the verb as nouns.**

e.g.

We **enjoy playing** tennis.

I **like spending** my holiday in Finike.

- **We use –ing form with certain verb + preposition.**

e.g.

He **succeeded in getting** his driving licence.

I'm **looking forward to seeing** my cousin next week.

- **After certain verbs we use to infinitive.**

e.g.

He **forgot to mail** the letters yesterday.

She **decided not to apply** for the job because of its low salary.

APPENDIX Q

Sample Pages for Grammar Appendices of the Coursebooks

9th Grade Coursebook

UNIT 12

Simple Past

1. Regular verbs:

- Most verbs take “-ed”. e.g. play..... played
- Verbs that end in “e” takes only “-d”. e.g. arrive.....arrived
- In verbs ending in consonant “y”, we drop the “y” and put “-ied”. e.g. cry..... cried
- In verbs ending one vowel between two consonants, we double the last consonant and put “-ed”.
e.g. stopstopped
- Verbs that end in one “f”, double the “f” and take “-ed”. e.g. travel..... travelled

(+) Positive

I	walked	in the garden.
You		
He		
She		
It		
We		
They		

(-) Negative

I	didn't walk	in the garden.
You		
He		
She		
It		
We		
They		

(?) Question

Did	I	walk in the garden?
	you	
	he	
	she	
	it	
	we	
	they	

Short Answers

Yes, I / you / he / she / it / we / you / they did.
No, I / you / he / she / it / we / you / they didn't.

2. Irregular verbs:

- e.g. I went to school yesterday.
- I didn't go to school yesterday.
- Did you go to school yesterday?
- Short answers: Yes, I did. / No, I didn't.

- Wh- questions come before did.
- e.g. Where did you go last week? I went to Ankara.

10th Grade Coursebook

UNIT : 4

Should / shouldn't

We use should to talk about obligation and duty, to ask for and give advice. It expresses what is right or wrong.

- e.g.** You should see the dentist when you have a toothache.
 -If he has the final examination on Thursday, he shouldn't go to a party.
 -You shouldn't tell lies.
 -The baby isn't eating anything, doctor. What should I do?

Could / couldn't

We use 'could' to express general ability and permission to do something.

-I could dance very well when I was eighteen.

We use 'could not' (couldn't) for both general ability and particular situations.

-My grandfather couldn't swim.

-Fatma tried very hard, but she couldn't catch the butterfly.

Used to / didn't use to / did you use to ...? (Used to+V)

We use 'used to+ infinitive' to talk about past habits that are now finished.

-I used to play volleyball, but I don't anymore.

-He used to live in a town, but now he lives in a city.

-I didn't use to eat vegetables.

-She didn't use to get up early, but she does now.

-Did you use to draw pictures when you were young?

Reported Speech with question forms.

- Tenses, pronouns, time adverbs in reported questions change in the same way as in reported statements.
- Reported questions are usually introduced with the verbs ask, inquire, wonder, or the expression 'want to know'.
- In reported questions, the word order is the same as in statements, there is no question word order.
- In Wh- questions the question word is used.

e) Wh- questions

Questions

'Where are you going?'

'Why doesn't Sally come to school?'

Reported questions

Mother asked her son where he was going.

The teacher asked why Sally didn't come to school.

f) In Yes-No questions we should use 'if' or 'whether'.

g) Yes -No questions

Questions

'Did you play football yesterday?'

'Will you help me tomorrow?'

Reported Questions

Uğur asked Arda if he had played football the day before.

Ekin asked Burak if / whether he would help her the next day.