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EVALUATION OF THE READING TEXTS IN TEENWISE 9: A TEXTBOOK WRITTEN IN ACCORDANCE WITH THE NEW ELT PROGRAM OF TURKISH NATIONAL EDUCATION

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II

ABSTRACT

EVALUATION OF THE READING TEXTS IN TEENWISE 9: A TEXTBOOK WRITTEN IN ACCORDANCE WITH THE NEW ELT PROGRAM OF TURKISH NATIONAL EDUCATION

Özlem ALPAR

Master Thesis, Institute of Educational Sciences

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Ankara, 2019

This study aimed to investigate the appropriateness of the reading texts in Teenwise 9 according to students' perspectives based on content, exploitability, readability, and authenticity through a questionnaire and a semi-structured interview. In addition, students' attitudes towards English classes and their perceptions towards four language skills were investigated. The sample of this study consisted of 9th-grade high school students from a total of three high schools in Ankara, including Mehmet Emin Resulzade Anatolian High School, Ayrancı Vocational and Technical Anatolian High School, and Eryaman Şehit Okan Koç Anatolian Religious Vocational High School. This study employed an explanatory sequential mixed method design which includes both quantitative and qualitative methods. In this context, the opinions of 300 students studying in three different schools were received through a questionnaire. In addition, a total of 30 students, 10 from each school, were interviewed.

To analyze the quantitative data, the data set was examined and the answers of 300 students were transferred to SPSS 23.0 program. First, the frequency and percentage values were calculated.

Then, the chi square statistic was calculated to determine whether the students' views show a significant difference according to their school type, gender and age. The analysis of the responds of the students to the interview form was conducted with content analysis. First, the main categories for the views were formed, then the sub-categories were determined, and frequency and percentage values were calculated. In addition, the answers of the students were evaluated according to the type of school they study. Some of the results were as follows:

1. In total, 40% (n=12) of the participating students like English classes, 33,3% (n=10) do not like them while 26,7% (n=8) partially like the classes.

2. Among the four skills (speaking, listening, reading, and writing), participants think the productive skills (speaking and writing) are the most difficult. 76,7 % (n=23) of the students find speaking difficult and 73,7% (n=22) state that writing is difficult. As for the receptive skills (reading and listening), 40% (n=12) think reading is difficult, and finally 26,7 % (n=8) think listening is a difficult skill.

3. Regarding the students' opinions about the content of the reading texts, more than 52% of the students agree that they enjoy reading them, but only 27,7 % say the texts make them want to read to find out more about the topics.

4. Participating students tend to agree with the statements regarding the exploitability of the reading texts. Most of them agree that the reading texts allow them to identify meaning of unknown words from context and without the help of a dictionary, and new words are repeated in the subsequent chapters. However, results also indicate that there are significant differences between the school types.

5. According to questionnaire results, Anatolian High School students tend to think that the reading texts were easy and did not include many new words or complex sentences. They

also wish to learn more new words at this stage. The interview results supported the quantitative data. Anatolian Religious Vocational High School students have the most negative opinions about the readability of the texts. They think the texts are difficult, include too many new words and long sentences. Finally, according to the quantitative data, Vocational and Technical Anatolian High School students seem to have no problem with the readability of the texts, however during the interviews, most of them did not state any opinions about it.

6. Both the quantitative and qualitative data collected from Anatolian High School students reflect that they generally do not find Teenwise 9 texts authentic. Anatolian Religious Vocational High School students, on the other hand, tend to agree with the statements related to authenticity. The findings of the interviews supported those of the quantitative. According to the questionnaire results, Vocational and Technical Anatolian High School students thought the text were authentic the most. However, the qualitative data did not support the quantitative data, as most students stated that the reading texts were unrelated to real life.

Keywords: textbook evaluation, reading text evaluation

ÖZET

TEENWISE 9 DERS KİTABINDA YER ALAN OKUMA METİNLERİNİN DEĞERLENDİRİLMESİ: TÜRK MİLLİ EĞİTİM BAKANLIĞI'NIN YENİ İNGİLİZ DİLİ EĞİTİMİ MÜFREDATINA GÖRE HAZIRLANMIŞ BİR DERS KİTABI

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Bu çalışmanın amacı Teenwise 9 kitabında yer alan okuma parçalarının öğrencilerin bakış açısıyla, içerik, kullanılabilirlik, okunabilirlik ve özgünlük bakımından nitel ve nicel olarak incelenmesidir. Buna ek olarak, öğrencilerin İngilizce derslerine ve dört temel dil becerisi üzerine görüşleri araştırılmıştır. Araştırmanın örneklemini Ankara'da bulunan Mehmet Emin Resulzade Anadolu Lisesi, Ayrancı Mesleki ve Teknik Anadolu Lisesi ve Eryaman Şehir Okan Koç Anadolu İmam Hatip Lisesi 9. Sınıf öğrencileri oluşturmaktadır. Bu çalışmada nitel ve nicel yaklaşımların kombinasyonu olan keşfedici sıralı karma yöntem deseni kullanılmıştır. Üç farklı lisede öğrenim gören 300 öğrenciye anket uygulanmış, ayrıca her okuldan 10 öğrenci olmak üzere toplamda 30 öğrenciyle mülakat yapılmıştır.

Nicel datanın analizi için 300 öğrencinin anket sorularına verdikleri cevaplar SPSS 23.0 programına aktarılmıştır. Önce frekans ve yüzde değerleri hesaplanmış, ardından öğrencilerin öğrenim gördükleri okul türüne, cinsiyetlerine ve yaşlarına göre görüşlerinin anlamlı bir farklılık gösterip göstermediğinin tespit edilmesi amacıyla ki kare istatistiği hesaplanmıştır. Öğrencilerin

görüşmelerde vermiş oldukları cevapların çözümlenmesi içerik analizi ile gerçekleştirilmiştir. İçerik analizi doğrultusunda öncelikle görüşlere yönelik ana kategoriler oluşturulmuş, ardından alt kategoriler belirlenmiş, frekans ve yüzde değerleri hesaplanmıştır. Ayrıca öğrencilerin öğrenim gördükleri okul türüne göre de cevapları değerlendirilmiştir. Araştırma kapsamında öne çıkan bazı bulgular aşağıdaki gibidir:

1. Katılımcıların İngilizce dersini sevme durumlarına yönelik görüşleri incelendiğinde toplamda %40'ının (n=12) dersi sevdiği, %33,3'ünün (n=10) sevmediği, %26,7'sinin (n=8) ise İngilizce dersini kısmen sevdiği yönünde görüş belirttikleri tespit edilmiştir.

2. Araştırma kapsamında görüşleri alınan öğrencilerin %76,7'sinin (n=23) İngilizce dersinde en zor olan becerinin konuşma, %73,7'sinin (n=22) yazma, %40,0'ının (n=12) okuma ve %26,7'sinin (n=8) dinleme olduğunu belirttikleri görülmüştür.

3. Öğrencilerin okuma parçalarının içeriğine yönelik görüşleri incelendiğinde %52'sinden fazlasının parçaları okumaktan zevk aldığı, ancak yalnızca %27,7'sinin metinlerin konu hakkında daha fazla bilgi edinmek için araştırma yapma istediği uyandırdığını belirttiği görülmüştür.

4. Katılımcıların genel olarak okuma metinlerinin kullanılabilirliklerine dair maddelere katıldıkları belirlenmiştir. Öğrencilerin çoğunluğunun okuma parçalarındaki bilinmeyen kelimeleri sözlük yardımı olmadan metnin bağlamından çıkarabildiği ve yeni kelimeleri daha sonraki ünitelerde tekrar bulabildikleri görülmüştür. Ancak, sonuçlar okul tiplerine göre farklılıklar göstermiştir.

5. Anket sonuçlarına göre, Anadolu Lisesi öğrencilerinin okuma parçalarını basit bulduğu ve parçaların çok fazla yeni kelime veya karmaşık cümle içermediğini düşündükleri saptanmıştır. Öğrenciler ayrıca bu aşamada daha fazla yeni kelime öğrenmek istediklerini

belirtmişlerdir. Mülakat sonuçları nicel datayı destekler niteliktedir. İmam Hatip Lisesi öğrencileri parçaların okunabilirliğine dair en fazla negatif görüş bildiren grup olmuştur. Öğrenciler metinleri zor bulmuş, birçok yeni kelime ve uzun cümle içerdiğini belirtmişlerdir. Son olarak, nicel data incelendiğinde, Mesleki ve Teknik Anadolu Lisesi öğrencilerinin kitaptaki metinlerin okunabilirliğine dair bir problem görmedikleri görülmüştür. Ancak, mülakatlar sırasında öğrenciler bu konu hakkında herhangi bir fikir belirtmemişlerdir.

6. Anadolu Lisesi öğrencilerinden toplanan nicel ve nitel data incelendiğinde, genel olarak Teenwise 9 kitabında yer alan metinleri özgün bulmadıkları tespit edilmiştir. İmam Hatip Lisesi öğrencileri ise kitabı özgün bulma eğilimindedirler. Mülakat sonuçları anket sonuçlarını desteklemektedir. Nicel sonuçlara bakıldığında, Mesleki ve Teknik Anadolu Lisesi öğrencilerinin metinleri en fazla özgün bulan grup olduğu görüşmüştür. Ancak, mülakatlar sırasında çoğunluk okuma metinlerinin gerçek yaşamla ilişkili olmadığını dile getirmiştir.

Anahtar Kelimeler: ders kitabı değerlendirmesi, okuma metni değerlendirme

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ABBREVIATIONS

TBLT	Task-Based Language Teaching
L1	First Language; Native Language
L2	Second Language; Foreign Language
ESL	English as a Second Language
ELT	English Language Teaching
EFL	English as a Foreign Language
CLT	Communicative Language Teaching
SPSS	Statistical Package for the Social Sciences

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER 1

INTRODUCTION

Reading is a skill which we learn at a very early age. Starting to read in our first language requires a little effort, but eventually this skill becomes an indispensable part of our lives. In the later years of our education, learning a foreign language becomes a must. Therefore, we face the difficulty of learning to read in more than one language.

Due to the frequent use of English in a variety of global contexts, English language has become the lingua franca of the world. English is needed in many fields from education to business, from communication to art and from technology to science. In fact, English is taught as a foreign language in many schools around the world. In Turkey, English is taught both in private and public schools. Also, there are institutions that use English language as the medium of instruction. It is aimed to help learners in following the recent technological developments and keeping up with today's increasing demands and expectations. Hence, improving reading skills in English language becomes a fundamental part of the teaching and learning process.

Transferring our L1 reading ability to L2 is a difficult process because reading is not only "a series of word perceptions" (Spache,1964) but also "an interaction between thought and language" (Goodman, 1967, p.127). Choosing the right reading materials that appeal to the learners' interests and answer their needs can make this process easier.

Although the rapid development in technology introduced new materials to teach language, not all the schools have the same technological opportunities. Thus, published textbooks still play a crucial part in teaching English. Commercial textbooks are also trying to adapt to the

current trends. There has been a radical change regarding the approaches and methods in language teaching since 1980s. Unlike the major-trends in twentieth-century language teaching, current approaches and methods focus on improving the four main language skills: listening, reading, speaking and writing. Hence, recent textbooks are created with a focus on the improvisation of these skills regardless of the different approaches they follow. Many new textbooks are published regularly to meet the changing needs of learners. As a result, there are plenty of textbooks to choose from and it is difficult to decide on which will be the most useful for our learners. However, especially in public schools, teachers must follow the textbooks assigned by the Ministry of Education. The quality of these textbooks directly affects a high number of learners. For this reason, evaluating these textbooks and finding their strengths and weaknesses in the teaching and learning process is a fundamental issue.

1.1. Background of the Study

Tomlinson (2011) defines a textbook as a book "which provides the core materials for a language-learning course" (p.xi). A language textbook basically includes four-skill activities as well as grammar and vocabulary to build up linguistic competence.

As it is well known, the four skills are divided into two groups as receptive and productive skills. The receptive skills are listening and reading. Learners just need to receive and understand them. Speaking and writing, on the other hand, are productive skills which require production. Turkish learners usually complain about having difficulties with the productive skills. "The relationship between receptive and productive skills is a complex one, with one set of skills naturally supporting another" (as cited in Masduqi, 2016, p. 507). According to Harmer (2007),

receptive skills and productive skills feed off each other in many ways. What we speak and write are mostly influenced by things we hear and see. This input takes many forms: input provided by teachers, audio materials, reading texts that learners are exposed to. The more comprehensible input we receive, the more English we acquire.

As mentioned above, reading is an essential input for learning. Learners need both extensive and intensive reading to get the maximum benefit from it. In extensive reading, learners read the books they choose for themselves to develop their general reading skills. It is usually for pleasure, but it also helps them to become fluent in reading, notice language patterns, and expand their vocabulary (Lien, 2010). Intensive reading, on the other hand, is often teacher-chosen and directed. It includes activities to improve learners' specific receptive skills such as skimming, scanning, reading for detailed comprehension or reading for inference and attitude. Learners in an intensive reading course usually find reading passages and activities in their textbooks. Learners are far more likely to be engaged in those texts and activities if they bring their own feelings and knowledge to the task (Harmer, 2007). Therefore, learners' involvement in textbook evaluation and selection should not be overlooked (Ling, Tong & Jin, 2012).

Traditional teaching structure consists of five main components: learners, teachers, materials, teaching methods, and evaluation. Since the end of 1970s, learners have started to be seen as the center of language learning. According to this movement, learners are more important than the other elements mentioned above. In fact, everything from the curriculum to evaluation should be designed for learners and their needs (Kitao and Kitao, 1997).

Textbooks, as one of the most commonly used materials, influence the content and the procedures of the learning process. Generally, learners are accepted as the center of instruction.

However, teachers and learners mostly rely on materials. Hence, materials also become the center of instruction. Since teachers usually do not have either the time or the opportunity to prepare their own materials, they mostly rely on textbooks and other commercially produced materials. Thus, it is essential to choose the best material according to the learners' needs (Kitao and Kitao, 1997).

According to Hutchinson and Waters (1987), "evaluation is basically a matching process: matching needs to available solutions" (p. 97). On the other hand, Sheldon (1988) states that evaluating a textbook is more controversial than that and while selecting a textbook it is necessary to consider such factors as "considerable professional, financial and even political investment" (p. 237).

Cunningsworth (1995) also draws attention to the difficulty of selecting the right textbook. He expresses that since there is a high range of textbooks to choose from in the market, it has become a challenge to pick the right one. What's more, learners are becoming more refined due to the influence of technology. As a result, they expect better textbooks with appealing presentation and visuals to make the learning process easier and enjoyable.

In this context, evaluation of the textbooks *is* worthy to pay attention to. So, researches have introduced many checklists to investigate for the right textbook that fits into the needs of our learners. In their study, Mukundan and Ahour (2010) reviewed a total of 48 textbook evaluation checklists from 1970-2008. In these checklists, the arrangement of the criteria and their underlying items generally had no specific pattern. While some criteria are presented in separate sections, others are used as sub-categories under them. The evaluation checklists also differ in terms of their lengths. According to Mukundan and Ahour (2010), Skierso's checklist (1991)

includes nearly all the necessary items, however its length is questionable since it may seem impractical to some. From this perspective, Cunningsworth (1995) suggests that 'it is important to limit the number of criteria used, and the number of questions asked to manage able proportions; otherwise, we risk being swamped in a sea of details' (cited in Mukundan & Ahour, 2010). Cunningsworth's (1995) checklist for textbook evaluation includes the most crucial points such as aims, design, language content, skills, and methodology.

In summary, textbook evaluation has become a fundamental part of the field of teaching. English language textbooks have been evaluated retrospectively by different researchers worldwide. Litz (2005), conducted a study to describe the evaluation process that was undertaken at Sung Kyun Kwan University in Suwon, South Korea for a textbook: English Firsthand 2. The researcher's aim was to determine the pedagogical value and suitability of the textbook. He applied questionnaires to eight instructors and five hundred students. The questions were about the practical considerations, layout and design, range and balance of activities, skill appropriateness and integration, social and cultural considerations, subject content, and language types. In addition, a student needs analysis was conducted at the same time as the survey. This needs analysis helped to clarify the students' aims, concerns, interests, expectations, and views regarding teaching methodology. In another research conducted by Ling, Tong & Jin (2012), international ESL intermediate learners' perceptions of reading texts was evaluated. The participants responded to a textbook evaluation questionnaire and results indicated the appropriateness of the reading texts in the program's reading textbook.

When the literature is examined carefully, it can be seen that as the number of published textbooks increases, a lot of research is made on textbook evaluation. "Textbook evaluation

provides the opportunity for the teachers, supervisors, administrators, and materials developers to make judgment about the textbooks and how to choose them for the learners" (Ahmadi & Derakhshan, 2016, p. 261).

1.2. Statement of the Research Problem

Preparation of textbooks requires a lot of time and careful consideration. While designing a textbook, it is necessary to evaluate each part of the units critically to form a 'useful' textbook for the intended audience. The primary users of textbooks are the instructors and the learners. Hence, learning more about teachers and students becomes essential. Nunan (1998) states:

The selection processes can be greatly facilitated by the use of systematic materials evaluation procedures which help ensure that materials are consistent with the needs and interests of the learners they are intended to serve, as well as being in harmony with institutional ideologies on the nature of language and learning (p. 209).

Ellis (1997) categorizes two types of materials evaluation: predictive and retrospective. A predictive evaluation is designed to decide about what materials to use. A retrospective evaluation is to examine materials that have been used. The authorities or teachers may carry out a predictive evaluation before determining the best materials for the learners. Once the materials have been used, further evaluation can be done to determine whether the materials served their purposes. A retrospective evaluation serves as a means of 'testing' the validity of a predictive evaluation and may point to ways in which the predictive instruments can be improved for future use.

Over the past few decades, a growing body of research has been conducted on textbook evaluation. However, In July 2017, a new English textbook named "Teenwise 9" was introduced by the Ministry of National Education in Turkey. It is written in accordance with the new ELT program of Turkish National Education. Since it has recently started to be used in schools, there is no published evaluation on it. The findings of this study may reveal the weaknesses of this new textbook's reading texts and contribute to the necessary changes in the content. It might also contribute to the studies related to the development of ELT materials for the responsible departments within the Ministry of National Education.

1.3. The Aim of the Study

This study aims to evaluate the appropriateness of the reading texts in Teenwise 9 based on content, exploitability, readability and authenticity. The data required for the present study is first collected from 300 9th -grade students from three public schools in Ankara, Turkey. The selected schools are in different parts of the city and have different demographics. In this study, the schools are determined through purposive sampling. As for the participants, since the questionnaire requires genuine responses, convenience sampling is used for this part. Then, for the interviews, since it is aimed to interpret the questionnaire results, purposive sampling is used. The interviews were applied to 30 students (10 students from each school) with the highest and lowest English grades.

Research Questions

This study addresses the following research questions:

1. What are the attitudes of 9th-grade EFL students towards English classes?

2. What are the perceptions of 9th-grade EFL students towards language skills (reading, writing, listening, speaking)?

3. To what extent does Teenwise 9 meet the students' expectations in terms of its content?

4. To what extent does Teenwise 9 meet the students' expectations in terms of its exploitability?

5. To what extent does Teenwise 9 meet the students' expectations in terms of its readability?

6. To what extent does Teenwise 9 meet the students' expectations in terms of its authenticity?

1.4. The Significance of the Study

Reading is not an easy skill to develop. Even though it is seen as a receptive skill in language learning, it is a complicated process. Learners get more input about how the language works by reading. Thus, they need to transfer their L1 reading abilities to L2. Moreover, since productive skills improve from receptive skills, reading is an indispensable part of the language learning process.

Unfortunately, "reading acquisition is not like oral language acquisition; it is not acquired 'naturally' and needs to be taught" (Cited in Westwood, 2001, p. 42). Reading must be taught simply and systematically and developing it takes effort and time. This difficult process becomes even more complicated when the reading materials do not appeal to learners.

"One of the most important questions we can ever get students to answer is *Do you like the text?*" (Harmer, 2007, p. 288). According to Harmer, this is an important question because when we ask students only technical questions about language, there is no affective reaction to the content of the text. What students think and feel about a text may guide our future preferences.

Learners need both extensive and intensive reading to get the most gain from their reading. Although text sources may include newspapers, magazines, novels, essays, or even poetry, it is often the case that intensive reading takes place in the classroom and is taken from the textbooks. If the texts provided in the textbook are appropriate for the needs and level of our learners, they are far more likely to be engaged in the reading process. Therefore, textbook evaluation is essential to clarify the suitability of the texts for the intended learners.

Evaluation of textbooks is a complex process and involves different levels of authorities. However, textbooks are for the learners themselves. Hence, they should not only fulfill the curriculum requirements but also should meet the learners' needs. As a result, getting the point of views of learners on the evaluation of the textbook becomes essential. Nevertheless, it is a challenge to do so in Turkey "where the syllabus is set centrally and where an officially approved coursebook is prescribed for use" (Cunningsworth, 1995, p. 10).

Although there have been many studies regarding textbook evaluation, as stated before, this is a comparative and evaluative study to investigate the appropriateness of the reading texts in Teenwise 9 based on content, exploitability, readability and authenticity.

1.5. The Limitations of the Study

The study is restricted in terms of participants and data which is collected from questionnaires applied to 300 9th-grade students from three public high schools in Ankara, Turkey and 30 interviews from the same group. The schools are determined through purposive sampling by considering the different demographics to provide a diverse range of cases relevant to the research. However, the results of the study cannot be generalized to all schools in Ankara or in Turkey.

One limitation of this research is that the quantitative data collection instrument is a short questionnaire which includes only seventeen statements about the content, exploitability, readability and authenticity of the the reading texts in Teenwise 9. Therefore, the results alone are not enough to assess the suitability of the reading texts in Teenwise 9. Another limitation of this study is that qualitative data was obtained only from 30 students with the highest and lowest grades due to time limitation. A study including more students is needed to draw more definite conclusions.

CHAPTER 2

REVIEW OF LITERATURE

2.1. The Role of Reading in Language Learning

The four basic language skills are speaking, listening, reading and writing. These skills are divided into two groups as receptive and productive skills. According to this division, reading and listening are considered as receptive skills while speaking and writing are productive skills.

As a receptive skill, reading has an important role in teaching and learning process and it can be defined in many ways. One of the definitions made by Urquhart&Weir (1998) is: "Reading is the process of receiving and interpreting information encoded in language form via the medium of print", while another definition by Koda is: "Comprehension occurs when the reader extracts and integrates various information from the text and combines it with what is already known" (as cited in Grabe, 2009, p.14). However, reading is an active process which is much more complex. According to Grabe (2009), processes that define reading are: "rapid, efficient, comprehending, interactive, strategic, flexible, purposeful, evaluative, learning and linguistic". These processes can be referred as functional components of reading.

In Turkey, there is a perception that learners have difficulties in productive skills, especially in speaking. To improve the productive skills, we also need to focus on receptive skills because they are related to each other in important ways. "What we say or write is heavily influenced by what we hear and see. Our most important information about language comes

from this input. Thus, the more we see and listen to comprehensible input, the more English we acquire, notice or learn" (Harmer, 2007, p.266).

Reading is an essential input for learning. According to Bright and McGregor (1970), "where there is little reading there will be little language learning. ... the student who wants to learn English will have to read himself into a knowledge of it unless he can move into an English environment" (as cited in Mart, 2012, p. 91).

Through reading, learners are exposed to different topics, ideas, grammar and vocabulary. Furthermore, according to Krashen & Terrel (1983), "there is good reason, in fact, to hypothesize that reading makes a contribution to overall competence, to all four skills" (as cited in Mart, 2012, p. 93). For instance, to develop more sophisticated speaking skills, learners need to improve their vocabulary and grammar. Reading enhances their vocabulary immensely and helps them build up better grammar skills. Hence, as they develop stronger reading skills, they will be able to speak better (Mart, 2012).

Today, a remarkable number of people can read. In 2015, Turkey's literacy rate was around 94.6 percent (Turkish Statistical Institute, 2017) and in 2016 around 86.2 percent of the world's population was able to read to some extent (The World Bank Data, 2018). Citizens of modern societies are also expected to be able to read for educational, professional, and occupational purposes. Moreover, with the invention of the internet, the need for effective reading skills and strategies increased. Now we must cope with a lot of rapidly changing information.

In addition, it is necessary to recognize that the literacy in foreign language(s) also increases with globalization. The reasons for this increase include: "interactions within and across heterogeneous multilingual countries, large-scale immigration movements, global

transportation, advanced education opportunities and the spread of languages for wider communication" (Grabe, 2009, p. 4). Hence the role of reading in language learning becomes more important each day.

2.2. The Role of Textbooks in English Language Teaching

Textbooks have always been one of the main teaching aids in language classrooms. They generally provide much of the language input learners receive and support the practice that occurs in the classroom (Richards, 2001). In some situations, they facilitate the teaching/learning process by serving as a map presenting the available knowledge in an organized way. O'Neill (1990) implied that textbooks provide well-presented materials which can be adapted or improvised by teachers. In addition, they make it possible for learners to catch up in case they miss lessons and for the class to prepare in advance for lessons (O'Neill, 1990). In this paper, textbook and course book are used as synonymous terms.

Generally, we see textbooks as providers of input in the form of texts, activities, explanations, and so on (Hutchinson and Torres, 1994). However, another dimension was added to the role of the textbook by Allwright (1981). Allwright characterized the lesson as an interaction between the three elements of teacher, learners, and materials. This interaction produces opportunities to learn (Hutchinson and Torres, 1994).

While according to Allwright (1981) textbooks are too inflexible to be used directly as instructional material, O'Neill (1990) argues that they may be suitable for learners' needs, even though they are not designed specifically for them. Allwright indicates that materials control learning and teaching. O'Neill indicates that they help learning and teaching. Even though there

is an ongoing debate about the role of textbooks in a language program, it is a fact that teachers and learners still rely heavily on textbooks. Textbooks control the content, methods, and procedures of learning. Learners follow what is presented in the textbook and they are affected by its educational philosophy. In most cases, materials are the core of instruction (Kitao and Kitao, 1997). Thus, we can say that as a frequently used material, a textbook is an important part of the teaching/learning process.

Regarding the roles of textbooks in ELT, Cunningsworth (1995) describes them as a resource for presenting materials and for self-directed learning or self-access work. They are also a source for learners' practice, communicative interaction and stimulating ideas about classroom activities. Furthermore, they serve as a reference source for learners on grammar, vocabulary, pronunciation, and so on. What is more, they provide a syllabus reflecting the learning objectives. Finally, they can support the inexperienced teachers to gain more confidence. Hence, it can be said that textbooks serve as a guide for language teachers and learners.

According to Richards and Rogers (2014), different methods may require different materials, and this implies a particular set of roles for materials. For instance, 'some methods require the instructional use of existing materials, found materials, and realia'. Some of them 'require specially trained teachers with near-native competence in the target language, while others are 'designed to replace the teacher, so that learning can take place independently' (p.34). In a functional/communicative methodology, the role of materials includes activating learners' interpretation, expression and negotiation of meaning. Grammatical issues are not practiced in isolation, instead the focus is on exchanging meaningful and interesting information by using different texts and media with activities and tasks so that learners can develop their competence.

On the other hand, within the framework of autonomy, each learner has his/her own learning rate and style and materials provide opportunities for them to progress at their own pace. They help with independent study and self-evaluation. Materials play an important role also in Task-Based Language Teaching (TBLT) because 'it is dependent on a sufficient supply of appropriate classroom tasks, some of which may require considerable time, ingenuity, and resources to develop' (p.188). TBLT supports the use of authentic materials, hence almost anything (realia, newspapers, internet etc.) can be used for instruction in TBLT.

In Turkey, most language teachers must follow a certain syllabus and a given textbook. Usually it is the textbook that defines the frameworks and the curricula. In some cases where the teacher is inexperienced or when the learners take a common exam at the end of the year, it is beneficial to use the same textbook in every school. However, as many educators and researchers believe, each learner has a preferred learning style, and to maximize their learning potential, it is essential to appeal to their preferences. The question whether one textbook can appeal to all remains. Hence, for now, teachers try to make the most of the textbook in hand. All the points mentioned above and our own experiences as teachers reveal the importance of textbooks in ELT. Although they have become an indispensable part of language teaching, their role should not be to determine the aims or become the aims (Cunningsworth, 1995). In order to use the textbooks efficiently, it is essential to recognize how they can be helpful in the teaching/learning process.

Grant (1987) states that textbooks have many benefits. Firstly, they identify the topics and order them properly. They also indicate what methods should be used. Textbooks provide materials neatly, attractively and economically and save the teachers a lot of time. Finally, they act as a useful learning-aid for the learners. Even though teachers need some individuality and

freedom, it is difficult to teach systematically without a textbook. Furthermore, learners usually demand a textbook as well.

The role of materials may change according to different methodologies, however the need for them stays the same. Learning a new language is a journey and it requires a well-developed plan. For an inexperienced learner, it may be complicated because it resembles to using a gray subway map of a foreign country. Even though all the information is on the map, it is difficult to realize the connections between the different lines and find our ways with a completely gray map. However, once the lines are numbered and painted in different colors, it is easier to follow it. Textbooks help us to make the connections clear by arranging the topics according to learners' needs and levels. Finding the most effective textbook for our learners' needs means offering them the best available map for this journey. Hence, evaluation of the materials becomes mandatory**.**

2.3. Materials Evaluation in English Language Teaching

Evaluation is usually a term associated with testing. However, testing is only one of the components of the evaluation process. As Rea-Dickins and Germaine (1994) defines, "evaluation is an intrinsic part of teaching and learning" (p.4). The language teaching methods, teachers' effectiveness, testing methods, materials etc. must be evaluated objectively. Evaluation provides useful information on planning the courses, deciding on the learning tasks, classroom practices, testing methods and the use of instructional materials. Evaluation also helps us to "gain a better understanding of what's effective, what's less effective and what appears to be no use at all" (p.28).

Evaluation is made among the available resources. Also, the results of an evaluation may differ according to a certain need. Therefore, there cannot be an "absolute good or bad" (Hutchinson & Waters, 1987, p.96); only a better choice that can serve our purpose.

Teachers, academicians and language-teaching professionals find systematic materials evaluation necessary. Although there are many different materials available for language teaching, "the assumption in the materials evaluation literature is often that evaluation is applied to coursebooks" (Mishan & Timmis, 2015, p. 58). The need for textbook evaluation may occur for several reasons. One of the reasons is the need to select a new textbook. Another reason is to detect the strengths and weaknesses of the textbooks in use (Cunningsworth, 1995). This way we may benefit from the strong sides of the textbook in the most efficient way possible and adapt the weaker areas to meet our needs. Considering the fact that the chosen materials may be used for several years, evaluation may prevent us from wasting funds and time, also saves us from demotivation.

The nature of evaluation process differs since there are also teachers who have a very limited choice or no choice at all when it comes to materials selection. They are usually handed materials by a Ministry or a Director and told to use them in a lesson plan. Hence, they must adapt these materials to suit the needs of the particular context. Although they do not have to evaluate to adopt materials, evaluation process may still give them insights into the organizational principles of the materials and keep them up-to-date about the developments in the field (McDonough & Shaw, 1993).

As can be seen in the literature, materials evaluation is important since it can save a lot of money, time and frustration. Moreover, it provides teachers with information on the

developments in the field and about the nature of the materials used (Hutchinson & waters 1987; McDonough & Shaw, 1993).

2.3.1. Approaches to Materials Evaluation

The first time we look through a textbook, we are able to form a general impression and get an overview of its possible strengths and weaknesses. We can identify the suitability of its features such as the layout, visuals, the sequence of the items etc. This impressionistic overview gives us general introduction to the material. It is especially useful while preselecting through a lot of textbooks before making a more detailed analysis. However, it may not give enough detailed information about the textbook to ensure a good match between what it contains and our needs. For a more detailed and efficacious analysis, we need in-depth evaluation. An in-depth evaluation provides a detailed evaluation of specific items related to learners' needs and the syllabus. An example of an in-depth evaluation is selecting one or two chapters and comparing the balance of skills and activities in each unit (Cunningsworth,1995).

McGrath (2002) also suggests a similar approach to textbook evaluation. He advocates a two-stage process of systematic materials evaluation: first glance evaluation and in-depth evaluation. First-glance evaluation involves four main steps: practical considerations; support for teaching and learning; context relevance; and learner appeal (see Figure 1).

```
┌──────────────────────────────────────────────────────┐
│              FIRST-GLANCE EVALUATION                   │
└──────────────────────────────────────────────────────┘
                         │
                         ▼
┌──────────────────────────────────┐      ┌──────┐      ┌──────────┐
│  1.  Practical considerations:    │ ──▶  │  NO  │ ──▶  │  REJECT  │
│      Does material meet key       │      └──────┘      └──────────┘
│      crieria?                     │
└──────────────────────────────────┘
                         │
                         ▼
                     ┌───────┐
                     │  YES  │
                     └───────┘
                         │
                         ▼
┌──────────────────────────────────┐      ┌──────┐      ┌──────────┐
│  2.  Support for teaching and     │ ──▶  │  NO  │ ──▶  │  REJECT  │
│      learning:                    │      └──────┘      └──────────┘
│      Does material meet key       │
│      crieria?                     │
└──────────────────────────────────┘
                         │
                         ▼
                     ┌───────┐
                     │  YES  │
                     └───────┘
                         │
                         ▼
┌──────────────────────────────────┐      ┌──────┐      ┌──────────┐
│  3.  Context relevance:           │ ──▶  │  NO  │ ──▶  │  REJECT  │
│      Does material meet key       │      └──────┘      └──────────┘
│      crieria?                     │
└──────────────────────────────────┘
                         │
                         ▼
                     ┌───────┐
                     │  YES  │
                     └───────┘
                         │
                         ▼
┌──────────────────────────────────┐      ┌──────┐      ┌──────────┐
│  4.  Learner appeal:              │ ──▶  │  NO  │ ──▶  │  REJECT  │
│      Does material meet key       │      └──────┘      └──────────┘
│      crieria?                     │
└──────────────────────────────────┘
                         │
                         ▼
                     ┌───────┐
                     │  YES  │
                     └───────┘
                         │
                         ▼
┌──────────────────────────────────────────────────────┐
│          PROCEED TO IN-DEPTH EVALUATION                │
└──────────────────────────────────────────────────────┘
```
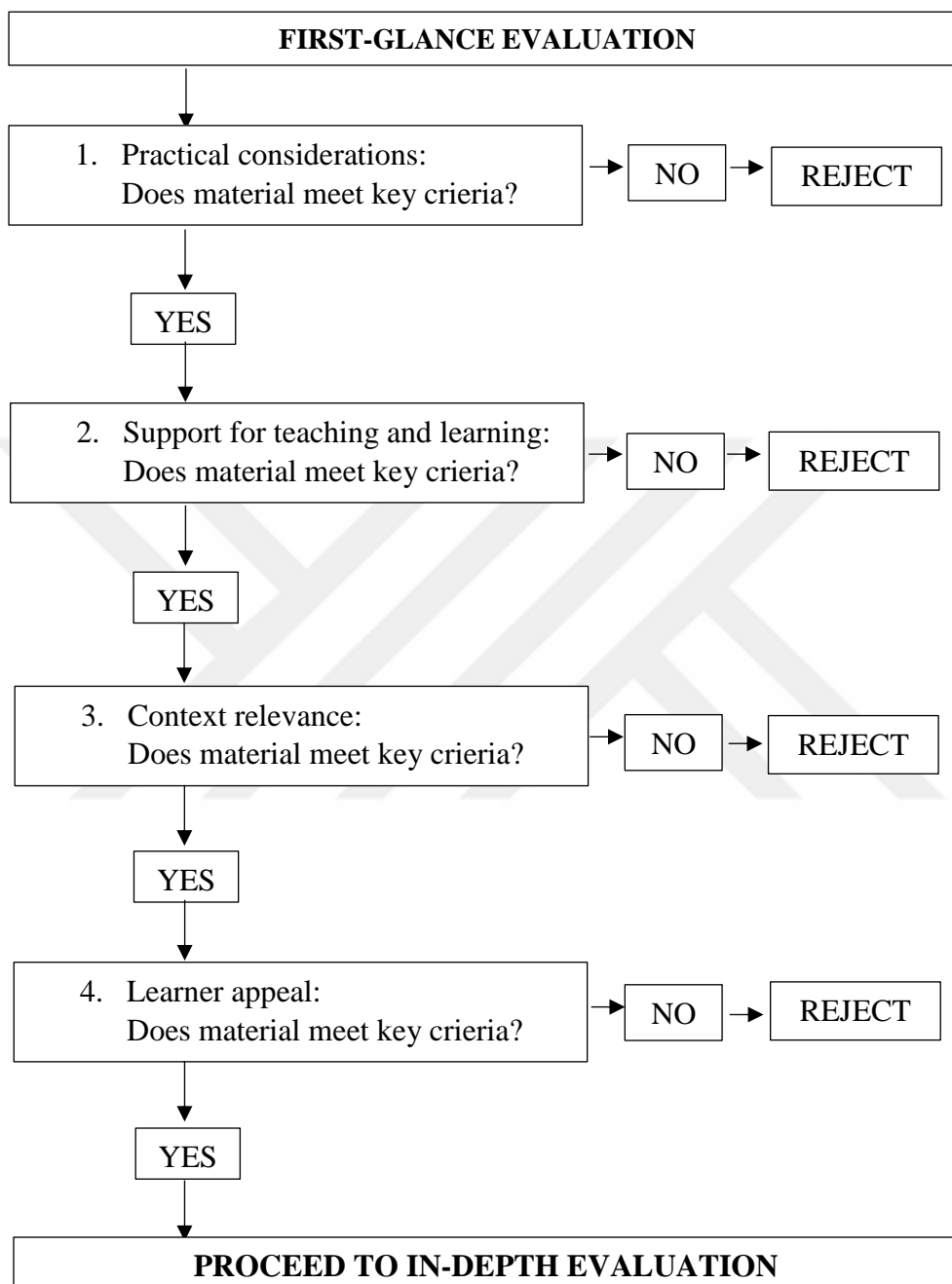
Figure 1. A procedure for first-glance evaluation

According to McGrath (2002), the in-depth evaluation addresses the following points:

1. The aims and content of the book

2. What they require learners to do

3. What they require the teacher to do

4. Their function as a classroom resource

5. Learner needs and interests

6. Learner approaches to language learning

7. The teaching – learning approach in the teacher's own classroom (as cited in Nguyen, 2015, p. 46).

These points are evaluated through McGrath's proposed questionnaire. The questionnaire focuses on learners' needs and learning style preferences and teachers' beliefs about language teaching and learning. It contains 31 questions: 15 questions in phase 1 are related to issues from 1 to 4 and 16 questions in phase 2 related to issues from 5 to 7 (Nguyen, 2015).

There are also different opinions regarding when a textbook evaluation should take place. Rea-Dickins (1994) and Tomlinson (2011) point out that evaluation can be pre-use, whilst-use (in-use) and post-use. Pre-use evaluation can be done prior to use of a textbook and focuses on predictions of potential value. Its purpose is to check the construct validity and the match with the needs. Whilst-use or in-use evaluation focuses on awareness and description of what learners are doing with the materials. Also, there is post-use evaluation measuring the learners' performance as a result of using the materials. Table 1 summarizes Tomlinson's approach to textbook evaluation.

Ellis (1997) distinguishes two types of materials evaluation: predictive and retrospective. A predictive evaluation is designed to decide what materials to use. Here the aim is to make a decision regarding which materials are the best match to our purposes. After the

materials have been used, a retrospective evaluation can be conducted to determine whether is

it worthwhile using the materials again.

Table 1. Summary of Tomlinson's (2003) approach to textbook evaluation.

Stage of evaluation	Examples of features to be considered
Pre-use	A quick look through a textbook (artwork, illustrations, appearance, content pages, etc.) to gain an impression of its potential value.
Whilst-use	Evaluate the following criteria • Clarity of instructions • Clarity of layout • Comprehensible of texts • Credibility of tasks • Achievement of performance objectives • Potential for localization • Practicality of the materials • Teachability of the materials • Flexibility of the materials • Appeal of the materials • Motivating power of the materials • Impact of the material • Effectiveness in facilitating short-term
Post-use	Impact of the textbook on teachers, students and administrators

While carrying out a predictive evaluation, teachers may either rely on evaluations

carried out by experts or can carry out their own by using available checklists and guidelines.

The reviewers of published textbooks usually identify specific criteria for evaluating materials

which may remain inexact and implicit. However, when teachers carry out their own predictive

evaluations, 'there are limits to how scientific such an evaluation can be' (p. 37). For this reason,

there is a need to evaluate materials retrospectively.

As mentioned above, retrospective evaluation serves a feedback determining whether

the materials are worth using again. Such an evaluation shows us which activities have worked

out for us and how we can modify them for more effective use in the future. A retrospective evaluation tests the validity of a predictive evaluation. Table 2 summarizes Ellis's (1997) approach to evaluation.

Table 2. Summary of Ellis's (1997) approach to evaluation

Stage of evaluation	Examples of features to be considered
Predictive	(i) Evaluation of a textbook based on the results of evaluation carried out by experts (ii) Evaluate a textbook based on the checklists and guidelines available in the literature
Retrospective	Evaluation of a textbook while it is in use and after it has been used, based on its impact on users to decide whether to continue using it or not.

A retrospective evaluation may be carried out impressionistically or in a more systematic manner. Since empirical evaluations are more time-consuming, teachers usually prefer impressionistic evaluations. That is, they assess whether activities work during the course according to learners' enthusiasm and involvement. However, teachers also use journals and end-of-course questionnaires to evaluate the effectiveness of the materials. One way to make empirical evaluation easier is through micro-evaluation. In micro-evaluation, teachers select one particular teaching task in which they have a special interest and submit these to a detailed empirical evaluation. A macro-evaluation, on the other hand, focusses on an overall assessment of whether an entire set of materials has worked. For such an evaluation, planning and collecting the necessary information may be discouraging. Instead, a series of micro-evaluations can provide the basis for the following macro-evaluation (Ellis,1997).

2.3.2. Materials Evaluation Models

The evaluation models can be specified as macro and micro evaluation models based on the approaches to the materials evaluation. Macro evaluation of materials is the assessment of the overall effectiveness of the materials. It is an external overview of how materials are organized. Micro evaluation of materials, on the other hand, is the evaluation of learning tasks for a particular group of learners. It examines whether the planned tasks and the tasks in-use match according to the identified criteria (Ellis, 1997).

As accepted by many researcher, "the perfect textbook does not exist" (Grant,1987, p.118). However, as Grant (1987) indicates, the best book available for the teachers and learners does exist. Such a book should be able to suit the learners' needs, interests and abilities. It should also suit the teacher and meet the needs of official public teaching syllabuses and examinations. Usually it is the last condition that counts and in many cases the books are chosen for us by the authorities. Although this is the case, it is still important to be able to evaluate the textbooks on some sensible, principled basis. This way, we can decide how a book can be used in the best way possible in our classroom and how we can adapt it.

Grant (1987) compares evaluating a textbook to buying a new coat. While buying a new coat we seek answers to these three questions:

1. Does it fit?

2. How well does it fit and how does it compare with others that also fit?

3. Does it still fit? (The last question becomes relevant after we have had the coat for a while.)

At this point, Grant (1987) presents three stages for evaluation: initial, detailed and in-use evaluation. Initial evaluation is done to filter out obviously unsuitable materials by looking at the appearance of the book. However, at this stage, we should avoid harsh judgements especially if the textbook appears to be unusual in its format. Instead, we just need to decide if it is worth looking at more closely. After deciding that a textbook will do, we need to decide how well it will do. Also, just like we do while trying to buy a new coat, we need to compare its suitability to other available textbooks. Hence, a detailed evaluation will be carried out to decide whether the course suits our learners, the teacher and the syllabus. In doing so, questionnaires can be highly useful. Finally, once a textbook is chosen, an in-use evaluation is necessary to re-evaluate it constantly. Grant (1987) suggests using questionnaires, classroom observations and regular meetings between colleagues to measure the effectiveness of the materials.

Likewise, McDonough and Shaw's (1993) evaluation model has three stages: external evaluation, internal evaluation and overall evaluation. This implies that evaluation is not static but continuous since the criteria can be changed according to different teaching and learning contexts. External evaluation resembles to McGrath's (2002) 'first-glance evaluation' and Tomlinson's (2003) 'pre-use evaluation' (Nguyen, 2015). External evaluation offers a "comprehensive, external overview of how the materials have been organized" (McDonough & Shaw, 1993, p.67). It includes an examination of the claims made on the cover of the textbooks, the introduction and table of contents. From the short description of the textbook or the introduction, it is expected to find comments on the intended audience, the proficiency level, the context, the organization and presentation of units, the author's views and methodology. After finding out whether the material is potentially suitable for more detailed analysis, this

stage should be followed by an internal evaluation. Internal evaluation is similar to McGrath's (2002) 'in-depth evaluation' and Tomlinson's (2003) 'whilst-use evaluation'. At this stage, it is necessary to analyze the extent to which the factors mentioned at the external evaluation stage match up with the internal consistency and organization of the materials. For an effective internal inspection of the materials, it is advised to examine at least two units or set of materials. Finally, the overall evaluation takes into account the following factors: usability, generalizability, adaptability and flexibility. Usability factor tries to find out "how far the materials could be integrated into a particular syllabus as a core or supplementary" (McDonough & Shaw, 1993, p. 77). The generalizability factor asks whether all of the textbook can be used. Sometimes not all the material will be useful, but some parts might be. The adaptability factor is based on the generalizability factor. Some parts of the material can be added, extracted or used in another context. Finally, flexibility refers to whether the sequencing and grading is rigid.

According to Hutchinson and Waters (1987), "evaluation is basically matching needs to available solutions" (p. 97). Defining our purpose is the first step of evaluation: 'What do we need to evaluate?', 'What are the needs of our learners?', 'Which resources are available for their needs and levels?'. Then, to match these needs to available solutions, we need to look at them separately. This way our evaluation will be as objective as possible. For instance, while buying a house we consider many factors such as the price, the size, the number of rooms, the location etc. However, sometimes the subjective factors may influence our judgement too soon. If we have prejudice against a neighborhood, we may not check the possibilities there and blind ourselves for possibly good alternatives. Hence, in the early stages of analysis, the subjective factors should not get ahead of objectivity.

Hutchinson and Waters (1987) divides the evaluation process into four major steps (see Figure 2):

1. Defining criteria

2. Subjective analysis

3. Objective analysis

4. Matching (p.97).

During evaluation, the factors should be ranked according to importance because it is very probable that there will be a conflict: one textbook may have the more appropriate methodology while another may match our criteria of content and language areas. Thus, deciding which factor is more important is essential. Moreover, we must consider which factor is easier to compensate. For example, adapting the content rather than the methodology may be easier, or finding new texts may be more difficult than changing the exercises of the texts.

SUBJECTIVE ANALYSIS
What realisations of the criteria do you want in your course?

DEFINE CRITERIA
On what bases will you judge materials? Which criteria will be more important?

MATCHING
How far does the material match your needs?

OBJECTIVE ANALYSIS
How does the material being evaluated realise the criteria?
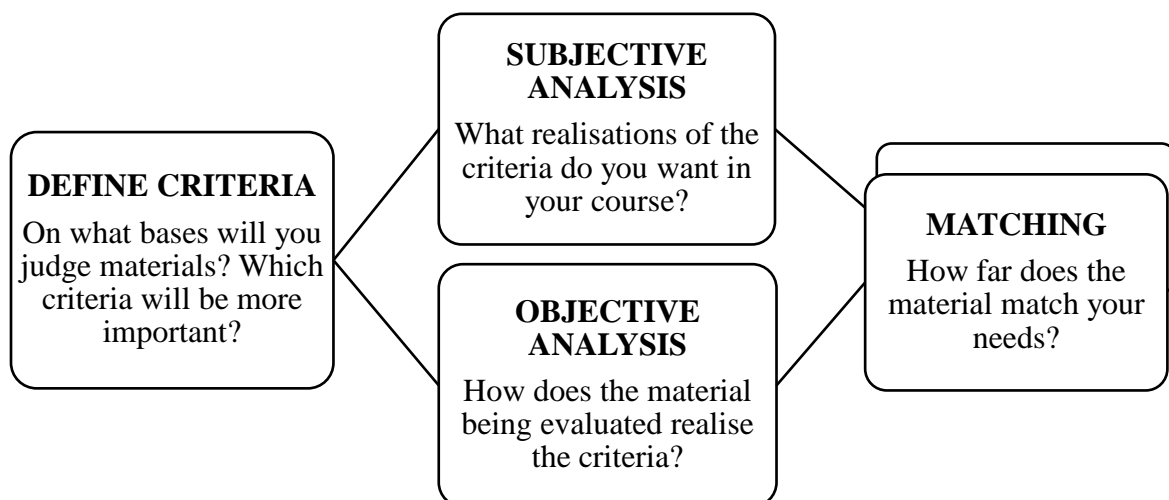
Figure 2. The materials evaluation process

Breen and Candlin (1987) also offered a set of questions that can be applied to any published or locally produced language teaching material. Their model aims to help teachers to choose the most appropriate materials to their own learners in various teaching settings. Their guide includes two phases. Phase one poses some initial questions as to the usefulness of materials in relation to the aims and content of the materials, their requirements for the learners, the requirements for the teachers, and their functions as a classroom resource. Phase two evaluates these initial questions more closely and advocates criteria for selecting and using materials in ways which are sensitive to classroom language learning. It can be seen that there is emphasis on trying to figure out the learners' opinions as well as the teachers' point of views in this model.

Robinson (1991) also proposes a model for materials evaluation. She distinguishes between three types of evaluation: preliminary, summative, and formative. Preliminary evaluation takes place before the course begins and the checklist can be used to adopt a textbook. Summative evaluation which takes place at the end of the course, investigates the effectiveness and deficiencies of the textbook. Finally, formative evaluation is conducted while the course is ongoing, and the weaknesses are identified for possible modifications. Robinson suggests several tools to carry out evaluation such as questionnaires, checklists, rating scales, interviews, observation, and records (Davari, Iranmehr & Erfani, 2013; Zohrabi, 2011).

As Ellis (1998) points out, materials have been mostly evaluated predictively and there have been surprisingly few attempts to evaluate them empirically. However, there is also a need for the empirical evaluation of materials. One way to achieve this is through micro-evaluations of specific tasks. Evaluating to what extent a task works for a group of learners or revealing the weaknesses in the design of a task is possible with micro-evaluation. The procedure that has

been advocated by Ellis (1998) requires teachers to pay attention to evaluation while planning lessons. Also, formalizing the procedure for evaluation forces teachers to determine what they want to evaluate and how to do it by going beyond impressionistic assessments. Moreover, micro-evaluation is a way of conducting action research and it contributes to teacher development. Finally, "micro-evaluation serves as a form of professional empowerment" (p.41).

2.4. Materials Evaluation Criteria

Materials refer to anything "which can be used to facilitate the learning of a language" (Tomlinson, 2003, p. 2). Either presented in print, through display or the internet, the right materials can inform learners about the language, provide experience of the language in use, and stimulate language use (Tomlinson, 2003). Hence, evaluation of materials becomes necessary for a better teaching/learning experience. However, materials evaluation is a challenging matter and there are many variables affecting this process. Thus, it becomes essential to have certain criteria to identify the strengths and weaknesses of materials and adapt or modify them when necessary. In the literature, there are different criteria proposed by many authors to assess materials. However, there is no strict criterion that may be applied to all situations and "no one is really certain what criteria and constraints are actually operative in ELT contexts worldwide" (Rubdy, 2003, p. 44). Hence, selecting criteria may be quite subjective. As Sheldon (1988) states, "it is clear that coursebook assessment is fundamentally a subjective, rule-of-thumb activity and that no neat formula, grid or system will ever provide a definitive yardstick" (as cited in Rubdy, 2003, p. 44). Therefore, while choosing criteria, it is important to remember that each teaching situation is unique, and the need and interests of learners may be different.

Numerous evaluation checklists have been proposed by different authors in the literature to help teachers make a systematic selection of materials. "A checklist is an instrument that helps practitioners in English Language Teaching (ELT) evaluate language teaching materials, like textbooks" (Mukundan, Hajimohammadi & Nimehchisalem, 2011, p.21).

As Ellis (1998) states, frequently the evaluation checklists are organized into two or more stages to reflect the decision process the teachers need to go though (as cited in Rubdy, 2003). For example, McDonough and Shaw (1993) proposed two complementary stages in their materials evaluation model: external and internal stages. External evaluation offers a brief overview of the materials by examining the cover, introduction and table of contents. Afterwards, it is followed by a more detailed internal evaluation of two or more units in terms of the presentation of the skills, the grading and sequencing of the materials, kinds of texts used and the relationship between exercises and tests. Similarly, Breen and Candlin's (1987) textbook evaluation envisages two phases. Phase one poses initial questions in relation to the aims and content of the materials while phase two evaluates these questions in detail and suggests some criteria for the choice and use of materials in ways which are sensitive to classroom language learning. Hutchinson & Waters (1987), likewise propose a checklist of criteria for subjective and objective analysis. Their checklist includes the following criteria categories: audience (e.g. age, sex, nationality), aims, content (e.g. skills, text types, organization of content), methodology (e.g. the theory of learning, learners' attitudes), and other criteria (e.g. the price).

As highlighted previously, Grant (1987) presents three stages for evaluation: initial, detailed and in-use evaluation. At the initial evaluation stage, he suggests applying the CATALYST test to find out whether a textbook is worth a detailed evaluation. Catalyst, in chemistry, is "any substance that increases the rate of a reaction without itself being consumed"

("Catalyst",2018). Just like the catalyst in chemistry, it facilitates change, therefore this test is appropriately named. Each letter in the word CATALYST represents a criterion: **C**ommunicative, **A**ims, **T**eachability, **A**vailable Add-ons, **L**evel, **Y**our impression, **S**tudent interest, **T**ried and tested.

This mnemonic represents a series of questions to be asked to decide whether a textbook is suitable for our learners:

Communicative? whether the learners will be able to use the language to communicate after using the textbook.

Aims? if the textbook fits in with the aims and objectives.

Teachable? whether the course seems teachable, easy to use, well-organized, easy to find our way around.

Available Add-ons? whether useful additional materials are available.

Level? whether the level seems right.

Your impression? what our overall impression of the course is.

Student interest? whether our learners are likely to find the textbook interesting.

Tried and tested? if the course has been tried and tested in real classrooms. Also, where and by whom it was tested and what the results were (p.120).

At the detailed evaluation stage, Grant (1987) proposes a three-part questionnaire that can be helpful to decide how far the course suit the learners, the teacher and the syllabus. The first part of the questionnaire includes ten questions. This part investigates the suitability of the textbook for the intended learners. It questions the attractiveness of the textbook as well as its level, length and physical characteristics. In addition, it examines whether the textbook is culturally acceptable and reflects the learners' needs and interests. It also investigates whether

there are enough authentic materials and communicative activities to enable the learners to use the language independently and in real life contexts. Finally, it questions whether the textbook achieves a balance between language input and language practice, and the language skills are balanced and integrated.

Second part of the questionnaire assesses whether the textbook suits the teachers through ten questions. It investigates whether there is a clear teacher's guide, useful ancillary materials and sufficient provision for tests and revision. Additionally, it questions the suitability of the textbook for teachers in terms of the contents and layout, the adaptability of the approaches and the time required for preparation. It also tries to find out whether the textbook can be used without the constant help of the teacher's guide, whether the methods and approaches of the textbook are suitable, and if the textbook uses a spiral approach to revise the items in different contexts and if it is liked by colleagues.

Lastly, the third part of the questionnaire aims to determine if the textbook suits the syllabus and examination. This part involves questions about whether the textbook has been recommended or approved by the authorities, whether it offers a well-structured and systematic coverage of the language as well as enough examination practice, well-planned activities, contents and methods, and whether there is a balance between the examination requirements and learners' needs.

Finally, in-use evaluation is conducted while using the textbook in the classroom. Grant (1987) highlights the importance of reevaluating the textbook constantly. "For it is only by constant evaluation that one can ensure that the teacher is the master, and not the slave, of the textbook" (p.121).

Ellis and Ellis (1987) also presents three main criteria for evaluating textbooks: relevance, accessibility and cohesion. In order to examine the relevance factor, they pay attention to the following: signposts (e.g. headlines and sub-headlines, artwork and photographs), audience (e.g. availability of sufficient variety of design to interest the learner, the use of cartoon and photograph at the right level and the level of density and variety of text for the learner), color (e.g. Is the color choice accidental or related to a particular theme or topic?) and mimesis.

Accessibility is another criterion to be considered. "Accessible material will have a clear reading path, possess obvious quality of production both in text presentation and layout, and in choice and use of visual support" (Ellis & Ellis, 1987, p. 94). The following questions can be asked to determine the accessibility of material:

1. Are you interested in this topic?

2. Does the layout help you find your way round the page?

3. Is there a logical movement from one page to another?

4. Does the page tell you what language work you are doing?

5. Are you motivated to pick up this book and look through it? Does it attract you? (p. 97)

Finally, cohesion is concerned with whether the components of the textbook hold together visually and in terms of accessibility. The pages of a unit should be coherent, and it should be recognized instantly. There should be a uniformity of page allocation to units, the use of color should be relevant and pleasing, typographical and design conventions should give clues to the importance of items.

Chambers (1997) proposed criteria for 'good materials'. He stated that materials evaluation firstly demands that we establish their relative merits from among a wide range of features. Pedagogical factors to be taken into account are age, level, methodology, skills, number and type of exercises, pace, teacher's book, variety, cultural appropriateness, personal involvement, and problem solving. Secondly, we need to consider not only construct validity, but also the materials already in use. That is, the materials should be theoretically sound and proved in the classroom. Furthermore, the achievement of learners who have used the materials should be taken into consideration whenever possible. Finally, the evaluation should be as comprehensive as possible within the given time and resources.

Garinger (2002) claims that, in practice, the materials evaluation process is usually based on personal preference and other factors unrelated to pedagogy such as budget restrictions, limited awareness of available texts, and limited availability of some textbooks. She also adds that many previously published checklists may be impractical and time consuming. However, the evaluation process can still be enhanced with additional consideration and attention. Garinger's checklist (2002) goes from broad to specific because the aim is to eliminate unsatisfactory textbooks at each stage of analysis. The checklist comprises 16 items under four basic sections, namely, program and course, skills, exercises and activities, practical concerns.

Sheldon (1988) also suggests a checklist including factors that reviewers, administrators, teachers, learners, and educational advisers frequently use for textbook evaluation. As mentioned earlier, however, no one is certain what criteria are operative in ELT contexts worldwide. Sheldon's (1988) checklist is very extensive and includes 53 questions under 17 criteria. The criteria examine rationale, availability, user definition, layout/ graphics, accessibility of the units and exercises, linkage, selection and grading, physical characteristics,

suitability, authenticity, sufficiency of exercises or activities, cultural bias, educational validity, practice and revision, flexibility, guidance and overall value for money.

Cunningsworth (1995) states that there are many criteria that can be used to evaluate textbooks, however, since different criteria apply in different circumstances, it is best to modify them according to need. Cunningsworth's (1995) quick-reference checklist includes items related to the aims and approaches, design and organization, language content, skills, topic, methodology, teacher's books, and practical considerations.

Littlejohn (2011) explains there are different aspects that can be examined in a set of materials and each of them are important depending on the purpose. His focus, on the other hand, is on materials as a pedagogic device, that is, as an aid to teaching and learning a foreign language. Littlejohn's (2011) framework aims to be in-depth and objective rather than subjective. His framework consists of two main sections: publication and design. Publication relates to the tangible or physical aspects of the materials, while design relates to the thinking underlying the materials.

Tucker (1975) offers a system with three components:

1. A set of criteria claimed to be "consistent with the basic linguistic, psychological, and pedagogical principles" (p. 355)

2. A rating scheme which provides a method for judging the comparative weightings of a textbook's merits,

3. 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.

Two types of criteria are presented in this scheme: internal criteria which are language-related and external criteria which give a broader view of the book. Under the pronunciation criterion, the presentation of pronunciation requires attention to the completeness of presentation which refers to the coverage of sounds and suprasegmental, and the appropriateness of presentation which concerns whether students are from a single language background, whether they are kids or adults, and all this affecting the type of presentation, and the adequacy of practices which deals with the quality (e.g. sounds practiced in words, words in sentences etc.) and quantity of practice.

Under the grammar criterion, adequacy of pattern inventory deals with how much of the structure should be presented and how well it is presented. Appropriate sequencing refers to the organization of presentation (e.g. simple sentence patterns should come first). Adequacy of drills and of practice refers to judgments about how readily students can discern a form and about how much practice is required to guarantee this adequacy (as cited in Ansary & Babaii, 2002).

Ur (1999) mentions that it is worth thinking about what the main criteria are for textbook evaluation. The criteria may either be general (e.g. clear layout and print, provides periodic review or test sections) or specific (e.g. attractive and colorful illustrations, vocabulary and texts relevant to topic). Ur (1999) offers a checklist which has two columns (i.e. importance and criterion) and includes criteria mainly about the objectives and organization of the textbook, the targeted audience, and the type of materials and activities. The 'importance' column is to be filled according to how important that criterion might be for the evaluator.

Dougill (1987) states that the first thing an evaluator should do is "to establish the age-range, type of student and market aimed at, as well as the presumptions, aims and purposes of a textbook" (p. 29). His checklist comprises 5 sections namely, framework, the units, subject-

matter, form, and course components. The framework part focuses on the syllabus (e.g. its type, comprehensiveness and how relevant it is to the stated aims), progression (e.g. Is the course linear or cyclical? How steep or shallow is it?), revision and recycling, skills (e.g. Is there an integrated skills approach? To what extent are all four skills catered for?), and cohesion. The units section is concerned with the length of unit, presentation (e.g. Is there an inductive or deductive approach?), practice (e.g. Does it allow for free production? Is it meaningful or personalized?), variety and regularity, and clarity of purpose. The subject matter focuses on the students' interest and culture or age bound. The form part includes items such as visual appeal, motivating effect, illustrations and other features (e.g. tables, lists or explanations). Finally, the course components part includes items about the cassette (e.g. How clear and natural is it? Is there a tape script available?), the teacher's book, tests, laboratory drills and workbooks.

Peacock (1997) argues that even though textbook evaluation criteria must correspond to local needs, an evaluation checklist should also be flexible enough to be used worldwide. Peacock's (1997) checklist, which was designed for use worldwide, aims to enable a comparative and objective assessment of textbooks to be made before they are chosen for use in class in the time normally allocated for textbook evaluation by EFL schools. It is a short and simple checklist including a scoring table for easy comparison between textbooks. The checklist includes 60 items under eight sections, namely, general impression, technical quality, cultural differences, appropriacy, motivation and the learner, pedagogic analysis, finding the way through the student's book, and supplementary materials. The items, with 2 points possible for each, should be weighted before using the checklist to reflect their relative importance for specific teaching situations. Finally, Peacock (1997) states that the textbook should be

reassessed periodically according to the results of learner achievement tests and learner and teacher judgements.

Skierso (1991) offers a long and encompassing checklist which is eight pages long, containing 108 items and divided into three parts, namely, the textbook, the teacher's manual, and overall values. The textbook part includes bibliographical data, aims and goals, subject matter, vocabulary and structure, exercises and activities, layout and physical makeup. The teacher's manual contains general features, supplementary exercises for each language skill, methodological and pedagogical guidance and linguistic background information. The overall values examine the suitability, appropriacy, adequacy and effectiveness. The evaluator may put focus on one criterion at a time and adapt the items according to their own needs.

Nuttall (1982), underlines three main criteria for selecting reading texts: suitability of content, exploitability, and readability. According to Nuttall (1982), the most important criterion in selecting a text is the suitability of the content. The texts should be interesting both for the learners and the instructor. To achieve this aim, a survey of reading tastes may be conducted. To find interesting reading texts, Nuttall (1982) recommends the following guidelines:

1. Tell the students things they don't already know,

2. Introduce them to new and relevant ideas, make them think about things they haven't thought about before,

3. Help them to understand the way other people feel or think (e.g., people with different backgrounds, problems, or attitudes from their own),

4. Make them want to read for themselves (to continue a story, find out more about a subject, and so on) (p. 30).

An interesting content should be accompanied by exploitability, which is the facilitation of learning. It focuses on the important elements of both content and language. Even when the content of a text is suitable for the learners, it is no use if we cannot exploit it. Exploiting a text means to make use of it to develop learners' competence as reader. The focus of a reading lesson should not be only language, but also the content. Learners need to "develop the skills required to extract the content from the language that expresses it" to become "effective independent readers" (p.31). Hence, while choosing a text, teachers must consider what sort of interpretive skills it demands, and which methods should be used to help the learners to develop them.

A third point which is important for text selection is readability. Readability refers to "the combination of structural and lexical (i.e. vocabulary) difficulty" (p.25). To assess the lexical difficulty, teachers may list all the new words or phrases including new uses of familiar words and new idiomatic combinations. Also, they can use the vocabulary lists supplied in the syllabus or give graded cloze texts. For Nuttall (1982), the best amount of unfamiliar words is one percent, and when there are more, the readers might be distracted and constantly refer to a dictionary which will slow them down. Assessing the structural difficulty, on the other hand, is more difficult. In addition to new grammatical forms, the length and complexity may cause problems. For this, a readability index can be a useful reference point. It estimates the difficulty of a text by measuring its word and sentence lengths and syllable counts. Nuttall (1982) reminds that no mechanical test can be completely reliable since readability does not only depend on grammatical complexity and lexical difficulty, but also on the interest of the text for the reader.

In conclusion, deciding on certain criteria prior to materials evaluation is essential for a systematic selection. As can be seen, it is also important to remember that every teaching / learning situation is unique and the criteria to be used may differ according to the situation. The

criteria introduced by various authors above mainly focus on the characteristics of learners (age, level, gender, needs, learning styles etc.), aims, content, layout and authenticity (Breen & Candlin, 1987; Chambers, 1997; Cunningsworth, 1995; Dougill, 1987; Ellis & Ellis, 1987; Garinger, 2002; Grant, 1987;Hutchinson & Waters, 1987; Littlejohn, 2011; Mcdonough & Shaw, 1993; Nuttall, 1982; Peacock, 1997; Sheldon, 1988; Skierso, 1991; Tucker, 1975; Ur,1999).

2.5. Description of the Criteria to Be Used in the Present Study

The criteria to be used in this study have been chosen based on the literature review and the research objectives.

2.5.1. Content

The most important criterion of selecting a suitable reading text for learners is the content. The chosen texts should be interesting both for the learners and the instructor. According to Williams (1986), "in the absence of interesting texts, very little is possible" (p. 42). An interesting text increases the motivation of both the learners and the instructors. Nuttall (1982) also states that "having texts that interest learners is more critical than either the linguistic level of the text or its exploitability" (as cited in Farrel, 2009, p. 77).

Selecting interesting texts is important because of its relation to motivation. Moreover, when the topic of a text interests the learners and is relevant to their own experiences, it enables them to comprehend at a reasonable rate despite its syntactic difficulty (Carrell & Eisterhold, 1983).

As the learners become more proficient in English, they can identify letters, words, spelling patterns and larger units better. However, some of them, especially the beginners, may need to use their background knowledge to compensate their lack of linguistic knowledge. Hence, introducing them to texts with interesting content might facilitate the reading process.

While searching for texts that will interest the learners, instructors should try to find a balance between new and old information: texts containing too much new information might be incomprehensible, while the ones containing little new information may be boring (Day, 1989; Núñez, 2012).

2.5.2. Exploitability

Exploitability, as defined by Nuttall (1982), is the facilitation of learning and is the most important criterion after content. "Simply put, will the passage allow the teacher to accomplish the objectives of the reading lesson?" (Day, 1989, p. 120). Then it is crucial to understand the purpose of the reading lesson first.

Teaching language is not the primary purpose of a reading lesson, it is just a bonus. Also, even though we want the learners to understand the content of a text, it is not our primary aim to teach them about the given topic either. Our goal is to improve learners' "ability to extract the content from the language that expresses it" (as cited in Ling, Tong & Jin, 2012, p. 55). Consequently, if we want the learners to become effective independent readers, the focus of the reading lesson should be neither language nor content, but the two together. Furthermore, an effectively exploited text will develop interpretive skills which can be applied to other texts. (Nuttall, 1982).

2.5.3. Readability

"Readability is what makes some texts easier to read than others" (DuBay, 2004). According to McLaughlin (1969), it is "the degree to which a given class of people find certain reading matter compelling and comprehensible" (as cited in DuBay, 2004, p.3). As a result, it can be said that there is a relation between the text and the learner's reading skill, background knowledge, culture, age, and motivation.

The difficulty of a reading text should match the level of the learners. When the texts are too easy, they are unchallenging and boring; when the texts are too difficult, the learners are frustrated and withdrawn. As a result, no learning occurs either way. Optimal learning occurs when the difficulty levels of the reading texts appropriately match to the capabilities of the learners (Carrell, 1987). "The combination of structural and lexical (i.e. vocabulary) difficulty is readability" (Nuttall, 1982, p. 25). Although there is no exact way to determine linguistically what is 'simple', sentences can be constructed in terms of word frequency, number of sentence embeddings, mean length of utterance or total length. Also, they can be contrasted in terms of cohesion markers, marked thematization or quantity of new information (Davies, 1984).

Finally, Edgar Dale and Jeanne Chall (1949) summarized readability as: "The sum total (including all the interactions) of all those elements within a given piece of printed material that affect the success a group of readers have with it. The success is the extent to which they understand it, read it at an optimal speed, and find it interesting" (as cited in DuBay, 2004, p.3).

2.5.4. Authenticity

According to Little et al. (1989), "an authentic text is a text that was created to fulfil some social purpose in the language community in which it was produced" (as cited in Mishan, 2005, p. 12).

Today, because of the revolution in information and communications technologies (ICT) and the shift towards self-direction in learning, learners have high expectations of authenticity (Mishan, 2005). As Widdowson (1979) expresses, authenticity "is a function of the interaction between the reader/hearer and the text which incorporates the intentions of the writer/speaker" (as cited in Davies,1984, p.184).

Authentic reading materials provide learners with high-quality input. When learners are exposed to authentic texts with contemporary topics, they gain a sense of achievement (Rathert, 2016). Using authentic texts helps to bridge the gap between classroom knowledge and real-world events. Exposing learners to the language of the real world helps them acquire an effective receptive competence in the target language. Furthermore, the use of authentic texts increases learners' motivation for learning because they give them the feeling that they are learning the 'real' language *(*Guariento & Morley, 2001*).*

2.6. Textbook and Materials Evaluation Studies

Due to the important role of textbooks in language teaching, there are many empirical studies on textbook and materials evaluation.

Çakıt (2006) conducted an evaluation study in high schools at macro level on the basis of eleven criteria to assess the effectiveness of an intermediate textbook named "New Bridge to Success 3" from the perspectives of both the teachers and students. Data collection instruments involved questionnaires administered to more than 300 students and interviews with eight teachers. The questionnaire was developed by the researcher after reviewing the literature related to materials evaluation. The statements in the questionnaire were presented in the form of items for subjects to endorse on a Likert-type scale. The first part of the questionnaire involved questions about the background of the participants. The second part consisted of 62 items related to ten criteria, namely, selection and organization of content, level, physical appearances, content, exercises and activities, vocabulary and grammar, clarity of instructions, supporting sources, development of learner autonomy, consideration of learning style differences. In addition, an interview with 17 open-ended questions was prepared by the researcher to collect information related to perceptions of teachers on the effectiveness of the textbook and to get their suggestions in improving it.

According to the results of the study, both the students and teachers felt generally negative about the characteristics of the textbook and the reading passages needed to be simplified in terms of both vocabulary and structure. Also, according to the majority of the participants, the level of the textbook was not appropriate for the intended audience. The textbook was also criticized for not being able to consider different learning style preferences. However, the participants evaluated the artwork of the textbook positively since it was up-to-date and helpful for the students to understand the lesson.

Özeş (2012) also carried out a textbook evaluation study in order to assess an English textbook, Spot On 8, in terms of layout and physical makeup, activities, skills, language type,

subject and content, vocabulary and structure, and general opinions. The study was conducted with 100 eight grade students and 95 English teachers. The instruments used in this study were a teacher questionnaire and a student questionnaire consisting of Likert-scale items.

The result of the study revealed that the teachers had more negative attitudes towards the textbook than the students. According to the results, many teachers did not find the textbook efficient enough to fulfill the related linguistic competences. In addition, both the teachers and the students did not find the topics and subjects in the textbook very interesting. In respect to learning styles, teachers disagreed that the textbook was prepared considering different learning styles. Also, most of the teachers did not find the layout and physical makeup of the textbook appropriate and clear. However, students had more positive attitudes towards the layout of the textbook. As for the activities, the teachers stated that the activities in the textbook did not incorporate meaningful contexts and realistic communication. Furthermore, the textbook had shortcomings in terms of authenticity and contextualization. Both the teachers and the students believed that the textbook presented four language skills in a balanced way. However, in general, teachers disagreed that the textbook is sufficient in developing all language skills, while students had a more positive attitude towards the textbook's representation of language skills. There was a common complaint about listening parts because of their difficulty. What is more, it was stated that teaching pronunciation was one of the weakest points of the textbook. Most of the teachers thought that writing skills should be integrated with other skills and speaking activities were inefficient. Additionally, both teacher and student participants agreed that there should be more and better grammar and vocabulary exercises in the textbook. Overall, teachers and students had different opinions on most of the points and while teachers had more negative attitudes towards the textbook, students seemed to be not sure about most of the items.

Aydın (2009), conducted a study to describe the evaluation process that was undertaken at Abant İzzet Baysal University, Çankaya University, and Karaelmas University for three reading textbooks, namely, Password 1, Read Ahead 1 and Active 1. The purpose of this study was to determine the overall pedagogical value and suitability of the textbooks towards this specific language program. The subjects of this study were twenty pre-intermediate level prep-class students and ten instructors from three different universities. Questionnaires applied for data collection. The students' version of the questionnaire had 26 statements with five options for each topic. The questionnaire aimed to find the students' attitudes towards the reading textbook provided by their universities. It involved questions related to cost, layout and design, language content, activities and skills. The teachers' version of the questionnaire consisted of 23 topics which were nearly similar to those in the students' version. Also, there were 8 questions related to the professional background of the teachers.

The result of the questionnaires demonstrated that the textbooks were suitable according to the aims of English programs in general. Despite a few shortcomings, both the teachers and the students had positive attitudes towards the textbooks.

Lawrence (2011), aimed to improve two areas of the literature: lack of a detailed systematic framework in evaluating curriculum fitness, and a shortage of post-use evaluation empirical studies in the literature. First, Lawrence (2011) proposed a self-constructed evaluation framework to evaluate curriculum fitness and collected empirical data by using self-constructed localized checklist as the evaluation instrument to conduct a post-use evaluation on Theme Book of the NSS ELECT series published by Pearson Longman. Then, two separate structured interviews were held with the teachers to obtain verbal explanation and further elaboration of the evaluation results to discover how well the framework functions as an evaluation device,

and to find out how the evaluation framework can be further improved. The subjects of this study had a total of six years of teaching experience, two of which involved teaching of the NSS curriculum.

The results of the study were presented in two parts. The first part was the evaluation result gathered from piloting of the self-constructed checklist supplemented by the evaluation feedbacks gathered through interviews. The second part is the relevant interview data on how the self-constructed checklist can be improved. According to the textbook evaluation results, the strengths were listed as:

1. User friendly and well resourced

2. Encourages the use of task-based approach in teaching and learning

3. Promotion of independent and creative language learning

4. A good selection of authentic texts of different topics and genre

5. A good balance between language arts and non-language arts materials

6. Well-designed integrated skills and reading tasks

7. Use of technology facilitating language learning.

The textbook had also some limitations. Three major weaknesses were listed as:

1. Lack of language input

2. Lack of orientation with public examination requirements

3. Surface level pedagogical coverage.

Finally, although the participants commented that using framework for post-use evaluation of textbooks is a pedagogically unsound concept, they found the proposed framework an effective tool in determining the fitness with the new curriculum and suggested that it should be used in other areas of the ELT context.

Dominguez (2003) carried out an evaluation study to explore how a textbook named New Interchange Intro, written by Jack C. Richards, represents men and women. As stated by the author, most of English as a Second Language programs in Canada recommended this textbook. In cities as diverse as Toronto, Vancouver and Montreal, it is essential that the materials used in an ESL program value the uniqueness of the students and are sensitive to the multicultural population. Hence, the paper discussed the sexism in EFL/ESL textbooks and analyzed the linguistic and non-linguistic aspect of New Interchange Intro and its treatment of sexism.

In the data collection part of the study, the textbook was analyzed by counting the words (male and female) in certain units, and by paying attention to the illustrations accompanying the conversations and passages in the textbook. The results were presented under the following sections: (1) Male and Female Characters, (2) Occupational Roles, (3) Amount of Talk, and (4) Male and Female in Illustrations.

The results of the study revealed that Jack C. Richards did not appear to present any sexist bias throughout the textbook. There was a balance between male and female representations both in the texts and in the illustrations. Occupations in text and illustrations were also assigned to men and women in non-traditional roles and stereotypical jobs such as housewives or babysitters were not included. In addition, female and male characters were allocated the same amount of time in their conversations and equal importance were given to female-female, male-female, and female-male interactions in dialogues. Finally, it was found that men and women were portrayed equally in the illustrations. No offending images of either sex that might disturb learners of different backgrounds were included. Additionally, the emphasis of the textbook was on settlement rather than the world of business, travel or

entertainment performed by wealth people. Hence, the topics were suitable to any background or ethnic group.

Ling, Tong & Jin (2012) examined 53 international ESL intermediate learners' perceptions of reading texts for a period of 14 weeks. The aim was to provide an evaluation of the suitability of reading texts in terms of content, readability, exploitability, and authenticity. The participants were Universiti Tenaga Nasional's Intensive English Program students and all of them were in their first semester of studying in the university before proceeding to the university academic programs. The ESL reading textbook used in the study was named Active Skills for Reading: Book 3 and it was implemented in 2009 as a main textbook for the Intensive English program of the university. Students evaluated the textbook towards the end of the semester through a questionnaire developed by the authors with reference to several ESL textbook evaluation checklists. The questionnaire consisted of 17 items and respondents were prompted to indicate their perceptions from a five-point Likert scale.

The results were presented under four subsections in accordance with the investigated textbook selection criteria. According to the results of the content section, more than 65 % of the students enjoyed reading the texts and the texts made them want to read to find out more about the topics. The results of the second criterion, exploitability, showed that more than 56 % of the students agreed that the reading texts allowed them to make inference, apply what they read in daily life, identify the meaning of words from the context and replace the difficult ones with simpler ones, and new words are repeated for reinforcement. The results related to readability indicated that more than 50 % of the students agreed that the passages were not difficult, the words were introduced from simple to complex, the sentence length was reasonable, the structural complexity increased gradually, and the new words were worth

learning. Meantime, less than 50% agreed that the new words were too many. Overall, the reading texts were chosen according to lexical and structural complexity. Finally, the results related to authenticity showed that more than 60% of the students thought that the textbook language was used in real world, the texts had real-life issues that challenge them to think of their worldview, and the texts were accurate and up-to-date.

CHAPTER 3

METHODOLOGY

In the previous chapter, literature related to the role of reading and textbooks in language learning, and textbook evaluation were reviewed. In this chapter, the methodology of the study is clarified. It involves the overview of the study, the research design, setting and participants, research instruments, data collection process, and data analysis procedures.

3.1. The Overview of the Study

This study investigates the appropriateness of the reading texts in Teenwise 9 based on content, exploitability, readability, and authenticity. In addition, students' attitudes towards English classes and their perceptions towards four language skills are investigated. The sample of this study consists of 9th-grade high school students from a total of three high schools in Ankara, including Mehmet Emin Resulzade Anatolian High School, Ayrancı Vocational and Technical Anatolian High School, and Eryaman Şehit Okan Koç Anatolian Religious Vocational High School.

The first step is to analyze the reading texts in the textbook Teenwise 9 in detail. The second step is to gather information through a survey and an interview. The main data collection instrument is a short questionnaire prepared by Ling, Y. C., Tong, C. S., & Jin, N. Y. (2012). Moreover, 30 students were interviewed to support the findings derived from the questionnaire. The study focused on the following research questions:

1. What are the attitudes of 9th-grade EFL students towards English classes?

2. What are the perceptions of 9th-grade EFL students towards language skills (reading, writing, listening, speaking)?

3. To what extent does Teenwise 9 meet the students' expectations in terms of its content?

4. To what extent does Teenwise 9 meet the students' expectations in terms of its exploitability?

5. To what extent does Teenwise 9 meet the students' expectations in terms of its readability?

6. To what extent does Teenwise 9 meet the students' expectations in terms of its authenticity?

3.2. The Research Design

Nunan (1992) and Creswell (2014) explain various data collection procedures can be combined while doing research to use the advantages and eliminate the disadvantages of each method. Therefore, this study employed an explanatory sequential mixed method design which includes both quantitative and qualitative methods (Creswell, 2014).

In the mixed methods research, quantitative and qualitative data are analyzed separately after data collection and checked whether the findings support each other. In the quantitative method of the study, a general survey research technique is used. Fraenkel and Wallen (2009) indicate that the main purpose of survey research is to describe the characteristics of a group. Survey researches are the research approaches aiming to describe a situation that existed in the past or still exists (Karasar, 2008). In the qualitative part of the research, case study method is

conducted. Case studies in qualitative researches are the in-depth study of one or more events, environment, program or interconnected systems. Case studies are used to identify and view the details of an event, to develop explanations about the event and to evaluate it (Büyüköztürk, Çakmak, Akgün, Karadeniz and Demirel, 2018).

In this research, primarily, to what extent Teenwise 9 meets the expectations of students in terms of content, exploitability, readability and authenticity is examined quantitatively. To this end, the reading text evaluation scale developed by Ling, Tong and Jin (2012) is firstly adapted to Turkish. Then, it is investigated whether the views of the students according to their gender, age and schools showed a significant difference. In this direction, students' opinions on the book are considered as dependent variables while their demographic characteristics are independent ones. Within the scope of the research, a semi-structured interview method is used in order to get students' opinions about the course and textbook.

3.3. Setting and Participants

The study was conducted at three different high schools in Ankara, including Mehmet Emin Resulzade Anatolian High School, Ayrancı Vocational and Technical Anatolian High School, and Eryaman Şehit Okan Koç Anatolian Religious Vocational High School. The selected schools have different demographics and are determined through purposive sampling.

The population of this study is composed of 9th-grade students who study English as a foreign language in the Çankaya and Etimesgut district of Ankara province during the 2017-2018 academic year. The number of students to represent the population group consisting of

estimated 1,300 students from Turkish National Education Ministry is determined with Equation 1 suggested by Büyüköztürk et al. (2018).

$$n = \frac{n_0}{1 + \frac{n_0}{N}}$$

Equation 1. Sample size estimation in continuous variables

It is calculated with $n_0 = (t^2 PQ)/d^2$ equation and as it would be pq=0,25 and the corresponding t value is 1,96 in the table when p-significance value is taken as 0,05, it is assessed as n_0=384,16 in significance level (Büyüköztürk et al. 2014).

The number of population and the calculated values are put in place in the equation and equality 2 is obtained.

$$n = \frac{384,16}{1 + \frac{384,16}{1300}}$$

Equation 2. Sample size estimation calculated within the scope of the research

It is concluded that at least 297 students will represent the individuals in the population. In this context, the opinions of 300 students studying in three different schools are received. After determining the number of samples to be taken from the population, sampling selection is carried out based on the maximum variation sampling method. In this context, the opinions of students of three different high schools including a Vocational and Technical High School, an Anatolian Religious Vocational High School and an Anatolian High School, are asked. The distributions of the students according to their demographic characteristics are shown in Table 3, 4 and 5.

Table 3. Distribution of students depending on the schools they attend.

Variables	Categories	f	%
Type of School	Anatolian High School	112	37,3
	Anatolian Religious Vocational High School	110	36,7
	Vocational and Technical Anatolian High School	78	26,0
Total		300	100,0

According to the data in Table 3, 37.3% (n=112) of the students who participated in the research study in Anatolian High School, 36.7% (n=110) in Anatolian Religious Vocational High School and 26.0% (n=78) in Vocational and Technical Anatolian High School.

Table 4. Distribution of students by gender

Variables	Categories	f	%
Gender	Male	179	59,7
	Female	121	40,3
Total		300	100,0

When Table 4 is examined, it is seen that 59.7% (n=179) of the students consulted in the research are males while the rest 40.3% (n=121) are females.

Table 5. Distribution of students by age

Variables	Categories	f	%
Age	14	49	16,3
	15	210	70,0
	16-18	41	13,7
Total		300	100,0

As we see in Table 5, 16.3% (n=49) of the students are 14 years old, 70.0% (n=210) are 15 years old and 13.7% (n=41) are 16- to 18-year-olds.

3.4. Research Instruments

The research instruments of this study include the textbook Teenwise 9 itself, a questionnaire prepared by Ling, Y. C., Tong, C. S., & Jin, N. Y. (2012) and a semi-structured interview with 7 questions prepared according to the quantitative data results. Primarily, our purpose is to find out the attitudes of 9th-grade EFL students towards the reading texts in Teenwise 9 based on content, exploitability, readability, and authenticity. This is a comparative and evaluative study which evaluates the reading texts in Teenwise 9. The study also compares the attitudes of 9th-grade high school students from a total of three high schools in Ankara (Mehmet Emin Resulzade Anatolian High School, Ayrancı Vocational and Technical Anatolian High School, and Eryaman Şehit Okan Koç Anatolian Religious Vocational High School) regarding their perceptions towards English classes, four language skills and the reading texts in Teenwise 9.

3.4.1. The Description of the Textbook Teenwise 9

In this section, a general and neutral description of the textbook will be provided because the textbook itself is a participant in this study.

Teenwise 9 Student's Book is composed of 170 pages with five young people on the cover. On the front cover, the printings are in bold colorful capitals indicating the name of the textbook and there is also a logo of the Ministry of National Education and a QR code. On the back cover, there is a Turkish cartoon named "Güven Usta", the ISBN code and some advertisements and warnings concerning the projects of the Ministry of National Education. The

name of the textbook, the publisher, and the authors are presented on the first page. On the second page, the names of the editor, the language specialist, artists, visual designers, and the psychological counseling and guidance specialist are presented. Next, the national anthem of the Turkish Republic is presented in verses, followed by Atatürk's address to Turkish Youth and his portrait. The Contents section is on the seventh page and it includes the pages of the table of contents, overview, themes, appendices, grammar reference, irregular verbs list, word list, and references. Each theme is explained in the table of contents. It includes the theme names and their pages, also explanations on function, grammar, vocabulary, listening & reading, speaking & writing, and pronunciation sections.

Table of contents

The table of contents in Teenwise 9 is presented in a tabulated form and it includes main sections for all the themes in the textbook such as function, grammar, vocabulary, listening & reading, speaking & writing, and pronunciation. The page numbers are presented in bold under the theme names. The name of these sections is coded with dark blue color.

Theme

The table of contents reflects the names of the 10 themes and each theme has two contents (A&B). The names of the themes are depicted as *Studying Abroad, My Environment, Movies, Human in Nature, Inspirational People, Bridging Cultures, World Heritages, Emergency and Health Problems, Invitations and Celebrations,* and *Television and Social Media.*

Function

Functions are introduced in itemized forms such as 'meeting new people and introducing oneself and family, describing daily routines, making predictions about the future.'

<u>Grammar</u>

Grammar section reflects the summary of the theme content with a focus on relevant sentence types and grammatical structures.

<u>Vocabulary</u>

This part includes relevant vocabulary for each theme including adjectives and idioms.

<u>Listening & Reading</u>

This part comprises the listening and reading topics related to the given themes. (e.g. listening to a teacher meeting his students, reading short texts about jobs, nationalities and countries)

<u>Speaking & Writing</u>

This part presents speaking & writing topics related to the given themes. (e.g. describing your room, writing a description paragraph about different environments)

Overview

The overview section reflects general information considering the aim of each section from both the students' and teachers' perspectives and gives extra information regarding the barcodes that allows students to reach a link to study the theme online. On this page readers are shown three sample pages from the book and given information about where they can find:

- Name and number of the theme,
- Cover pictures related to the topic,
- The name of the contents,
- A rhyming stanza asking warm-up questions,
- Pair works & group works as pre-reading activities,
- Activities that enable students to gain self-awareness,
- Comprehension exercises,

- Authentic and up to date reading texts,

- Attractive visuals,

- Pair works & group works as pre-listening activities,

- Real life photos to make the texts authentic.

The organization of the textbook themes

The name of the two contents is represented on the front pages of each theme with a related cover and a stanza to get students become familiar with the content. Both contents start with Listening & Speaking parts and continue with Reading & Writing parts to ease students' understanding by beginning with receptive skills and moving on to productive skills.

Listening & Speaking sections start with warm-up exercises to prepare the students for the following activities. Then activities such as labeling the pictures, filling up the charts, finding the true-false statements, and answering open-ended questions appear as listening exercises.

Reading & Writing sections consist of pair and group works as pre-reading activities. This part also includes exercises such as matching the pictures with words, answering multiple choice questions, open-ended questions, true-false statements, and writing short paragraphs on the given topics. At the end of each content A, there is a Wise Up part with reading texts related to the theme.

At the end of the contents, there are Pronunciation sections to draw attention to word and sentence stress, difficult sounds and intonation. In addition, there are Game Time sections at the end of each theme to practice the structure through games.

Other elements of the textbook Teenwise 9

The final parts of the textbook include grammar reference, irregular verbs list, word list, and references.

Grammar Reference

Since Teenwise 9 is a CLT oriented book, the target language is presented through context and grammar rules and related exercises are given in Grammar Reference section at the end of the book. This section (31 pages) is printed in colours and divided according to themes. The headings represent the name and number of themes. The sub-headings are presented in capital letters. The notes are reflected in sentences, phrases, charts and tables followed by exercises.

Irregular Verbs

The list is printed on a purple page. The heading is in bold capitals and sub-headings are presented in black bold letters. It includes the present, past simple and past participle of the irregular verbs.

Word List

This part includes relevant vocabulary for each theme. The words are represented in alphabetical order and their functions in the sentences such as verbs, nouns, and adjectives are given in parenthesis. The list is divided according to each theme and presented in different colours for different themes.

References

This part is divided into two sections as reference and visual reference. The reference part includes 10 printed references and 13 public network addresses. The visual reference part includes public network addresses, photos and pictures with copyright for different themes and images prepared by the artists (art teachers).

3.4.2. Evaluating the ESL Reading Texts Questionnaire

Developed by Ling, Tong and Jin (2012), Evaluating the ESL Reading Texts consist of four dimensions and a total of 17 items. The questionnaire includes items deriving from the suggested textbook selection criteria: content (1,2), exploitability (3,4,5,6,7,8), readability (9,10,11,12,13,14), and authenticity (15,16,17). (For the permission to use the questionnaire, see Appendix A). In the development process of the scale, first of all, a literature review is conducted, and 17 items are adopted by examining the previous studies. The items are rated in 5-point Likert Scale with 1 being "Strongly disagree" and 5 being "Strongly agree". In order to determine the consistency of the answers obtained from 53 students, Cronbach's alpha reliability coefficient is calculated and found to be 0,821 (Ling et al., 2012).

The questionnaire was originally prepared and carried out in the English language. Considering the English level of the participants, the questionnaire was applied in Turkish language to avoid possible problems in terms of comprehension. After obtaining the necessary permissions in the adaptation process of the Evaluating the ESL Reading Texts Questionnaire to Turkish, a translation team consisting of three experts having command of two languages (two from Gazi University and one from Başkent University) is formed within the scope of the research. Each item is first translated into Turkish and then back into English by a back-translation technique. The initial corrections are made by examining the differences between the expressions. Subsequently, an expert opinion report including original and translated items is prepared, and the items are gauged culturally, structurally, semantically, idiomatically based on the opinion of six independent experts. In line with the opinions of the experts, expressions are edited. The final version of the translation is completed in accordance with the opinions of a

Turkish language expert and an assessment and evaluation specialist. After the completion of the translation process, a pre-test is held with 30 students who do not participate in the actual practice but who have the same characteristics. It is seen that the students have no difficulty in understanding the items or in answering.

Cronbach's alpha reliability coefficient is assessed to determine the reliability of the responses of 300 students who participate in the study. The coefficient is calculated as 0.712 for 2 items in content dimension; 0,690 for 6 items in exploitability dimension (by inverting the negative items); 0,620 for 6 items in readability dimension and 0,684 for 3 items in authenticity dimension. The Cronbach alpha reliability coefficient of the responses to all items in the questionnaire is calculated as 0,796.

Kalaycı (2009);

* If $0,00 \leq \alpha < 0,40$ the scale is not reliable.

* If $0,40 \leq \alpha < 0,60$ the scale reliability is low.

* If $0,60 \leq \alpha < 0,80$ the scale is quite reliable.

* If $0,80 \leq \alpha < 1,00$ the scale is highly reliable.

In this respect, it is determined that the answers given to the items in the Evaluating the ESL Reading Texts Questionnaire are quite reliable.

3.4.3. Interview Form

A total of 30 students, 10 from each school, are interviewed in order to examine their views on Teenwise English textbook for 9th grade in detail. Qualitative research method-

interviewing is a very strong technique used to reveal people's perspectives, experiences, feelings and perceptions (Yıldırım & Şimşek, 2011). In the preparation of the interview form, the stages of defining the problem, writing the items, taking the expert opinion, performing the pre-practice and finalizing the form are carried out (Büyüköztürk et al., 2018).

It is aimed to get the opinions of students besides the content, exploitability, readability and authenticity dimensions of the questionnaire. In this sense, it is aimed to determine firstly the students' opinions about the English classes and sub-skills, and also the evaluation of the entertaining parts of the book, its difficulty level, and the amount of conformity. Semi-structured interview forms are prepared in line with the determined objectives and three subject matter experts are consulted. Arrangements were made in accordance with the opinions obtained from the fore mentioned experts. For example, the last item of the interview form "What should be changed about the reading texts?" is changed with "What would you want to change about the reading texts if you were able to?" The experts stated that giving tasks to the students by taking their level into consideration would help them express their opinions. The interview form is updated in accordance with the experts' opinions and carried out face-to-face on six students in the 9th grade. It is determined that the students generally understand the items correctly, and do not have difficulty in responding to them. Also, as the question of "What do you think about the level of words in the book?" in the third item creates ambiguity, the additional expressions such as "Do you constantly need to check the dictionary or ask the teacher? Or do you find it come so easy?" are inserted. The interview form is consulted to Turkish language and assessment and evaluation experts and finalized afterwards.

3.5. Data Collection Process

The data collection of the study was carried out at three high schools in Ankara, including Mehmet Emin Resulzade Anatolian High School, Ayrancı Vocational and Technical Anatolian High School, and Eryaman Şehit Okan Koç Anatolian Religious Vocational High School, as mentioned above. The participants of this study were 9th-grade high school students from different schools who use the same English textbook as a part of their curriculum. Therefore, this study is not only an evaluative one but also seeks to compare the attitudes of three different groups of students from schools with different profiles. The data collection process was carried out in the Spring semester of the 2017-2018 academic year. It took place at the end of the semester because the textbook was used in schools for the first time. The questionnaires were administered either by teachers or by the researcher during the class time. The interviews were conducted with 30 students, 10 from each school, and took approximately 15 minutes individually. The interviews were tape-recorded by the researcher.

As the study was carried out in high schools in Ankara, it was necessary to get permission from the Ministry of National Education. In the permission procedure, a hierarchical chain was necessary in order to have permission for conducting the questionnaires and other types of surveys. A sample of the questionnaires was attached to the written application and was given to Başkent University, Institute of Educational Sciences in Ankara on April 24, 2018. Following the approval of the committee in the Ministry of National Education, the last versions of the permission papers reached on May 14, 2018 (See Appendix B).

3.6. Data Analysis Procedures

Both quantitative and qualitative data are collected for the research. At analyzing step of the quantitative data, firstly the data set is examined. The answers of 300 students who participated in the research are transferred to SPSS 23.0 program.

In order to determine the opinions of students about the content, exploitability, readability and authenticity dimensions of Teenwise 9, frequency and percentage values are calculated. Then, the chi square statistic is calculated with a view to determine whether the students' views show a significant difference according to their school type, gender and age. Before the calculations are carried out, the assumption of congruence between the observed-expected values (all cells are full and not more than 20%) are examined. p-value is considered equal to 0.05 and the results are tabulated and interpreted.

The analysis of the responds of the students to the interview form is conducted with content analysis. Content analysis is a research technique used to analyze a written, oral text or symbol and convert them into figures and interpret them. In other words, it can be defined as converting figures into texts again. The data summarized and interpreted in the descriptive analysis are subjected to a deeper process in content analysis and the concepts and themes that cannot be recognized by a descriptive approach can be explored. Data is tried to be identified, facts that may be hidden in the data are tried to be uncovered. The fundamental process of content analysis is to bring together similar data in the framework of specific concepts and themes and interpret them. The aim is to reach the concepts and relations that can explain the collected data. The data gathered for this purpose should be conceptualized first, then rationally

arranged according to the concepts that emerged and the themes explaining the data should be determined accordingly (Yıldırım & Şimşek, 2006). In line with the content analysis, the main categories for the views are first formed, then the sub-categories are determined, and frequency and percentage values are calculated. In addition, the answers of the students were evaluated according to the type of school they study.

CHAPTER 4

RESULTS AND DISCUSSION

4.1. The Thoughts of Students on the Content of the Reading Texts in Teenwise 9

The participating 9th-grade students were asked two items to assess their views about the content of the reading texts in Teenwise 9. The frequency and percentage values were calculated, and the results are shown in the Table 6.

Table 6. Frequency and Percentage Values of Students' Views Regarding the Content of the reading texts in Teenwise 9.

Content	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
Items	F	%	F	%	f	%	f	%	f	%
1. I enjoy reading the passages in the textbook.	46	15,3	55	18,3	42	14,0	117	39,0	40	13,3
2. The passages make me want to read to find out more about the topic.	64	21,3	92	30,7	61	20,3	59	19,7	24	8,0

As can be seen from Table 6, 15,3% (n=46) of the participating students strongly disagreed with the following statement: '*I enjoy reading the passages in the textbook.*', while 18,3% (n=55) disagreed, 14,0% (n=42) were neutral, 39,0 % (n=117) agreed, and 13,3% (n=40)

strongly agreed. The table further illustrates that 21,3% (n=64) of the participants strongly disagree and 30,7% (n=92) disagree with the questionnaire item '*The passages make me want to read to find out more about the topic.*,' whereas 20,3% (n=61) remained neutral, 19,7% (n=59) agreed and only 8,0% (n=24) strongly agreed.

When students' opinions about the content of the reading texts in Teenwise 9 are examined it is found that:

- They tend to enjoy reading the passages in the textbook,

- However, they tend to disagree that the passages make them want to read to find out more about the topics.

4.1.1. Examination of the Views on the Content of the Reading Texts in Teenwise 9 According to School Types

In order to detect whether the participants' views on the content of the reading texts in Teenwise 9 showed a significant difference according to school types, chi-square statistic is calculated and the results are shown in Table 7 and Table 8.

As Table 7 illustrates, it was determined that there is a significant difference between the school types for the statement "I enjoy reading the passages in the textbook." ($X^2_{(8)}$=76,261; p<0,05). When the frequency and percentage values are examined, it can be seen that, among other types of schools, Vocational and Technical High School students enjoy reading the passages the most (Sum of Strongly Agree and Agree percentages: 87,2 %). Following the Vocational and Techincal High school students, the highest percentage belongs to Anatolian Religious Vocational High School students (55,5%). It was determined that Anatolian High

School students mostly did not enjoy reading the passages in Teenwise 9 (Sum of Strongly Disagree and Disagree: 53,6%).

Table 7. Chi-square results regarding the views of the participants on the content of the reading texts in Teenwise 9 according to school types (I1):

Item 1: I enjoy reading the passages in the textbook.

School Type	Values	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Anatolian High School	F	26	34	24	25	3	112
	%	23,2	30,4	21,4	22,3	2,7	100,0
Anatolian Religious Vocational High School	F	19	16	14	43	18	110
	%	17,3	14,5	12,7	39,1	16,4	100,0
Vocational and Technical Anatolian High School	F	1	5	4	49	19	78
	%	1,3	6,4	5,1	62,8	24,4	100,0
Total	F	46	55	42	117	40	300
	%	15,3	18,3	14,0	39,0	13,3	100,0
$X^2_{(8)}=76,261$; p=0,000*							

*p<0,05

As can be observed from Table 8, it is possible to see a significant difference between the school type for the statement "The passages make me want to read to find out more about the topic." ($X^2_{(8)}=45,508$; p<0,05). According to the frequency and percentage values, Vocational and Technical High School students mostly agree with the given statement (Sum of Strongly Agree and Agree percentages: 44,9%). However, both Anatolian High School and Anatolian Religious Vocational High School students mostly disagreed with the given statement. 48,2% of the participants from Anatolian Religious Vocational High School and

72,4% of Anatolian High School students stated that the texts did not make them want to read to find out more about the topics.

Table 8. Chi-square results regarding the views of the participants on the content of the reading texts in Teenwise 9 according to school types (I2):

Item 2: The passages make me want to read to find out more about the topic.

School Type	Values	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Anatolian High School	F	32	49	17	11	3	112
	%	28,6	43,8	15,2	9,8	2,7	100,0
Anatolian Religious Vocational High School	F	28	25	23	25	9	110
	%	25,5	22,7	20,9	22,7	8,2	100,0
Vocational and Technical Anatolian High School	F	4	18	21	23	12	78
	%	5,1	23,1	26,9	29,5	15,4	100,0
Total	F	64	92	61	59	24	300
	%	21,3	30,7	20,3	19,7	8,0	100,0

$X^2_{(8)}=45,508$; p=0,000*

*p<0,05

The views of the students about the content of the reading texts in Teenwise 9 according to the types of school are also shown in Figure 3 and 4. For the ease of comparison, the students' "Strongly Agree and Agree" and "Strongly Disagree and Disagree" answers were combined.
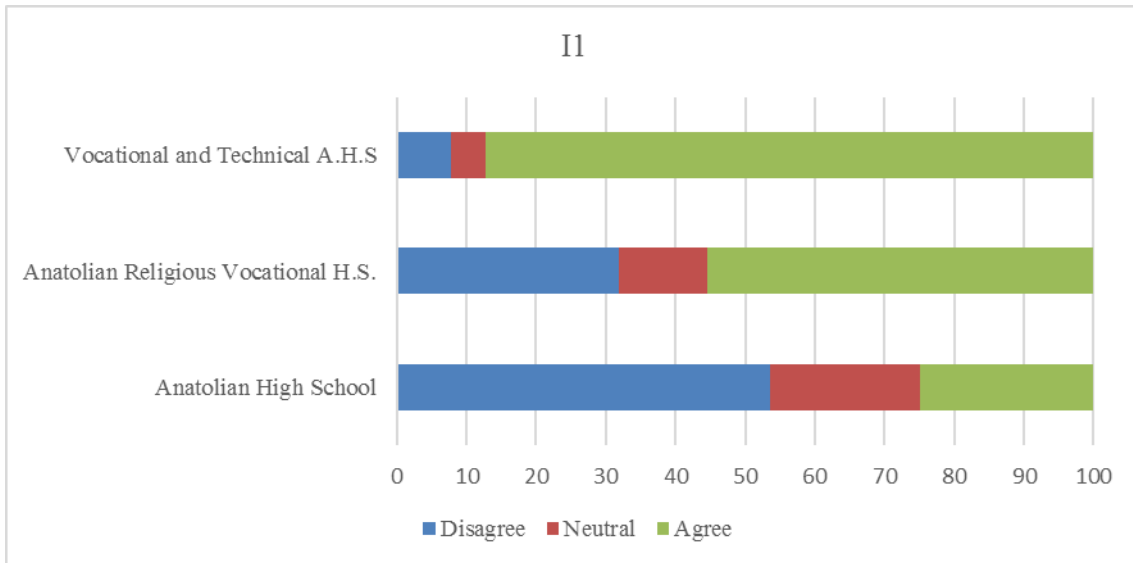
Figure 3. Distribution of students' answers to first item according to school types. (%)

As can be seen in Figure 3, Vocational and Technical Anatolian High School students enjoy reading the passages in Teenwise 9 the most. Similarly, Anatolian Religious Vocational High School students mostly enjoy reading the texts in Teenwise 9. On the other hand, Anatolian High School students mostly stated that they did not enjoy the reading texts in Teenwise 9.
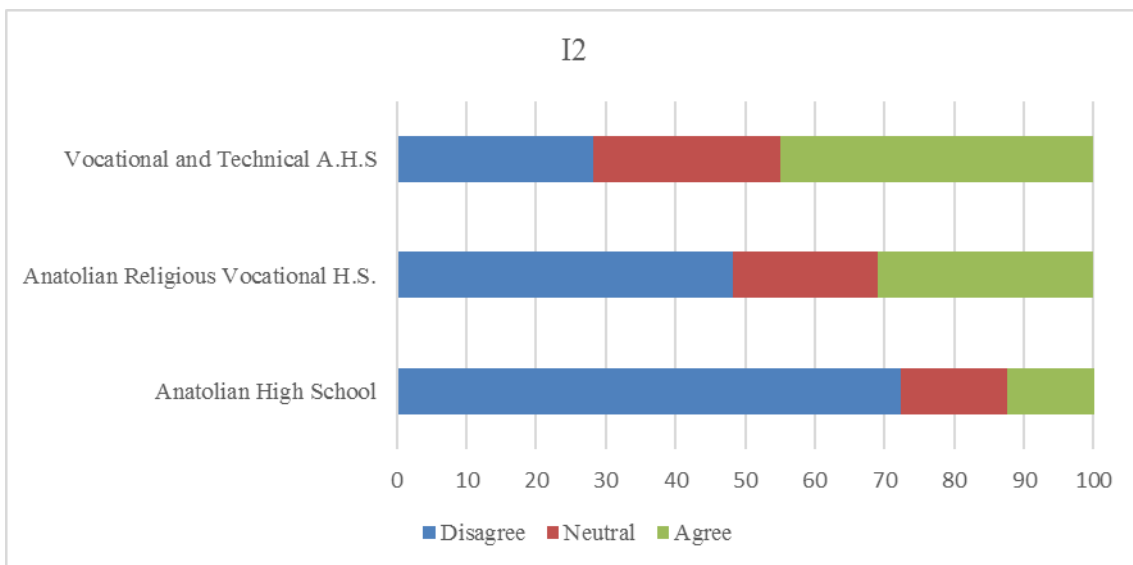
Figure 4. Distribution of students' answers to second item according to school types. (%)

As can be observed from Figure 4, the reading texts in Teenwise 9 mostly encouraged Vocational and Technical Anatolian High School students for further research. However, Anatolian High School and Anatolian Religious Vocational High School students mostly disagreed with this statement. Especially, the majority of the participants from Anatolian High School stated that the reading texts in Teenwise 9 did not encourage them for further research about the topics.

4.1.2. Examination of the Views on the Content of the Reading Texts in Teenwise 9 According to Gender

In order to detect whether the participants' views on the content of the reading texts in Teenwise 9 showed a significant difference according to gender, chi-square statistic is calculated, and the results are shown in Table 9 and Table 10.

As Table 9 illustrates, it was determined that there is not a significant difference between genders for the statement "I enjoy reading the passages in the textbook." ($X^2_{(4)}$=7,210; p>0,05). In other words, both male and female students seem to enjoy reading the texts in the textbook.

Table 9. Chi-square results regarding the views of the participants on the content of the reading texts in Teenwise 9 according to gender (I1):

Item 1: I enjoy reading the passages in the textbook.

Gender	Values	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Male	F	24	34	19	74	28	179
	%	13,4	19,0	10,6	41,3	15,6	100,0
Female	F	22	21	23	43	12	121
	%	18,2	17,4	19,0	35,5	9,9	100,0
Total	F	46	55	42	117	40	300
	%	15,3	18,3	14,0	39,0	13,3	100,0
$X^2_{(4)}$=7,210; p=0,125							

*p<0,05

    As can be observed from Table 10, there is not a significant difference between genders for the statement "The passages make me want to read to find out more about the topic." ($X^2_{(4)}$=7,325; p>0,05). In other words, both female and male students have similar opinions on whether the reading texts are motivating for further research.

Table 10. Chi-square results regarding the views of the participants on the content of the reading texts in Teenwise 9 according to gender (I2)

Item 2: The passages make me want to read to find out more about the topic.

Gender	Values	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Male	F	33	49	43	38	16	179
	%	18,4	27,4	24,0	21,2	8,9	100,0
Female	F	31	43	18	21	8	121
	%	25,6	35,5	14,9	17,4	6,6	100,0
Total	F	46	55	42	117	40	300
	%	15,3	18,3	14,0	39,0	13,3	100,0
$X^2_{(4)}=7,325$; p=0,120							

*p<0,05

The opinions of the students about the content of the reading texts in Teenwise 9 according to genders are also shown in the Figure 5 and 6. For the ease of comparison, the students' "Strongly Agree and Agree" and "Strongly Disagree and Disagree" answers were combined.
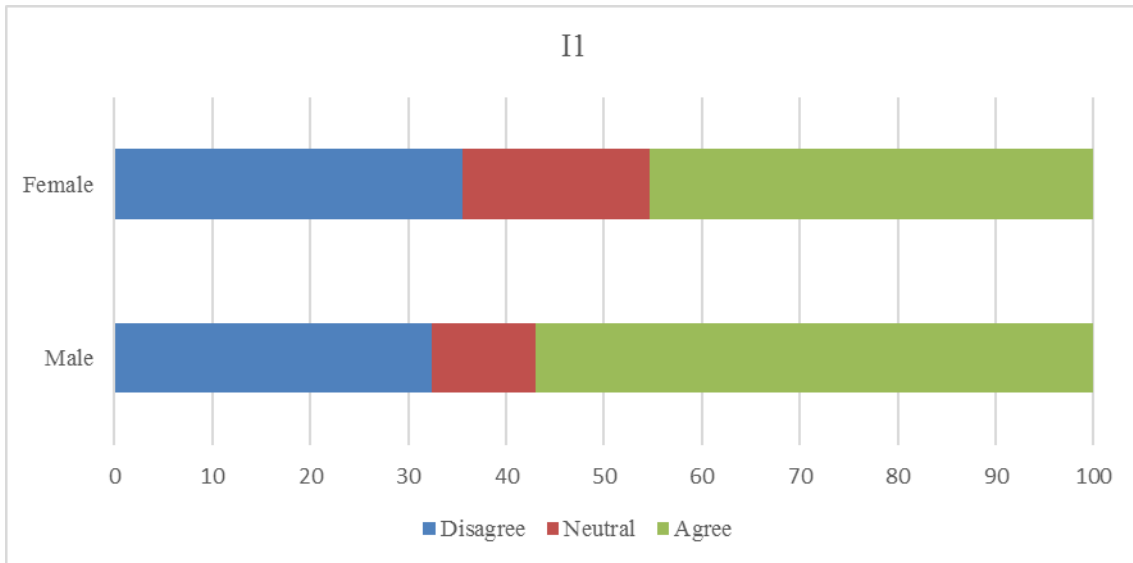
Figure 5. Distribution of students' answers to first item according to gender . (%)

As can be seen in Figure 5, both female and male students generally enjoy reading the texts in Teenwise 9. Though male students seem to agree more with the given statement, there is not a significant difference statistically.
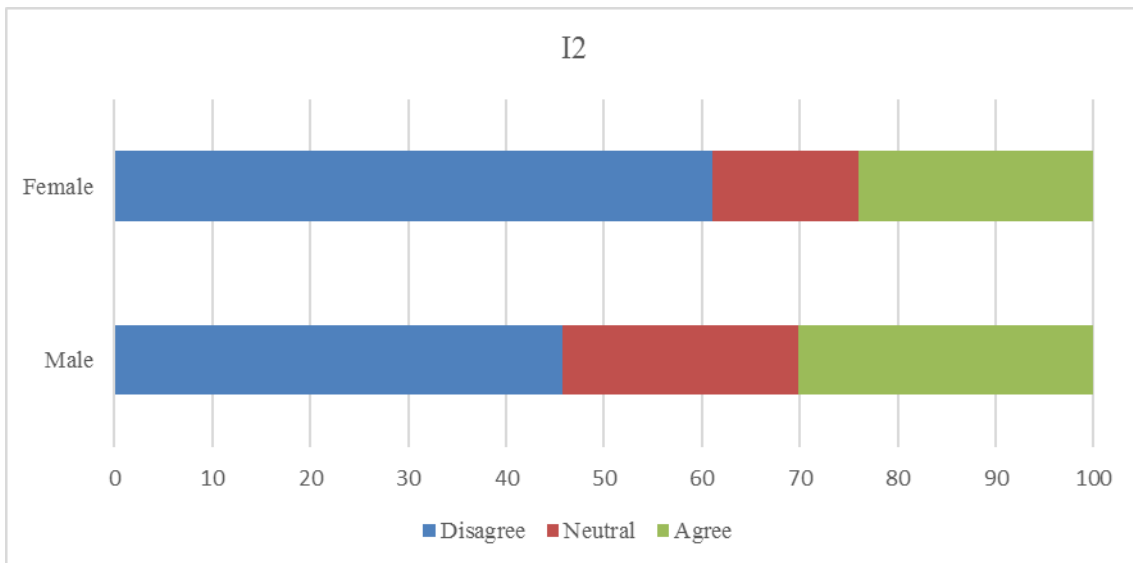
Figure 6. Distribution of students' answers to second item according to gender. (%)

In Figure 6 it is shown that, both female and male students mostly disagreed with the second statement "The passages make me want to read to find out more about the topic." Though

there are some differences between their answers, there is not a significant difference statistically.

4.1.3. Examination of the Views on the Content of the Reading Texts in Teenwise 9 According to Age

Although all the participant are 9th-grade high school students, their ages differ from 14 to 18. In order to detect whether the participants' views on the content of the reading texts in Teenwise 9 showed a significant difference according to age, chi-square statistic is calculated, and the results are shown in Table 11 and Table 12.

As can be observed from Table 11, there is not a significant difference according to students' ages for the statement "I enjoy reading the passages in the textbook." $(X^2_{(4)}=7,325; p>0,05)$. In other words, all the participants from different age groups have similar opinions on the given statement.

Table 11. Chi-square results regarding the views of the participants on the content of the reading texts in Teenwise 9 according to age (I1):

Item 1: I enjoy reading the passages in the textbook.

Age	Values	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
14	F	10	10	6	16	7	49
	%	20,4	20,4	12,2	32,7	14,3	100,0
15	F	30	38	29	85	28	210
	%	14,3	18,1	13,8	40,5	13,3	100,0
16-18	F	6	7	7	16	5	41
	%	14,6	17,1	17,1	39,0	12,2	100,0
Total	F	46	55	42	117	40	300
	%	15,3	18,3	14,0	39,0	13,3	100,0

$X^2_{(8)}=2,230$; p=0,973

*p<0,05

Table 12. Chi-square results regarding the views of the participants on the content of the reading texts in Teenwise 9 according to age (I2)

Item 2: The passages make me want to read to find out more about the topic.

Age	Values	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
14	F	17	13	9	9	1	49
	%	34,7	26,5	18,4	18,4	2,0	100,0
15	F	39	69	44	38	20	210
	%	18,6	32,9	21,0	18,1	9,5	100,0
16-18	F	8	10	8	12	3	41
	%	19,5	24,4	19,5	29,3	7,3	100,0
Total	F	64	92	61	59	24	300
	%	21,3	30,7	20,3	19,7	8,0	100,0
$X^2_{(8)}=11,226$; p=0,189							

*p<0,05

    As can be seen from Table 12, there is not a significant difference between age groups for the statement "The passages make me want to read to find out more about the topic." ($X^2_{(8)}=11,226$; p>0,05). That is to say, different age groups have similar opinions on whether the reading texts are motivating for further research.

    The opinions of the students about the content of the reading texts in Teenwise 9 according to their ages are also shown in Figure 7 and 8. For the ease of comparison, the students' "Strongly Agree and Agree" and "Strongly Disagree and Disagree" answers were combined.
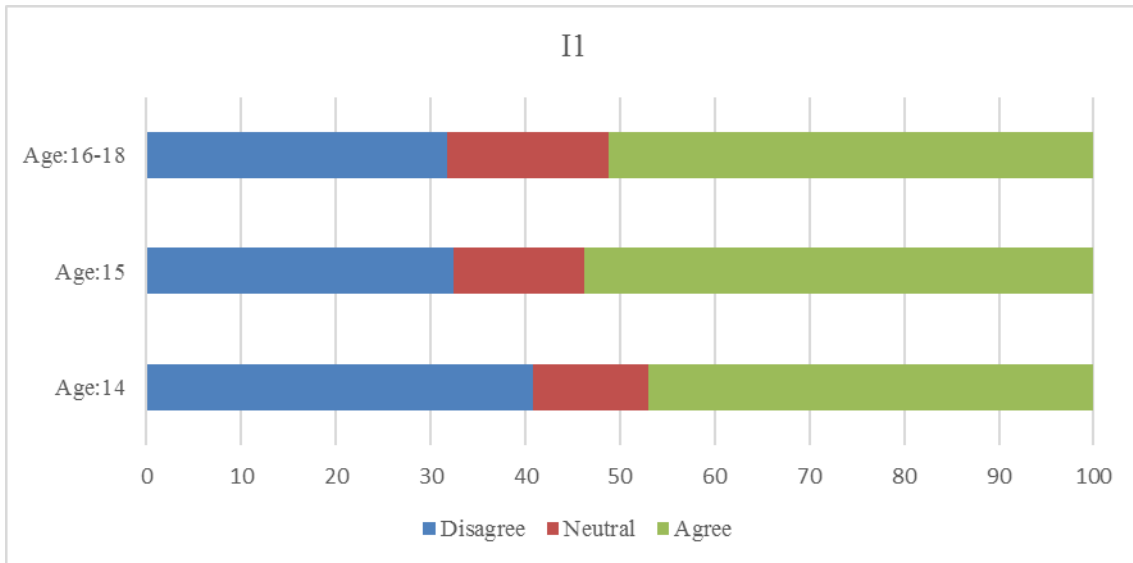
Figure 7. Distribution of students' answers to first item according to age. (%)

As can be observed in Figure 7, participants' opinions are similar on enjoying the reading texts in Teenwise 9 and there is not a significant difference statistically according to different age groups.
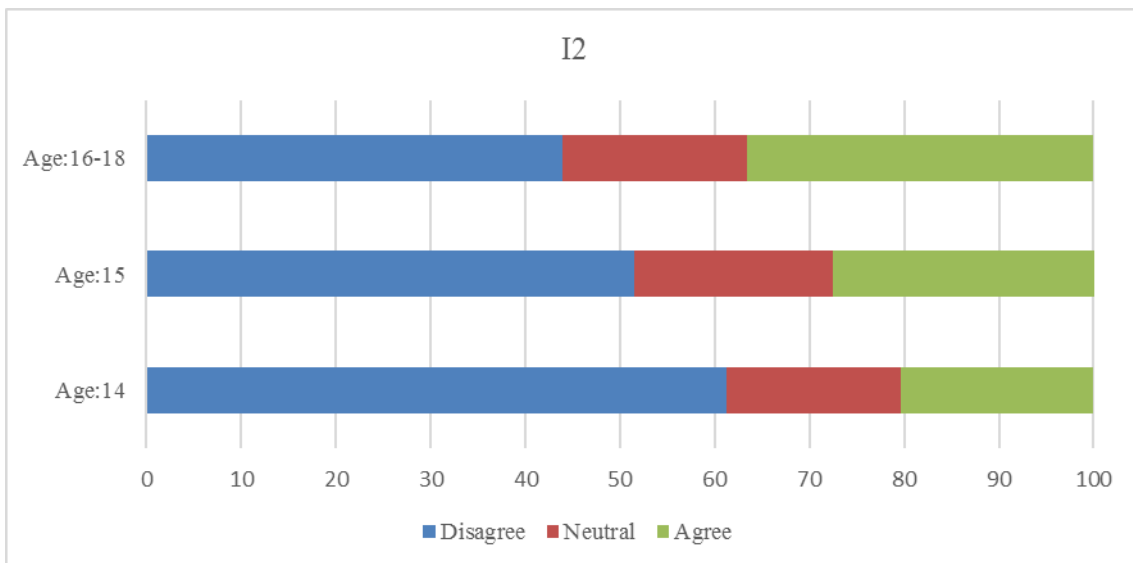
Figure 8. Distribution of students' answers to second item according to age. (%)

In Figure 8 it is shown that, students from different age groups mostly disagreed with the second statement "The passages make me want to read to find out more about the topic." There is not a significant difference statistically according to different age groups.

4.2. The Thoughts of Students on the Exploitability of the Reading texts in Teenwise 9

The participating 9th-grade students were asked six items to assess their views about the exploitability of the reading texts in Teenwise 9. The frequency and percentage values were calculated, and the results are shown in the Table 13.

As can be seen from Table 13, 17% (n=51) of the participating students strongly disagreed with the following statement: '*The passages introduce me to new ideas that make me think about things I haven't thought of before.*', while 19,0% (n=57) disagreed, 19,3% (n=58) were neutral, 26,3 % (n=79) agreed, and 18,3% (n=55) strongly agreed.

%13,0 (n=39) of the students strongly disagreed with the statement '*The passages help me understand the way others feel or think (e.g. people with different backgrounds, problems or attitudes from my own).*', while 15,0% (n=45) disagreed, 26,7 (n=80) were neutral, 34,3 % (n=103) agreed, and only 11,0% (n=33) strongly agreed.

The table further illustrates that only 5,3% (n=16) of the participants strongly disagree and 8,7% (n=26) disagree with the questionnaire item '*I was taught how to identify meaning of new words from context.*', whereas 13,3% (n=40) remained neutral, 42,0% (n=126) agreed and 30,7% (n=92) strongly agreed.

6,3% (n=19) of the participants strongly disagreed with the statement '*I can find out the meaning of some of the new words without the help of a dictionary.*', whereas %8,7 (n=26)

agreed 13,3% (n=40) remained neutral. The majority of the participants seem to agree with this statement. While 44,0% (n=132) of the participating students agreed to the given statements, 27,7% (n=83) strongly agreed.

Only 7,3% (n=22) of the participants strongly disagreed with the statement *'Some of the new words can be replaced by simpler words.'*, while 13,7% (n=41) disagreed, 26,3% (n=79) were neutral, 27,7% (n=83) agreed, and 25,0% (n=75) strongly agreed.

For the statement *'I can find the new words in the subsequent chapters.'*, only 7,7% (n=23) of the students answered "strongly disagree", 10,3% (n=31) answered "disagree", and 17,7% (n=53) remained neutral. 41,3% (n=124) of the students agreed and 23,0% (n=69) strongly agreed with the given statement.

When students' opinions about the exploitability of the reading texts in Teenwise 9 are examined it is found that students tend to agree with the given statements. The statements are listed below in order from the most agreed to the least agreed:

1. I was taught how to identify meaning of new words from context.

2. I can find out the meaning of some of the new words without the help of a dictionary.

3. I can find the new words in the subsequent chapters.

4. Some of the new words can be replaced by simpler words.

5. The passages help me understand the way others feel or think (e.g. people with different backgrounds, problems or attitudes from my own).

6. The passages introduce me to new ideas that make me think about things I haven't thought of before.

Table 13. Frequency and Percentage Values of Students' Views Regarding the Exploitability of the reading texts in Teenwise 9.

Exploitability	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
Items	f	%	F	%	f	%	f	%	f	%
3. The passages introduce me to new ideas that make me think about things I haven't thought of before.	51	17,0	57	19,0	58	19,3	79	26,3	55	18,3
4. The passages help me understand the way others feel or think (e.g. people with different backgrounds, problems or attitudes from my own).	39	13,0	45	15,0	80	26,7	103	34,3	33	11,0
5. I was taught how to identify meaning of new words from context.	16	5,3	26	8,7	40	13,3	126	42,0	92	30,7
6. I can find out the meaning of some of the new words without the help of a dictionary.	19	6,3	26	8,7	40	13,3	132	44,0	83	27,7
7. Some of the new words can be replaced by simpler words.	22	7,3	41	13,7	79	26,3	83	27,7	75	25,0
8. I can find the new words in the subsequent chapters.	23	7,7	31	10,3	53	17,7	124	41,3	69	23,0

4.2.1. Examination of the Views on the Exploitability of the Reading Texts in Teenwise 9 According to School Types:

In order to detect whether the participants' views on the exploitability of the reading texts in Teenwise 9 showed a significant difference by school type, chi-square statistic is calculated, and the results are shown in Table 14, 15, 16, 17, 18, and 19.

Table 14. Chi-square results regarding the views of the participants on the exploitability of the reading texts in Teenwise 9 according to school types (I3):

Item 3: The passages introduce me to new ideas that make me think about things I haven't thought of before.

School Type	Values	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Anatolian High School	F	29	37	23	15	8	112
	%	25,9	33,0	20,5	13,4	7,1	100,0
Anatolian Religious Vocational High School	F	16	14	25	32	23	110
	%	14,5	12,7	22,7	29,1	20,9	100,0
Vocational and Technical Anatolian High School	F	6	6	10	32	24	78
	%	7,7	7,7	12,8	41,0	30,8	100,0
Total	F	51	57	58	79	55	300
	%	17,0	19,0	19,3	26,3	18,3	100,0
$X^2{}_{(8)}=59,627$; p=0,000*							

*p<0,05

As Table 14 illustrates, it was determined that there is a significant difference between the school types for the statement "The passages introduce me to new ideas that make me think about things I haven't thought of before." ($X^2{}_{(8)}=59,627$; p<0,05). When the frequency and percentage values are examined, among other types of schools, Vocational and Technical High School agree this statement the most, followed by Anatolian Religious Vocational High School students. However, Anatolian High School students mostly disagreed that the passages introduced them to new ideas.

Table 15. Chi-square results regarding the views of the participants on the exploitability of the reading texts in Teenwise 9 according to school types (I4):

School Type	Values	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Anatolian High School	F	23	27	24	33	5	112
	%	20,5	24,1	21,4	29,5	4,5	100,0
Anatolian Religious Vocational High School	F	14	13	36	35	12	110
	%	12,7	11,8	32,7	31,8	10,9	100,0
Vocational and Technical Anatolian High School	F	2	5	20	35	16	78
	%	2,6	6,4	25,6	44,9	20,5	100,0
Total	F	39	45	80	103	33	300
	%	13,0	15,0	26,7	34,3	11,0	100,0

Item 4: The passages help me understand the way others feel or think

$X^2{}_{(8)}=39,170$; p=0,000*

*p<0,05

As can be seen from Table 15, there is a significant difference between the school types for the statement "The passages help me understand the way others feel or think" ($X^2{}_{(8)}=39,170$; p<0,05). According to the frequency and percentage values, Vocational and Technical High School students agree with the given statement the most. Anatolian Religious Vocational High School students also agree with the statement. Anatolian High School students, on the other hand, tend to disagree with this item.

Table 16. Chi-square results regarding the views of the participants on the exploitability of the reading texts in Teenwise 9 according to school types (I5):

Item 5: I was taught how to identify meaning of new words from context.

School Type	Values	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Anatolian High School	F	7	8	12	59	26	112
	%	6,3	7,1	10,7	52,7	23,2	100,0
Anatolian Religious Vocational High School	F	7	17	23	30	33	110
	%	6,4	15,5	20,9	27,3	30,0	100,0
Vocational and Technical Anatolian High School	F	2	1	5	37	33	78
	%	2,6	1,3	6,4	47,4	42,3	100,0
Total	F	16	26	40	126	92	300
	%	5,3	8,7	13,3	42,0	30,7	100,0

$X^2_{(8)}=35,449$; p=0,000*

*p<0,05

When Table 16 is examined, it is seen that there is a significant difference between the school types for the statement "I was taught how to identify meaning of new words from context." ($X^2_{(8)}=35,449$; p<0,05). According to the frequency and percentage values, while students from all school types tend to agree with the given statement, Vocational and Technical High School students agreed the most and Anatolian Religious Vocational High School students agreed the least.

Table 17. Chi-square results regarding the views of the participants on the exploitability of the reading texts in Teenwise 9 according to school types (I6).

Item 6: I can find out the meaning of some of the new words without the help of a dictionary.

School Type	Values	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Anatolian High School	F	4	6	17	56	29	112
	%	3,6	5,4	15,2	50,0	25,9	100,0
Anatolian Religious Vocational High School	F	14	14	15	44	23	110
	%	12,7	12,7	13,6	40,0	20,9	100,0
Vocational and Technical Anatolian High School	F	1	6	8	32	31	78
	%	1,3	7,7	10,3	41,0	39,7	100,0
Total	F	19	26	40	132	83	300
	%	6,3	8,7	13,3	44,0	27,7	100,0

$X^2_{(8)}=23,561$; p=0,003*

*p<0,05

As can be seen from Table 17, there is a significant difference between the school types for the statement "I can find out the meaning of some of the new words without the help of a dictionary." ($X^2_{(8)}=23,561$; p<0,05). According to the frequency and percentage values, students from all school types stated that they were able to find the meaning of some of the new words without the help of a dictionary. Within the school types, Vocational and Technical High School students agree the statement the most, followed by Anatolian High School students and lastly Anatolian Religious Vocational High School students.

Table 18. Chi-square results regarding the views of the participants on the exploitability of the reading texts in Teenwise 9 according to school types (I7).

Item 7: Some of the new words can be replaced by simpler words.

School Type	Values	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Anatolian High School	F	13	14	36	31	18	112
	%	11,6	12,5	32,1	27,7	16,1	100,0
Anatolian Religious Vocational High School	F	5	14	24	30	37	110
	%	4,5	12,7	21,8	27,3	33,6	100,0
Vocational and Technical Anatolian High School	F	4	13	19	22	20	78
	%	5,1	16,7	24,4	28,2	25,6	100,0
Total	F	22	41	79	83	75	300
	%	7,3	13,7	26,3	27,7	25,0	100,0
$X^2_{(8)}=14,452$; p=0,071							

*p<0,05

When Table 18 is examined, it is seen that there is not a significant difference between the school types for the statement "Some of the new words can be replaced by simpler words." ($X^2_{(8)}=14,452$; p>0,05). In other words, all the participating students from Vocational and Technical High School, Anatolian Religious Vocational High School and Anatolian High School gave similar answers.

Table 19. Chi-square results regarding the views of the participants on the exploitability of the reading texts in Teenwise 9 according to school types (I8).

Item 8: I can find the new words in the subsequent chapters.							

School Type	Values	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Anatolian High School	F	8	9	18	53	24	112
	%	7,1	8,0	16,1	47,3	21,4	100,0
Anatolian Religious Vocational High School	F	12	17	24	38	19	110
	%	10,9	15,5	21,8	34,5	17,3	100,0
Vocational and Technical Anatolian High School	F	3	5	11	33	26	78
	%	3,8	6,4	14,1	42,3	33,3	100,0
Total	F	23	31	53	124	69	300
	%	7,7	10,3	17,7	41,3	23,0	100,0
$X^2_{(8)}=16,881$; p=0,031*							

*p<0,05

As Table 19 illustrates, it was determined that there is a significant difference between the school types for the statement "I can find the new words in the subsequent chapters." ($X^2_{(8)}=39,170$; p<0,05). According to the frequency and percentage values, within the school types, Vocational and Technical High School students agree the statement the most, followed by Anatolian High School students and lastly Anatolian Religious Vocational High School students.

The views of the students about the exploitability of the reading texts in Teenwise 9 according to the types of school are also shown in the Figure 9, 10, 11, 12, 13, and 14. For the ease of comparison, the students' "Strongly Agree and Agree" and "Strongly Disagree and Disagree" answers were combined.

Figure 9. Distribution of students' answers to third item according to school types. (%)

As can be seen in Figure 9, students from Vocational and Technical Anatolian High School and Anatolian Religious Vocational High School agree with the statement "The passages introduce me to new ideas that make me think about things I haven't thought of before", while Anatolian High School students disagree.
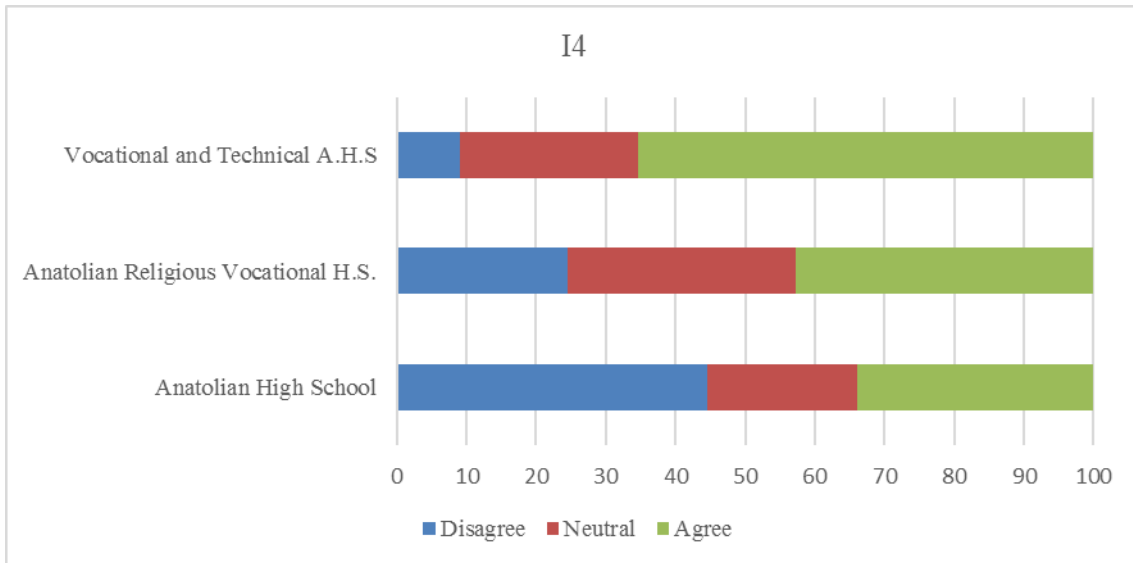
Figure 10. Distribution of students' answers to fourth item according to school types. (%)

As can be observed from Figure 10, students from Vocational and Technical Anatolian High School and Anatolian Religious Vocational High School tend to agree with the statement "The passages help me understand the way others feel or think". On the other hand, Anatolian High School students tend to disagree with the statement.
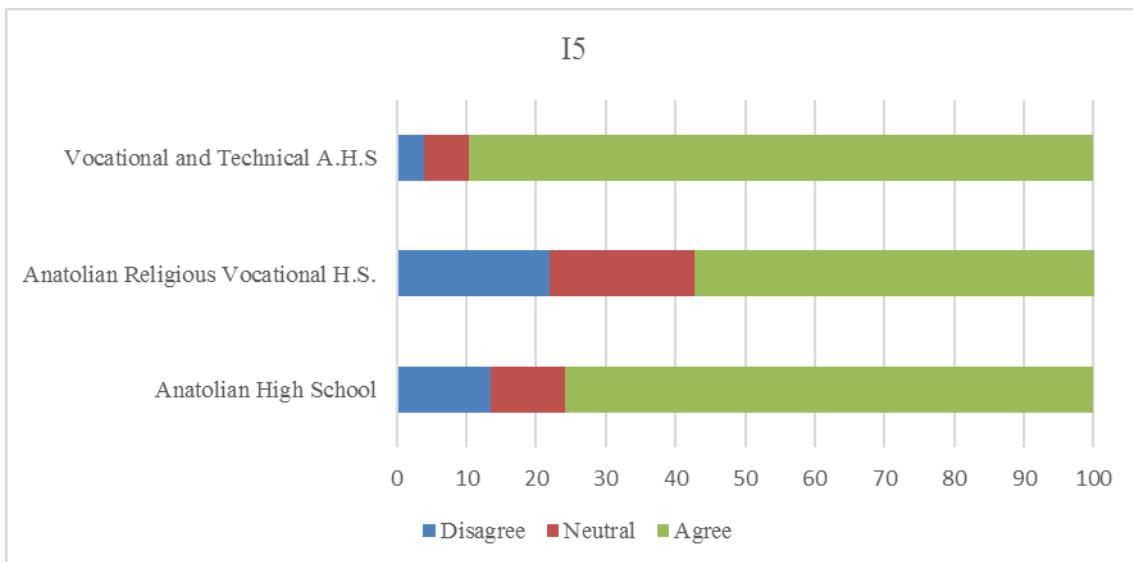
Figure 11. Distribution of students' answers to fifth item according to school types. (%)

As can be seen in Figure 11, students from all school types tend to agree with the statement "I was taught how to identify meaning of new words from context." Within the school types, Vocational and Technical High School students agreed with the statement the most and Anatolian Religious Vocational High School students agreed the least.
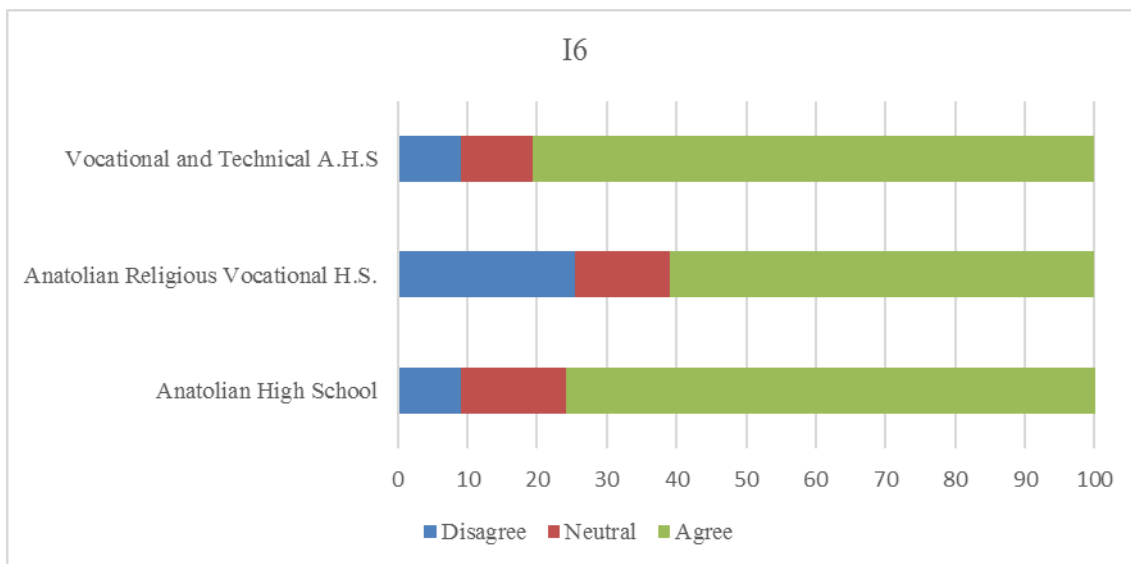
Figure 12. Distribution of students' answers to sixth item according to school types. (%)

In Figure 12, it is shown that students from all school types tend to agree with the statement "I can find out the meaning of some of the new words without the help of a dictionary.". Within the school types, Vocational and Technical High School students agreed with the statement the most and Anatolian Religious Vocational High School students agreed the least.
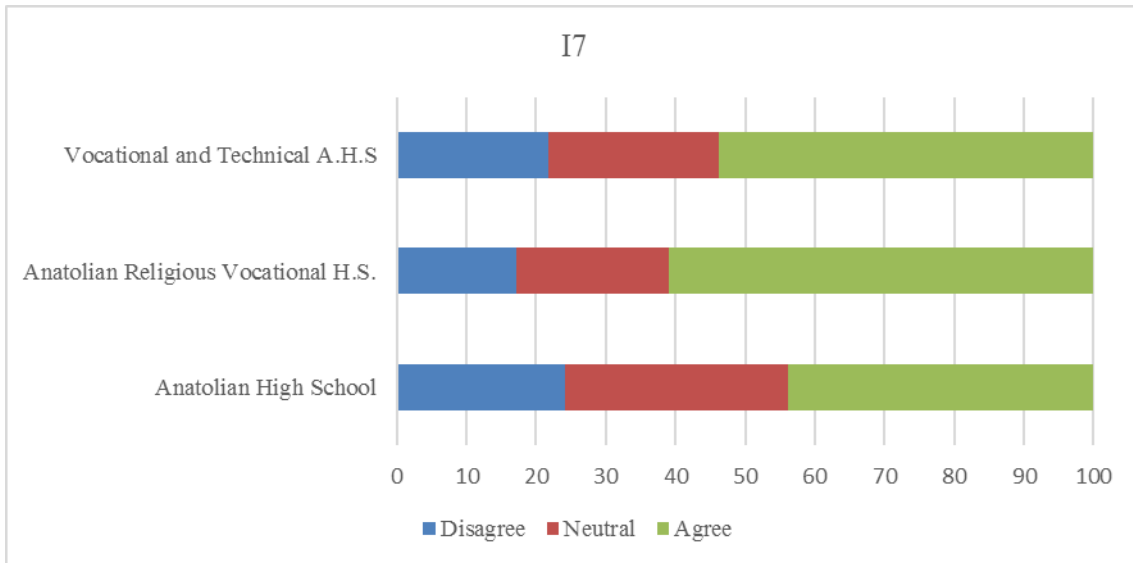
Figure 13. Distribution of students' answers to seventh item according to school types. (%)

As can be seen in Figure 13, all the participating students from Vocational and Technical High School, Anatolian Religious Vocational High School and Anatolian High School gave similar answers to the seventh item. In other words, they tend to agree with the statement "Some of the new words can be replaced by simpler words.". Although there is a small difference percentage-wise, there is not a significant difference statistically.
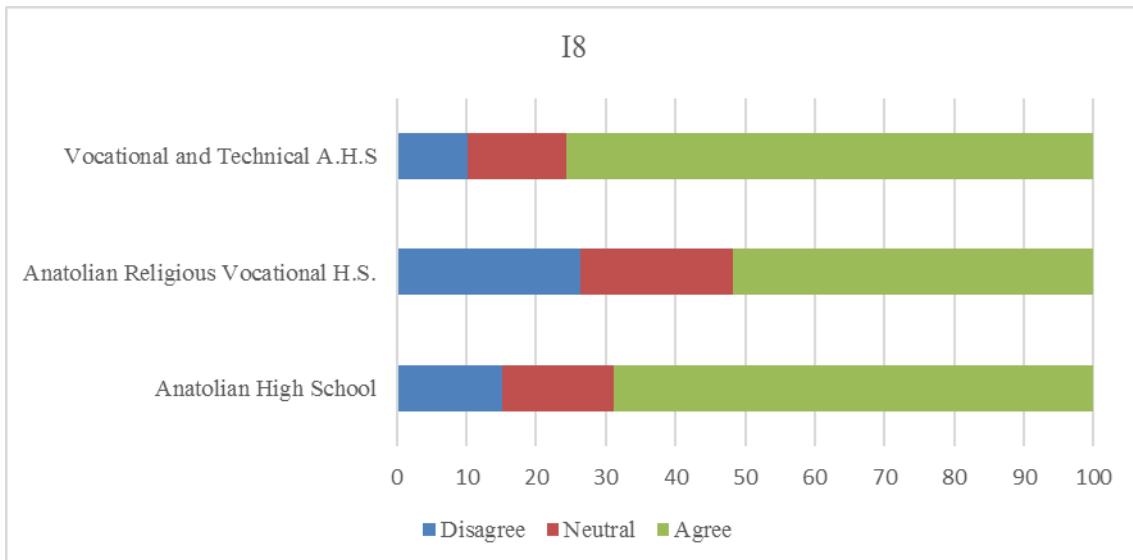
Figure 14. Distribution of students' answers to eighth item according to school types. (%)

When Figure 14 is examined, it is seen that students from Vocational and Technical High School and Anatolian High School expressed similar opinions on the statement "I can find the new words in the subsequent chapters.". However, Anatolian Religious Vocational High School students agreed less to the given statement.

4.2.2. Examination of the Views on the Exploitability of the Reading Texts in Teenwise 9 According to Gender

In order to detect whether the participants' views on the exploitability of the reading texts in Teenwise 9 showed a significant difference according to gender, chi-square statistic is calculated, and the results are shown in Table 20, 21, 22, 23, 24, and 25.

As can be observed from Table 20, there is a significant difference between genders for the statement "The passages introduce me to new ideas that make me think about things I haven't thought of before." ($X^2_{(4)}$=13,907; p<0,05). According to the frequency and percentage values, male students tend to agree with the statement more than female students.

As the Table 21 illustrates, there is not a significant difference between genders for the statement "The passages help me understand the way others feel or think." ($X^2_{(4)}$=4,787; p>0,05). In other words, both male and female students gave similar answers to the fourth item.

Table 20. Chi-square results regarding the views of the participants on the exploitability of the reading texts in Teenwise 9 according to gender (I3):

Item 3: The passages introduce me to new ideas that make me think about things I haven't thought of before.

Gender	Values	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Male	F	28	27	40	42	42	179
	%	15,6	15,1	22,3	23,5	23,5	100,0
Female	F	23	30	18	37	13	121
	%	19,0	24,8	14,9	30,6	10,7	100,0
Total	F	51	57	58	79	55	300
	%	17,0	19,0	19,3	26,3	18,3	100,0

$X^2_{(4)}=13,907$; p=0,008*

*p<0,05

Table 21. Chi-square results regarding the views of the participants on the exploitability of the reading texts in Teenwise 9 according to gender (I4):

Item 4: The passages help me understand the way others feel or think.

Gender	Values	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Male	F	18	25	52	65	19	179
	%	10,1	14,0	29,1	36,3	10,6	100,0
Female	F	21	20	28	38	14	121
	%	17,4	16,5	23,1	31,4	11,6	100,0
Total	F	39	45	80	103	33	300
	%	13,0	15,0	26,7	34,3	11,0	100,0

$X^2_{(4)}=4,787$; p=0,310

*p<0,05

Table 22. Chi-square results regarding the views of the participants on the exploitability of the reading texts in Teenwise 9 according to gender (I5):

Item 5: I was taught how to identify meaning of new words from context.

Gender	Values	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Male	f	11	13	25	69	61	179
	%	6,1	7,3	14,0	38,5	34,1	100,0
Female	f	5	13	15	57	31	121
	%	4,1	10,7	12,4	47,1	25,6	100,0
Total	f	16	26	40	126	92	300
	%	5,3	8,7	13,3	42,0	30,7	100,0
$X^2_{(4)}=4,635$; p=0,327							

*p<0,05

As Table 22 illustrates, there is not a significant difference between genders for the statement "I was taught how to identify meaning of new words from context." ($X^2_{(4)}=4,635$; p>0,05). That is to say, both male and female students expressed similar opinions on the given statement.

Table 23. Chi-square results regarding the views of the participants on the exploitability of the reading texts in Teenwise 9 according to gender (I6):

Item 6: I can find out the meaning of some of the new words without the help of a dictionary.

Gender	Values	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Male	f	15	20	27	67	50	179
	%	8,4	11,2	15,1	37,4	27,9	100,0
Female	f	4	6	13	65	33	121
	%	3,3	5,0	10,7	53,7	27,3	100,0
Total	f	19	26	40	132	83	300
	%	6,3	8,7	13,3	44,0	27,7	100,0

$X^2_{(4)}=11,537$; p=0,021*

*p<0,05

As can be observed from Table 23, there is a significant difference between genders for the statement "I can find out the meaning of some of the new words without the help of a dictionary." ($X^2_{(4)}=11,537$; p<0,05). According to the frequency and percentage values, female students tend to agree with the statement more than male students.

Table 24. Chi-square results regarding the views of the participants on the exploitability of the reading texts in Teenwise 9 according to gender (I7):

Item 7: Some of the new words can be replaced by simpler words.

Gender	Values	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Male	f	12	24	44	50	49	179
	%	6,7	13,4	24,6	27,9	27,4	100,0
Female	f	10	17	35	33	26	121
	%	8,3	14,0	28,9	27,3	21,5	100,0
Total	f	22	41	79	83	75	300
	%	7,3	13,7	26,3	27,7	25,0	100,0
$X^2_{(4)}$=1,791; p=0,774							

*p<0,05

As Table 24 illustrates, there is not a significant difference between genders for the statement "Some of the new words can be replaced by simpler words." ($X^2_{(4)}$=1,791; p>0,05). In other words, both female and male students have similar opinions on whether the new words can be replaced by simpler ones.

Table 25. Chi-square results regarding the views of the participants on the exploitability of the reading texts in Teenwise 9 according to gender (I8):

Item 8: I can find the new words in the subsequent chapters.

Gender	Values	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Male	F	17	18	31	73	40	179
	%	9,5	10,1	17,3	40,8	22,3	100,0
Female	F	6	13	22	51	29	121
	%	5,0	10,7	18,2	42,1	24,0	100,0
Total	F	23	31	53	124	69	300
	%	7,7	10,3	17,7	41,3	23,0	100,0
$X^2_{(4)}=2,118$; p=0,714							

*p<0,05

As can be observed from Table 25, there is not a significant difference between genders for the statement "I can find the new words in the subsequent chapters." ($X^2_{(4)}=2,118$; p>0,05). Both female and male students had similar opinions on the given statement.

The views of the students about the exploitability of the reading texts in Teenwise 9 according to genders are also shown in Figure 15, 16, 17, 18, 19, and 20. For the ease of comparison, the students' "Strongly Agree and Agree" and "Strongly Disagree and Disagree" answers were combined.
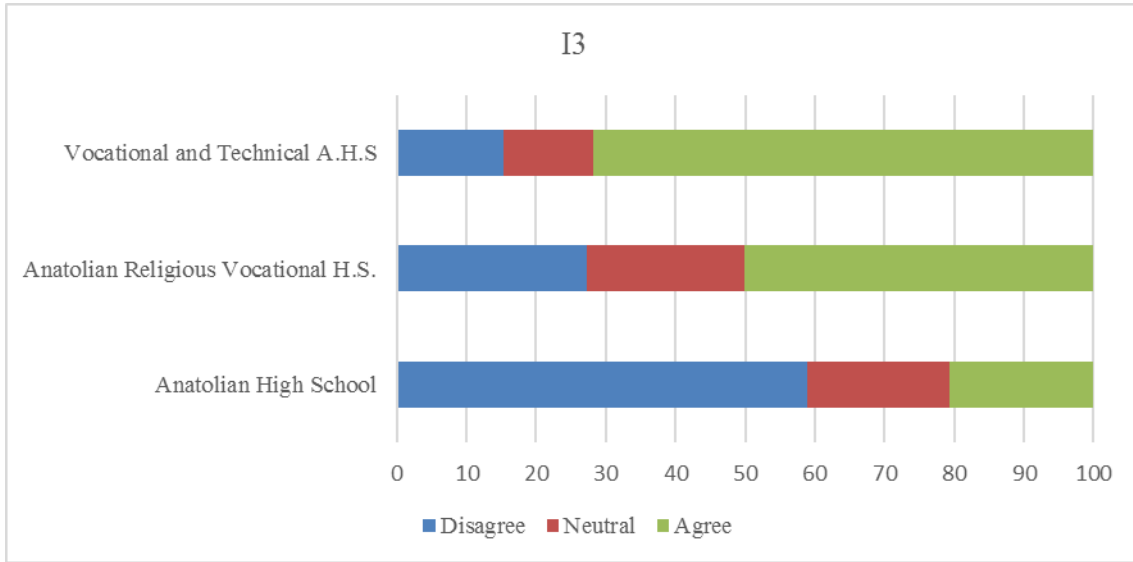
Figure 15. Distribution of students' answers to third item according to gender. (%)

In Figure 15 it is shown that, male students seem to agree more with the statement "The passages introduce me to new ideas that make me think about things I haven't thought of before."

Figure 16. Distribution of students' answers to fourth item according to gender. (%)

As can be seen in Figure 16, both male and female students expressed similar opinions on the statement "The passages help me understand the way others feel or think".
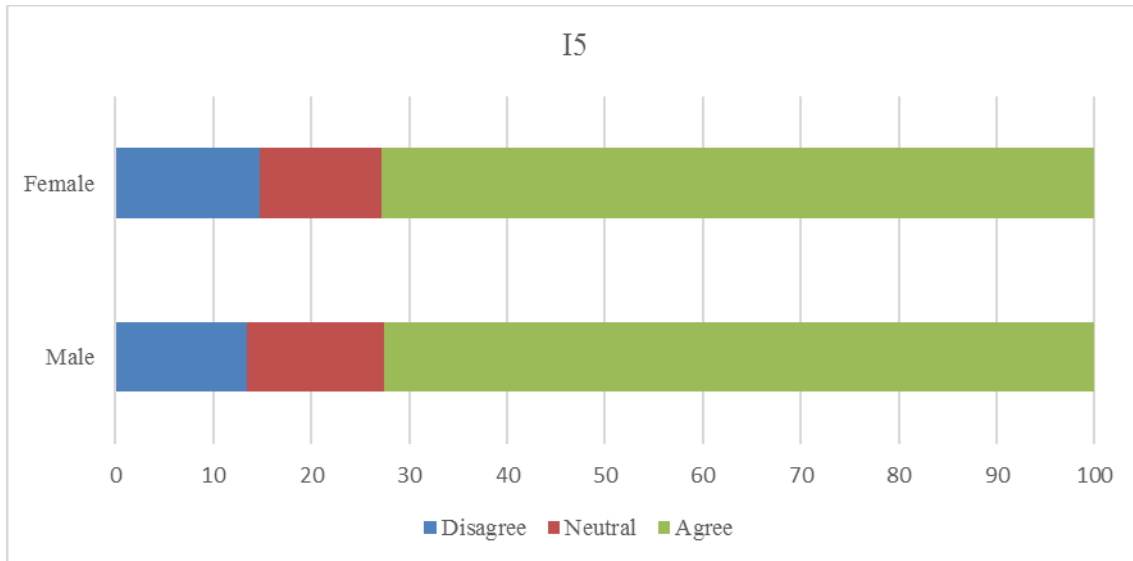
Figure 17. Distribution of students' answers to fifth item according to gender. (%)

In Figure 17 it is shown that, both female and male students mostly agreed with the fifth statement "I was taught how to identify meaning of new words from context."

Figure 18. Distribution of students' answers to sixth item according to gender. (%)

When Figure 18 is examined, it is seen that female students agreed more to the statement "I can find out the meaning of some of the new words without the help of a dictionary."
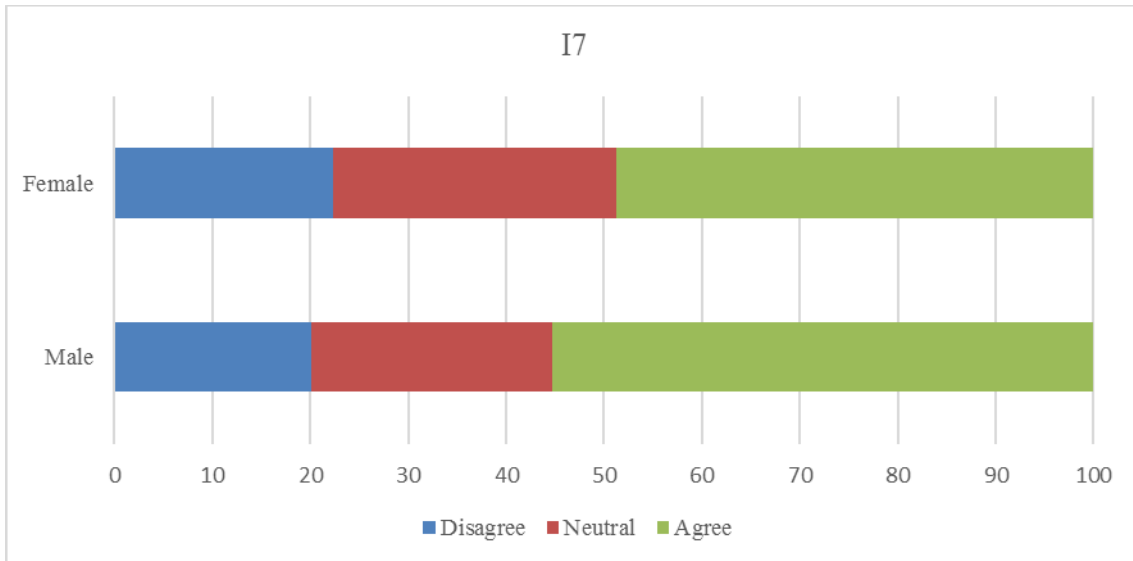
Figure 19. Distribution of students' answers to seventh item according to gender. (%)

As can be seen in Figure 19, both male and female students have the same opinions on whether the new words can be replaced by simpler ones.
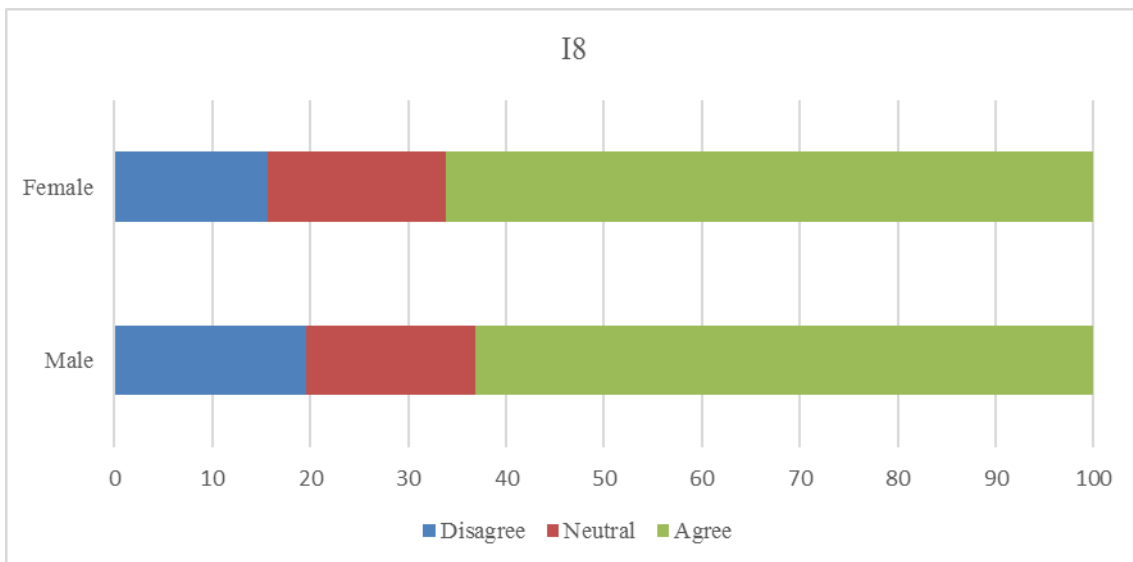
Figure 20. Distribution of students' answers to eighth item according to gender. (%)

As Figure 20 illustrates, both male and female students mostly agree that they are able to find the new words in the subsequent chapters.

4.2.3. Examination of the Views on the Exploitability of the Reading Texts in Teenwise 9 According to Age

In order to detect whether the participants' views on the exploitability of the reading texts in Teenwise 9 showed a significant difference according to age, chi-square statistic is calculated, and the results are shown in Table 26, 27, 28, 29, 30, and 31.

Table 26. Chi-square results regarding the views of the participants on the exploitability of the reading texts in Teenwise 9 according to age (I3):

Item 3: The passages introduce me to new ideas that make me think about things I haven't thought of before.

Age	Values	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
14	F	12	7	12	9	9	49
	%	24,5	14,3	24,5	18,4	18,4	100,0
15	F	33	41	38	61	37	210
	%	15,7	19,5	18,1	29,0	17,6	100,0
16-18	F	6	9	8	9	9	41
	%	14,6	22,0	19,5	22,0	22,0	100,0
Total	F	51	57	58	79	55	300
	%	17,0	19,0	19,3	26,3	18,3	100,0

$X^2_{(8)}=6,007$; p=0,646

*p<0,05

As can be observed from Table 26, there is not a significant difference according to students' ages for the statement "The passages introduce me to new ideas that make me think about things I haven't thought of before." ($X^2_{(8)}$=6,007; p>0,05). In other words, all the participants from different age groups have similar opinions on the given statement.

Table 27. Chi-square results regarding the views of the participants on the exploitability of the reading texts in Teenwise 9 according to age (I4):

Age	Values	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
14	f	10	7	9	16	7	49
	%	20,4	14,3	18,4	32,7	14,3	100,0
15	f	25	33	59	68	25	210
	%	11,9	15,7	28,1	32,4	11,9	100,0
16-18	f	4	5	12	19	1	41
	%	9,8	12,2	29,3	46,3	2,4	100,0
Total	f	39	45	80	103	33	300
	%	13,0	15,0	26,7	34,3	11,0	100,0

Item 4: The passages help me understand the way others feel or think.

$X^2_{(8)}$=9,792; p=0,280

*p<0,05

Table 27 shows that there is not a significant difference according to students' ages for the statement "The passages help me understand the way others feel or think." ($X^2_{(8)}$=9,792; p>0,05). All the participating students from different age groups have similar opinions on the given statement.

102

Table 28. Chi-square results regarding the views of the participants on the exploitability of the reading texts in Teenwise 9 according to age (I5):

Item 5: I was taught how to identify meaning of new words from context

Age	Values	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
14	f	4	4	4	22	15	49
	%	8,2	8,2	8,2	44,9	30,6	100,0
15	f	11	18	27	89	65	210
	%	5,2	8,6	12,9	42,4	31,0	100,0
16-18	f	1	4	9	15	12	41
	%	2,4	9,8	22,0	36,6	29,3	100,0
Total	f	16	26	40	126	92	300
	%	5,3	8,7	13,3	42,0	30,7	100,0

$X^2_{(8)}=5,181$; p=0,738

*p<0,05

As Table 28 illustrates, it was determined that there is a not significant difference according to students' ages for the statement "I was taught how to identify meaning of new words from context." ($X^2_{(8)}=5,181$; p>0,05). All students from different age groups have similar levels of identifying words from context.

Table 29. Chi-square results regarding the views of the participants on the exploitability of the reading texts in Teenwise 9 according to age (I6):

Item 6: I can find out the meaning of some of the new words without the help of a dictionary.

Age	Values	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
14	f	5	2	4	17	21	49
	%	10,2	4,1	8,2	34,7	42,9	100,0
15	f	12	16	33	96	53	210
	%	5,7	7,6	15,7	45,7	25,2	100,0
16-18	f	2	8	3	19	9	41
	%	4,9	19,5	7,3	46,3	22,0	100,0
Total	f	19	26	40	132	83	300
	%	6,3	8,7	13,3	44,0	27,7	100,0

$X^2_{(8)}=17,605$; p=0,024*

*p<0,05

As can be observed from Table 29, there is a significant difference according to students' ages for the statement "I can find out the meaning of some of the new words without the help of a dictionary." ($X^2_{(8)}=17,605$; p<0,05). When the frequency and percentage values are examined, it is seen that 14-year-old students agree the statement the most.

Table 30. Chi-square results regarding the views of the participants on the exploitability of the reading texts in Teenwise 9 according to age (I7):

Item 7: Some of the new words can be replaced by simpler words.							

Age	Values	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
14	f	2	5	15	13	14	49
	%	4,1	10,2	30,6	26,5	28,6	100,0
15	f	20	33	52	55	50	210
	%	9,5	15,7	24,8	26,2	23,8	100,0
16-18	f	0	3	12	15	11	41
	%	0,0	7,3	29,3	36,6	26,8	100,0
Total	f	22	41	79	83	75	300
	%	7,3	13,7	26,3	27,7	25,0	100,0
$X^2_{(8)}=9,834$; p=0,277							

*p<0,05

As Table 30 illustrates, there is not a significant difference between age groups for the statement "Some of the new words can be replaced by simpler words." ($X^2_{(8)}=9,834$; p>0,05). That is to say, different age groups have similar opinions on whether the new words can be replaced by simpler ones.

Table 31. Chi-square results regarding the views of the participants on the exploitability of the reading texts in Teenwise 9 according to age (I8):

Item 8: I can find the new words in the subsequent chapters.

Age	Values	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
14	F	2	9	3	20	15	49
	%	4,1	18,4	6,1	40,8	30,6	100,0
15	F	17	13	39	94	47	210
	%	8,1	6,2	18,6	44,8	22,4	100,0
16-18	F	4	9	11	10	7	41
	%	9,8	22,0	26,8	24,4	17,1	100,0
Total	F	23	31	53	124	69	300
	%	7,7	10,3	17,7	41,3	23,0	100,0
$X^2_{(8)}=24,095$; p=0,002*							

*p<0,05

When Table 31 is examined, it is seen that there is a significant difference between age groups for the statement "I can find the new words in the subsequent chapters." ($X^2_{(8)}=24,095$; p<0,05). According to the frequency and percentage values, the 14-year-old participants agreed more with the given statement than the 16-18-year-olds.

The views of the students about the exploitability of the reading texts in Teenwise 9 according to their ages are also shown in the Figure 21, 22, 23, 24, 25, and 26. For the ease of comparison, the students' "Strongly Agree and Agree" and "Strongly Disagree and Disagree" answers were combined.
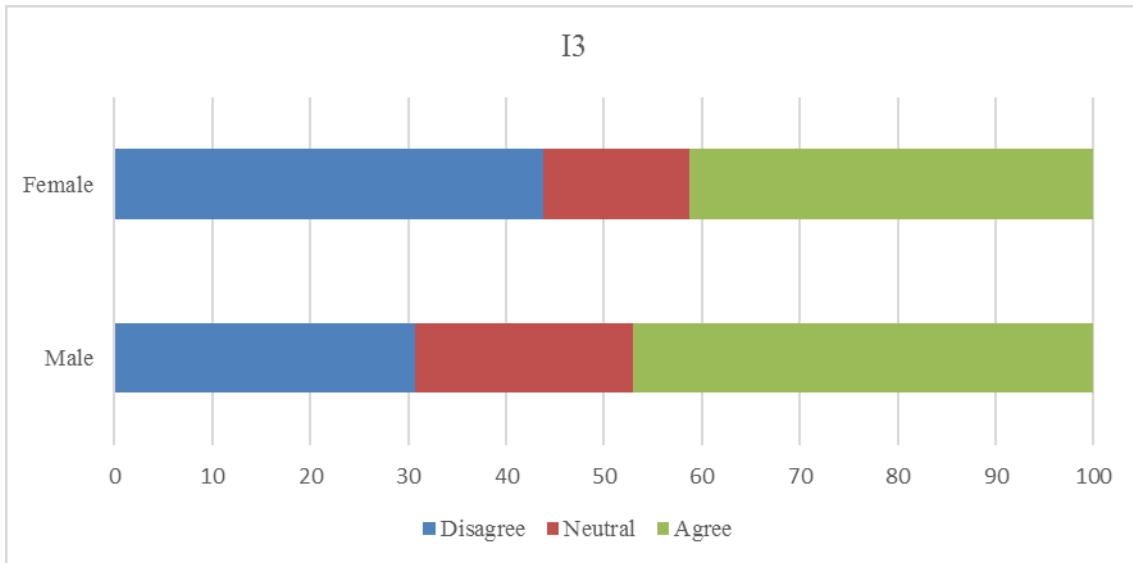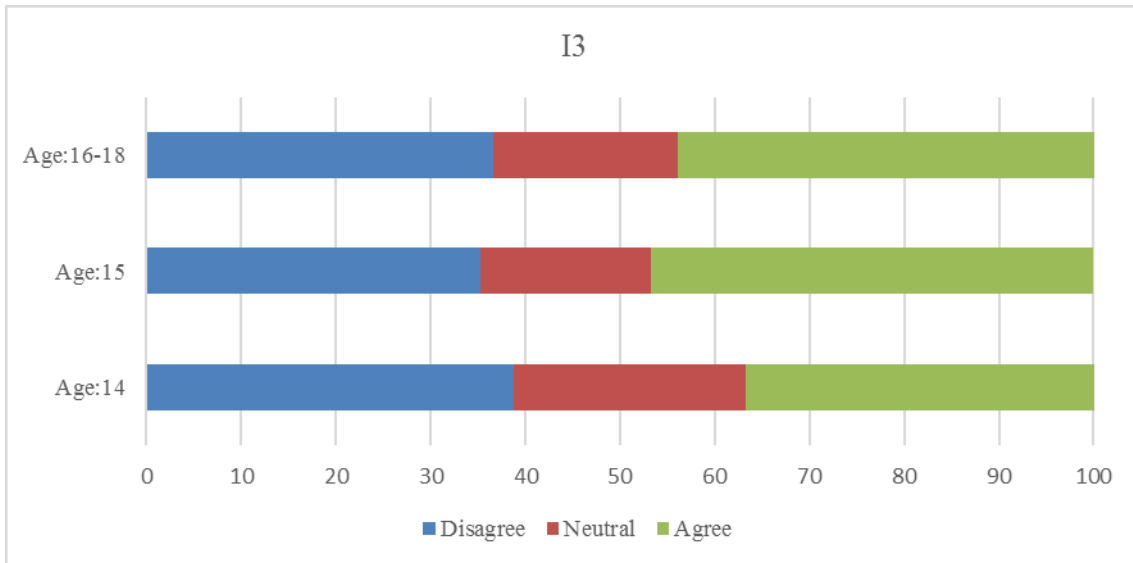
Figure 21. Distribution of students' answers to third item according to age. (%)

In Figure 21 it is shown that, students from different age groups expressed similar opinions on the statement "The passages introduce me to new ideas that make me think about things I haven't thought of before." There is not a significant difference statistically according to different age groups.
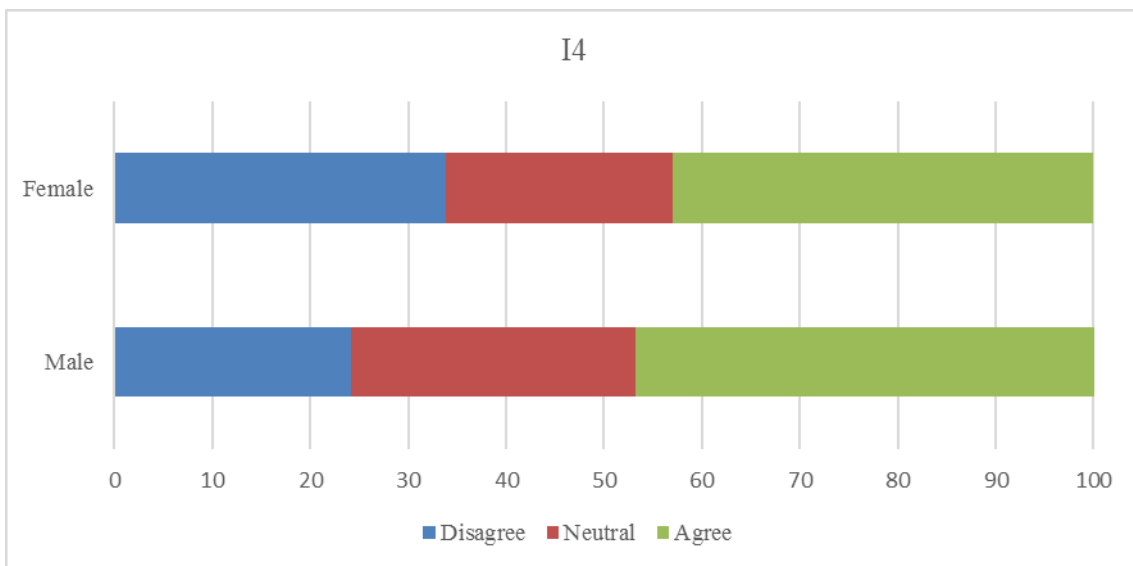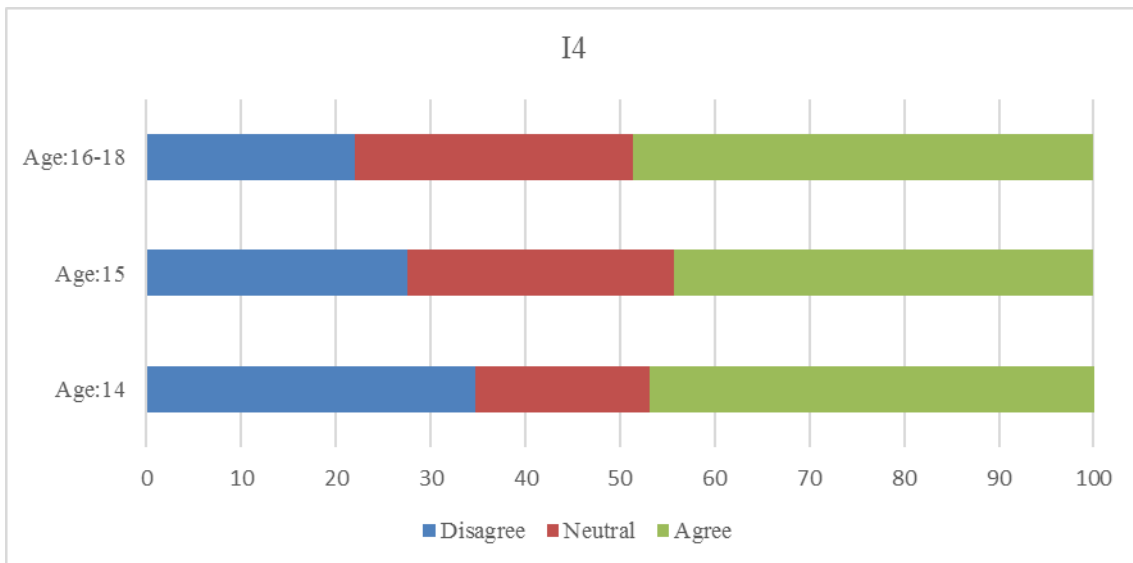

Figure 22. Distribution of students' answers to fourth item according to age. (%)

As can be seen in Figure 22, participating students from different age groups had similar opinions on the statement "The passages help me understand the way others feel or think".
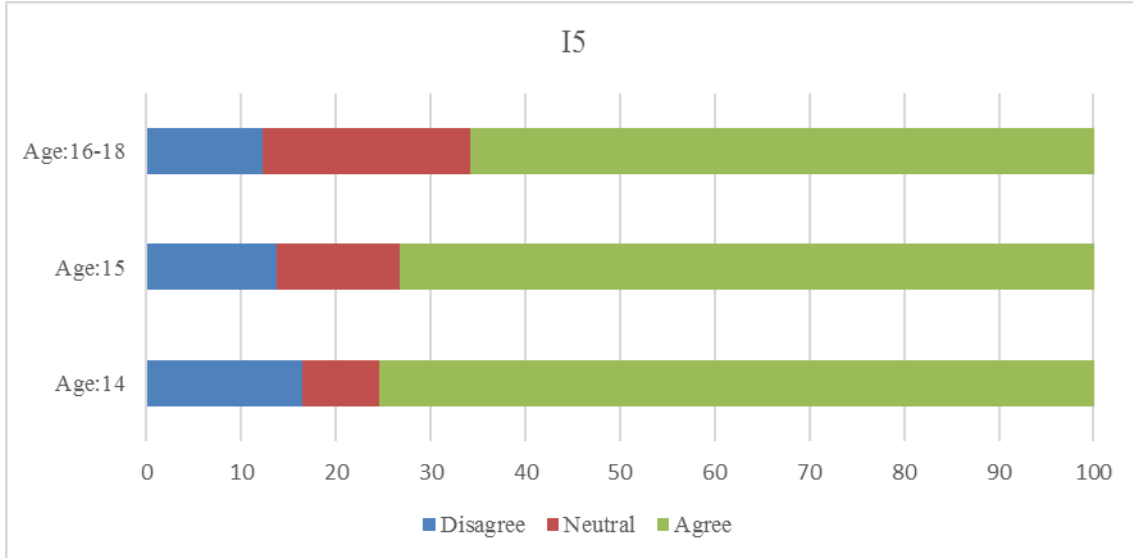
Figure 23. Distribution of students' answers to fifth item according to age. (%)

As can be observed from Figure 23, students from different age groups expressed similar opinions on the statement "I was taught how to identify meaning of new words from context." There is not a significant difference statistically according to different age groups.
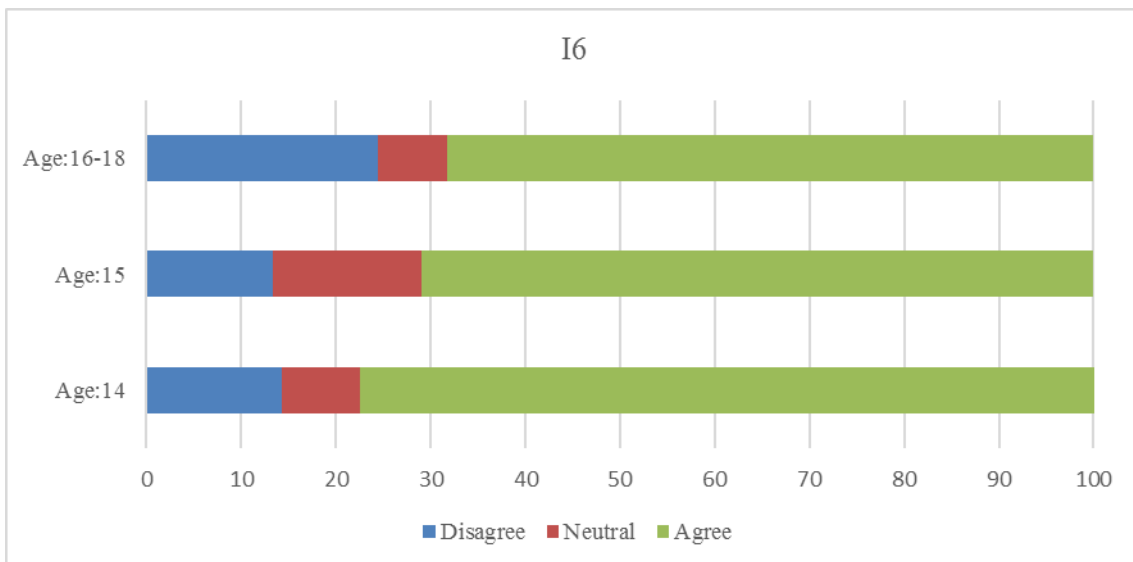
Figure 24. Distribution of students' answers to sixth item according to age. (%)

Figure 24 shows that 14-year-olds agree with the statement "I can find out the meaning of some of the new words without the help of a dictionary." more than other participants.
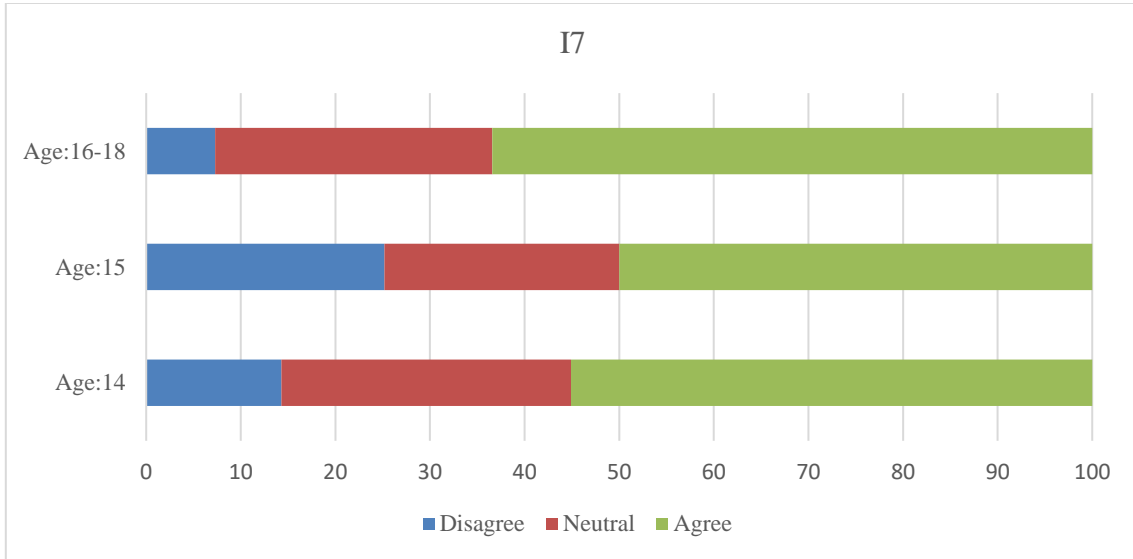
Figure 25. Distribution of students' answers to seventh item according to age. (%)

As illustrated in Figure 25, students from different age groups expressed similar opinions on the statement "Some of the new words can be replaced by simpler words." There is not a significant difference statistically according to different age groups.
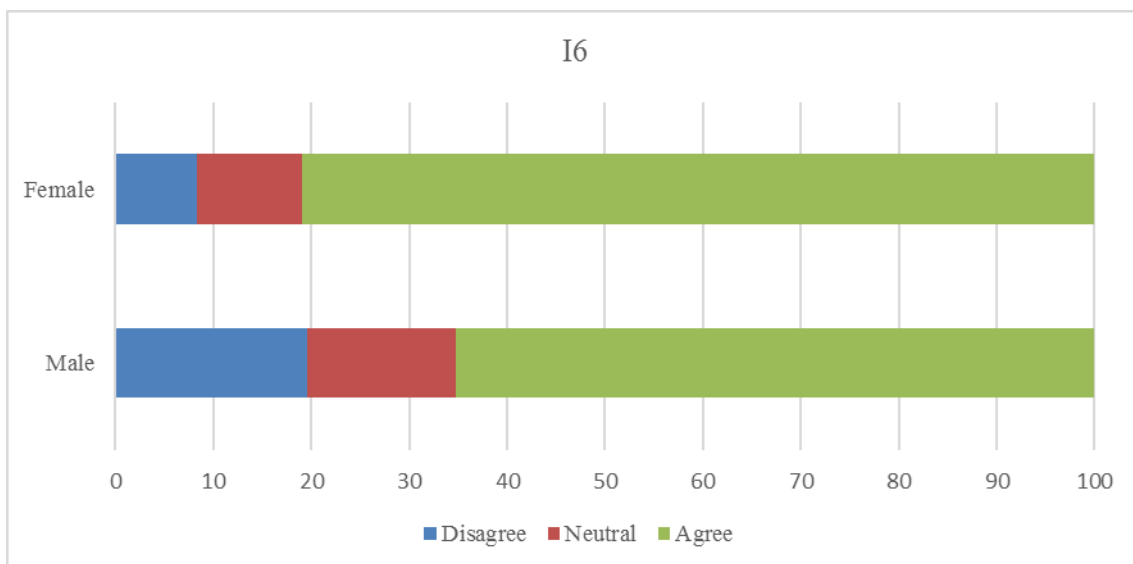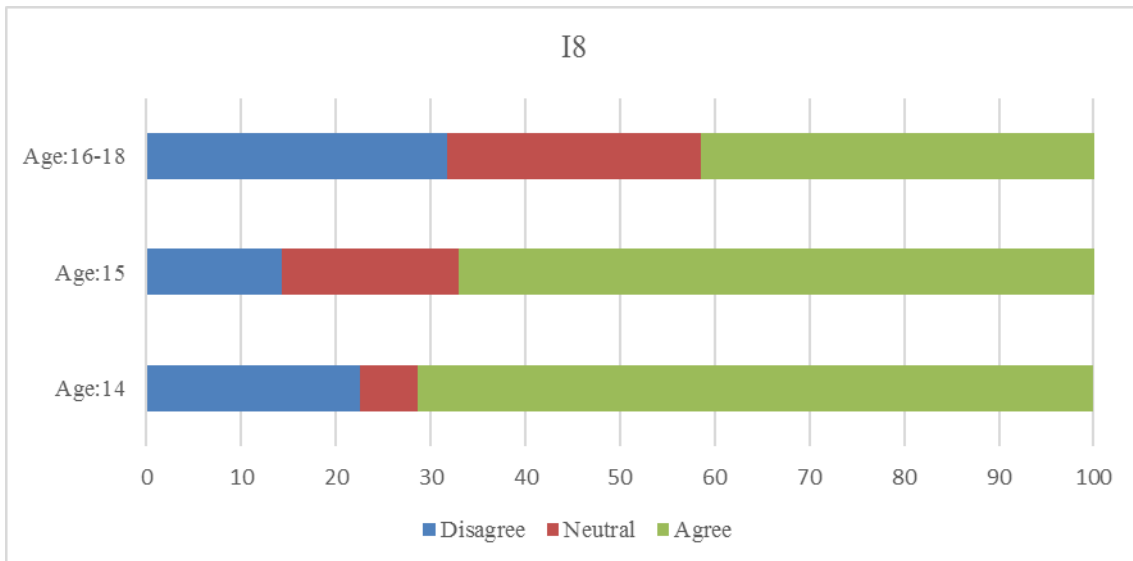

Figure 26. Distribution of students' answers to eighth item according to age. (%)

When Figure 26 is examined, it is seen that 16-18-year-old students significantly disagree more with the statement "I can find the new words in the subsequent chapters." compared to other age groups.

4.3. The Thoughts of Students on the Readability of the Reading Texts in Teenwise 9

The participating 9th-grade students were asked six items to assess their views about the readability of the reading texts in Teenwise 9. The frequency and percentage values were calculated, and the results are shown in the Table 32.

As can be seen from Table 32, 21,3% (n=64) of the participating students strongly disagreed with the following statement: *'The passages in the textbook are very difficult.'*, while 33,0% (n=99) disagreed, 20,3% (n=61) were neutral, 14,0 % (n=42) agreed, and 11,3% (n=34) strongly agreed.

The table further illustrates that 8,0% (n=24) of the participants strongly disagree and 7,7% (n=23) disagree with the questionnaire item *'The new words are worth learning at this stage.'*, whereas 16,7% (n=50) remained neutral, 38,0% (n=114) agreed and 29,7% (n=89) strongly agreed.

For the statement *'The new words are not too many.'*, 11,3% (n=34) of the students answered, "strongly disagree", 24,0% (n=72) answered "disagree", and 36,7% (n=110) remained neutral. 17,3% (n=52) of the students agreed and 10,7% (n=32) strongly agreed with the given statement.

%12,3 (n=37) of the students strongly disagreed with the statement *'The new words are introduced from simple to complex words.'*, while 17,7% (n=53) disagreed, 29,0 (n=87) were neutral, 23,0 % (n=69) agreed, and 18,0% (n=54) strongly agreed.

Only 9,0% (n=27) of the participants strongly disagreed with the statement *'The sentence length is reasonable for me.'*, while 11,7% (n=35) disagreed, 16,3% (n=49) were neutral, 40,0% (n=120) agreed, and 23,0% (n=69) strongly agreed.

Finally, for the statement *'The sentence structures gradually increase in complexity.'*, 11,3% (n=34) of the students answered, "strongly disagree", 20,7% (n=62) answered "disagree", and 28,3% (n=85) remained neutral. 24,0% (n=72) of the students agreed and 15,7% (n=47) strongly agreed with the given statement.

When students' opinions about the readability of the reading texts in Teenwise 9 are examined it is found that they tend to agree with the following items respectively:

- The new words are worth learning at this stage,

- The sentence lengths reasonable,

- The passages in the textbook are not very difficult,

- The new words are introduced from simple to complex words.

- The sentence structures gradually increase in complexity.

- There are too many new words.

Table 32. Frequency and Percentage Values of Students' Views Regarding the Readability of the reading texts in Teenwise 9.

Readability	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
Items	f	%	F	%	f	%	F	%	f	%
9. The passages in the textbook are very difficult.	64	21,3	99	33,0	61	20,3	42	14,0	34	11,3
10. The new words are worth learning at this stage.	24	8,0	23	7,7	50	16,7	114	38,0	89	29,7
11. The new words are not too many.	34	11,3	72	24,0	110	36,7	52	17,3	32	10,7
12. The new words are introduced from simple to complex words.	37	12,3	53	17,7	87	29,0	69	23,0	54	18,0
13. The sentence length is reasonable for me.	27	9,0	35	11,7	49	16,3	120	40,0	69	23,0
14. The sentence structures gradually increase in complexity.	34	11,3	62	20,7	85	28,3	72	24,0	47	15,7

4.3.1. Examination of the Views on the Readability of the Reading Texts in Teenwise 9 According to School Types:

In order to detect whether the participants' views on the readability of the reading texts in Teenwise 9 showed a significant difference by school type, chi-square statistic is calculated, and the results are shown in Table 33, 34, 35, 36, 37, and 38.

Table 33. Chi-square results regarding the views of the participants on the readability of the reading texts in Teenwise 9 according to school types (I9):

Item 9: The passages in the textbook are very difficult.

School Type	Values	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Anatolian High School	f	32	42	26	11	1	112
	%	28,6	37,5	23,2	9,8	0,9	100,0
Anatolian Religious Vocational High School	f	17	18	22	28	25	110
	%	15,5	16,4	20,0	25,5	22,7	100,0
Vocational and Technical Anatolian High School	f	15	39	13	3	8	78
	%	19,2	50,0	16,7	3,8	10,3	100,0
Total	f	64	99	61	42	34	300
	%	21,3	33,0	20,3	14,0	11,3	100,0
$X^2_{(8)}$=63,319; p=0,000*							

*p<0,05

As Table 33 illustrates, it was determined that there is a significant difference between the school types for the statement "The passages in the textbook are very difficult." ($X^2_{(8)}$=63,319; p<0,05). When the frequency and percentage values are examined, it is seen that students from Vocational and Technical High School and Anatolian High School did not find the reading texts in Teenwise 9 difficult, while Anatolian Religious Vocational High School students generally found the texts difficult.

Table 34. Chi-square results regarding the views of the participants on the readability of the reading texts in Teenwise 9 according to school types (I10):

Item 10: The new words are worth learning at this stage.

School Type	Values	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Anatolian High School	f	13	11	19	53	16	112
	%	11,6	9,8	17,0	47,3	14,3	100,0
Anatolian Religious Vocational High School	f	10	10	24	31	35	110
	%	9,1	9,1	21,8	28,2	31,8	100,0
Vocational and Technical Anatolian High School	f	1	2	7	30	38	78
	%	1,3	2,6	9,0	38,5	48,7	100,0
Total	f	24	23	50	114	89	300
	%	8,0	7,7	16,7	38,0	29,7	100,0
$X^2_{(8)}=38,532$; p=0,000*							

*p<0,05

As can be seen from Table 34, there is a significant difference between the school types for the statement "The new words are worth learning at this stage." ($X^2_{(8)}=38,532$; p<0,05). When the frequency and percentage values are examined, it is seen that Vocational and Technical High School students agreed the statement the most.

Table 35. Chi-square results regarding the views of the participants on the readability of the reading texts in Teenwise 9 according to school types (I11):

Item 11: The new words are not too many.

School Type	Values	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Anatolian High School	f	5	31	40	22	14	112
	%	4,5	27,7	35,7	19,6	12,5	100,0
Anatolian Religious	f	25	18	42	13	12	110
Vocational High School	%	22,7	16,4	38,2	11,8	10,9	100,0
Vocational and	f	4	23	28	17	6	78
Technical Anatolian High School	%	5,1	29,5	35,9	21,8	7,7	100,0
Total	f	34	72	110	52	32	300
	%	11,3	24,0	36,7	17,3	10,7	100,0
$X^2_{(8)}=28,482$; p=0,000*							

*p<0,05

As can be seen from Table 35, there is a significant difference between the school types for the statement "The new words are not too many." ($X^2_{(8)}=28,482$; p<0,05). According to the frequency and percentage values, among other school types, Anatolian Religious Vocational High School students disagreed with the statement the most. In other words, they thought there were too many new words in the reading texts.

Table 36. Chi-square results regarding the views of the participants on the readability of the reading texts in Teenwise 9 according to school types (I12):

Item 12: The new words are introduced from simple to complex words.

School Type	**Values**	**Strongly Disagree**	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**	**Total**
Anatolian High School	f	18	31	40	18	5	112
	%	16,1	27,7	35,7	16,1	4,5	100,0
Anatolian Religious Vocational High School	f	12	13	30	26	29	110
	%	10,9	11,8	27,3	23,6	26,4	100,0
Vocational and Technical Anatolian High School	f	7	9	17	25	20	78
	%	9,0	11,5	21,8	32,1	25,6	100,0
Total	f	37	53	87	69	54	300
	%	12,3	17,7	29,0	23,0	18,0	100,0
$X^2{}_{(8)}$=38,897; p=0,003*							

*p<0,05

As Table 36 illustrates, there is a significant difference between the school types for the statement "The new words are introduced from simple to complex words." ($X^2{}_{(8)}$=38,897; p<0,05). According to the frequency and percentage values, students from Anatolian Religious Vocational High School and Vocational and Technical Anatolian High School tend to agree more to the statement than Anatolian High School students.

Table 37. Chi-square results regarding the views of the participants on the readability of the reading texts in Teenwise 9 according to school types (I13):

Item 13: The sentence length is reasonable for me.

School Type	Values	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Anatolian High School	f	5	10	17	58	22	112
	%	4,5	8,9	15,2	51,8	19,6	100,0
Anatolian Religious Vocational High School	f	19	16	24	30	21	110
	%	17,3	14,5	21,8	27,3	19,1	100,0
Vocational and Technical Anatolian High School	f	3	9	8	32	26	78
	%	3,8	11,5	10,3	41,0	33,3	100,0
Total	F	27	35	49	120	69	300
	%	9,0	11,7	16,3	40,0	23,0	100,0
$X^2_{(8)}=31,875$; p=0,000*							

*p<0,05

As Table 37 illustrates, there is not a significant difference between the school types for the statement "The sentence length is reasonable for me." ($X^2_{(8)}=31,875$; p>0,05). When the frequency and percentage values are examined, it is seen that Anatolian Religious Vocational High School students tend to disagree with the statement more than others.

Table 38. Chi-square results regarding the views of the participants on the readability of the reading texts in Teenwise 9 according to school types (I14):

Item 14: The sentence structures gradually increase in complexity.							

School Type	Values	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Anatolian High School	F	20	32	32	22	6	112
	%	17,9	28,6	28,6	19,6	5,4	100,0
Anatolian Religious Vocational High School	F	7	9	34	31	29	110
	%	6,4	8,2	30,9	28,2	26,4	100,0
Vocational and Technical Anatolian High School	F	7	21	19	19	12	78
	%	9,0	26,9	24,4	24,4	15,4	100,0
Total	F	34	62	85	72	47	300
	%	11,3	20,7	28,3	24,0	15,7	100,0
$X^2_{(8)}$=38,169; p=0,031*							

*p<0,05

As can be seen from Table 38, there is a significant difference between the school types for the statement "The sentence structures gradually increase in complexity." ($X^2_{(8)}$=38,169; p<0,05). When the frequency and percentage values are examined, it is seen that Anatolian High School students tend to disagree with the statement more than others.

The opinions of the students about the readability of the reading texts in Teenwise 9 according to school types are also shown in the Figure 27, 28, 29, 30, 31 and 32. For the ease of

comparison, the students' "Strongly Agree and Agree" and "Strongly Disagree and Disagree" answers were combined.

Figure 27. Distribution of students' answers to ninth item according to school types. (%)

As can be observed from Figure 27, among other school types, Anatolian Religious Vocational High School students found the reading passages in Teenwise 9 difficult the most.
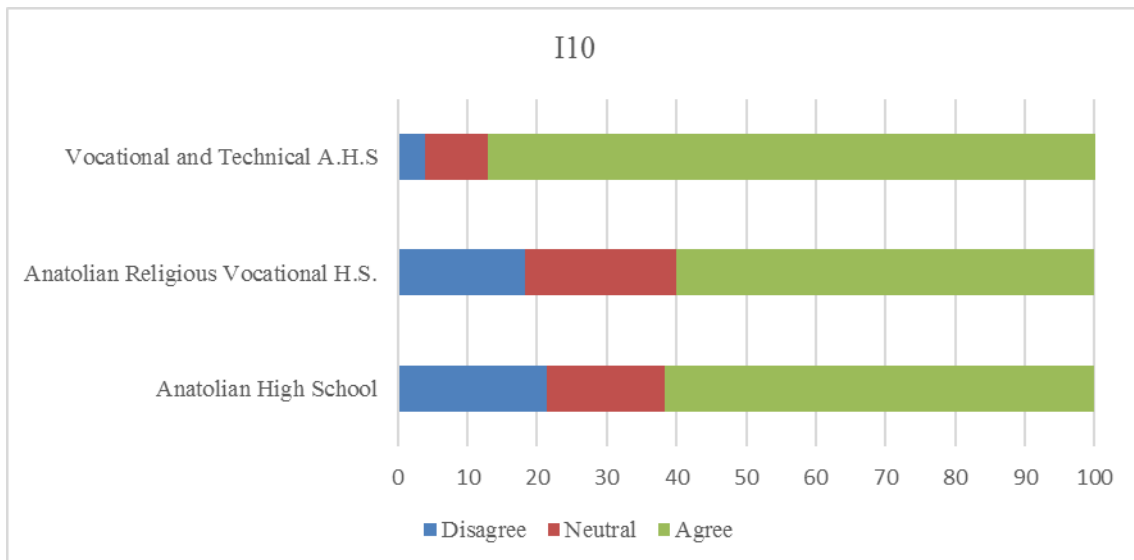
Figure 28. Distribution of students' answers to tenth item according to school types. (%)

When Figure 28 is examined, it is seen that Vocational and Technical Anatolian High School agreed with the statement "The new words are worth learning at this stage." the most.
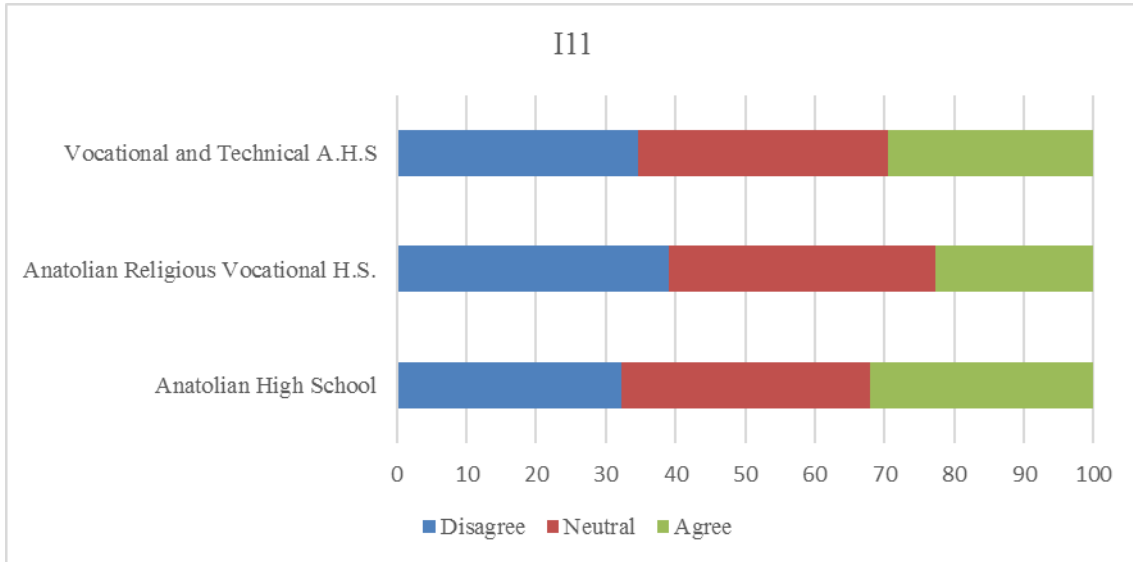
Figure 29. Distribution of students' answers to eleventh item according to school types. (%)

In Figure 29 it is shown that, Anatolian Religious Vocational High School students tend to think there are too many new words in the reading passages.
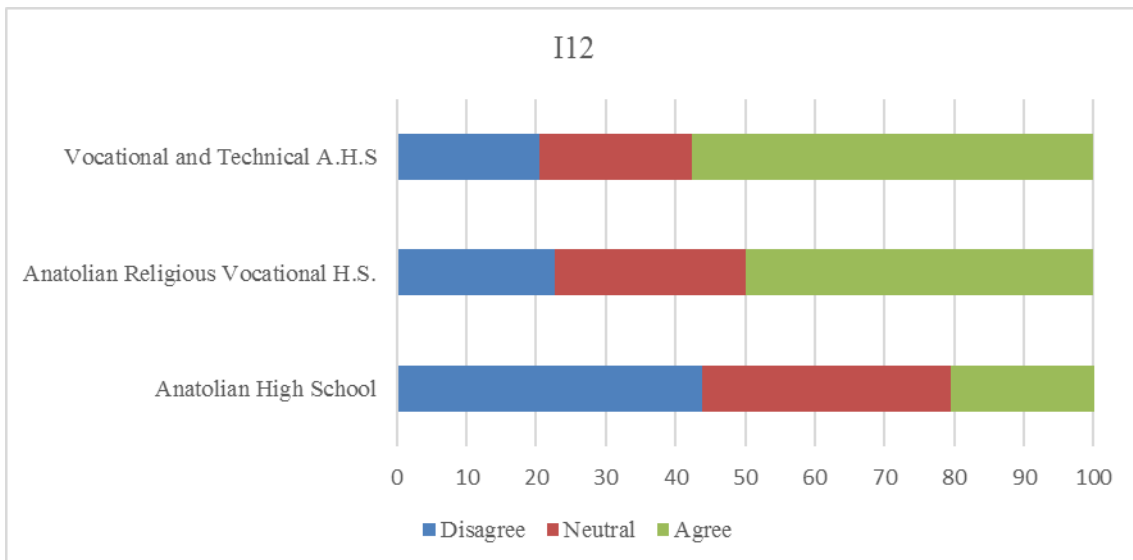
Figure 30. Distribution of students' answers to twelfth item according to school types. (%)

As can be observed from Figure 30, Anatolian High School students disagreed with the statement "The new words are introduced from simple to complex words." the most.
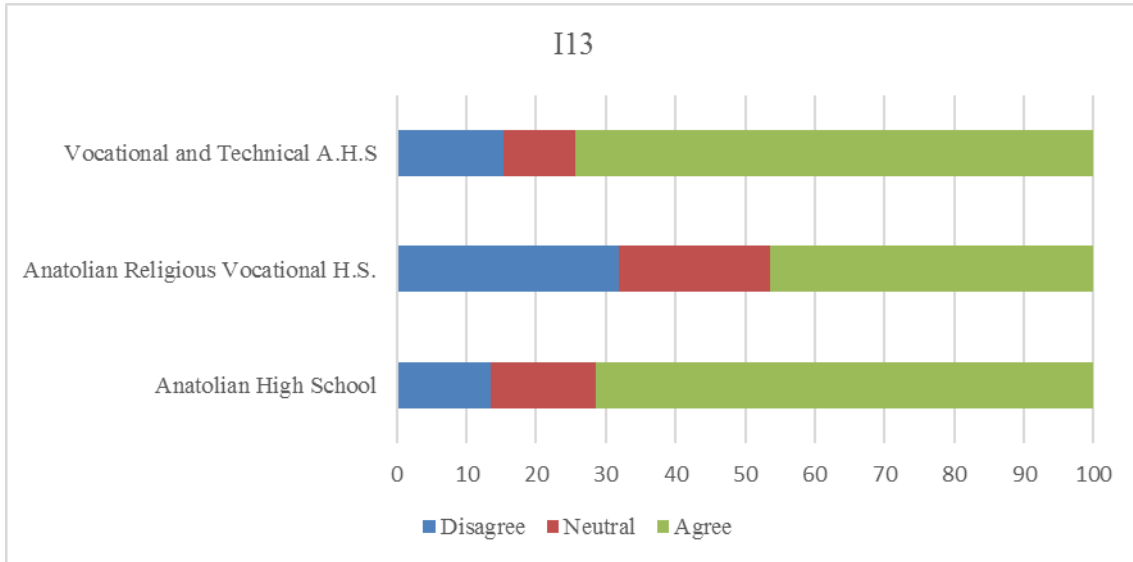
Figure 31. Distribution of students' answers to thirteenth item according to school types. (%)

As Figure 31 illustrates, Anatolian Religious Vocational High School students disagreed with the statement "The sentence length is reasonable for me." more than other school types.
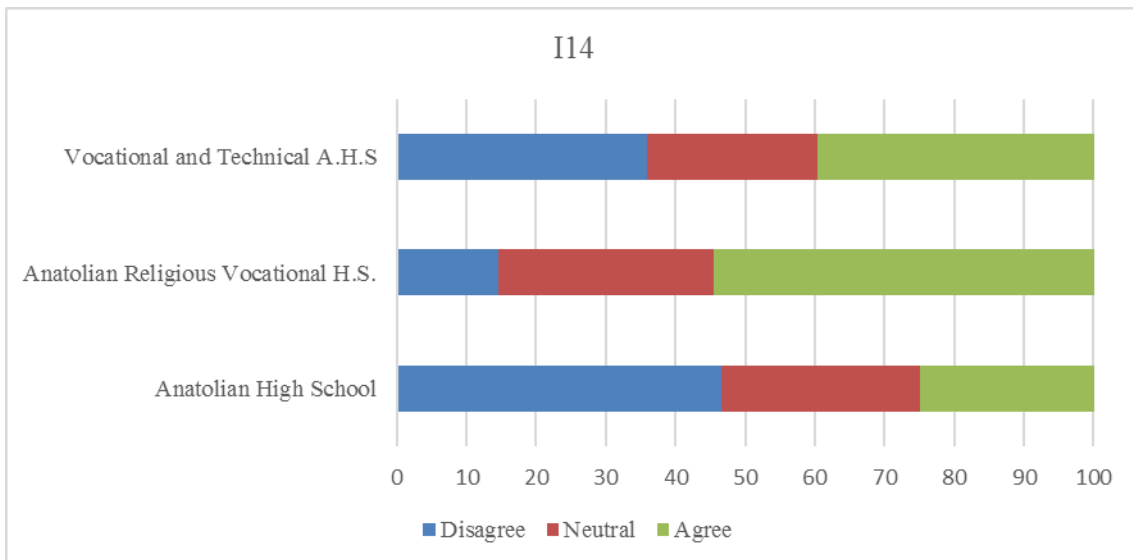
Figure 32. Distribution of students' answers to fourteenth item according to school types. (%)

As can be seen in Figure 32, while students From Anatolian High School tend to disagree with the statement "The sentence structures gradually increase in complexity.", Anatolian Religious Vocational High School students tend to agree with it.

4.3.2. Examination of the Views on the Readability of the Reading Texts in Teenwise 9 According to Gender

In order to detect whether the participants' views on the readability of the reading texts in Teenwise 9 showed a significant difference according to gender, chi-square statistic is calculated, and the results are shown in Table 39, 40, 41, 42, 43 and 44.

Table 39. Chi-square results regarding the views of the participants on the readability of the reading texts in Teenwise 9 according to gender (I9):

Item 9: The passages in the textbook are very difficult.

Gender	Values	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Male	F	33	59	35	27	25	179
	%	18,4	33,0	19,6	15,1	14,0	100,0
Female	F	31	40	26	15	9	121
	%	25,6	33,1	21,5	12,4	7,4	100,0
Total	F	64	99	61	42	34	300
	%	21,3	33,0	20,3	14,0	11,3	100,0

$X^2_{(4)}=4,967$; p=0,291

*p<0,05

As Table 39 illustrates, there is not a significant difference between genders for the statement "The passages in the textbook are very difficult." ($X^2_{(4)}=4,967$; p>0,05). In other

words, both male and female students have similar opinions on the difficulty of the reading passages.

Table 40. Chi-square results regarding the views of the participants on the readability of the reading texts in Teenwise 9 according to gender (I10):

Item 10: The new words are worth learning at this stage.

Gender	Values	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Male	F	15	12	33	59	60	179
	%	8,4	6,7	18,4	33,0	33,5	100,0
Female	F	9	11	17	55	29	121
	%	7,4	9,1	14,0	45,5	24,0	100,0
Total	F	24	23	50	114	89	300
	%	8,0	7,7	16,7	38,0	29,7	100,0
$X^2_{(4)}$=6,636; p=0,156							

*p<0,05

When Table 40 is examined, it is seen that there is not a significant difference for the statement "The new words are worth learning at this stage." ($X^2_{(4)}$=6,636; p>0,05). In other words, both male and female students have similar opinions on this statement.

Table 41. Chi-square results regarding the views of the participants on the readability of the reading texts in Teenwise 9 according to gender (I11):

Item 11: The new words are not too many.

Gender	Values	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Male	F	23	43	66	29	18	179
	%	12,8	24,0	36,9	16,2	10,1	100,0
Female	F	11	29	44	23	14	121
	%	9,1	24,0	36,4	19,0	11,6	100,0
Total	F	34	72	110	52	32	300
	%	11,3	24,0	36,7	17,3	10,7	100,0
$X^2_{(4)}$=1,388; p=0,846							

*p<0,05

As illustrated in Table 41, there is not a significant difference between genders for the statement "The new words are not too many." ($X^2_{(4)}$=1,388; p>0,05).

Table 42. Chi-square results regarding the views of the participants on the readability of the reading texts in Teenwise 9 according to gender (I12):

Item 12: The new words are introduced from simple to complex words.

Gender	Values	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Male	F	20	30	51	42	36	179
	%	11,2	16,8	28,5	23,5	20,1	100,0
Female	F	17	23	36	27	18	121
	%	14,0	19,0	29,8	22,3	14,9	100,0
Total	F	37	53	87	69	54	300
	%	12,3	17,7	29,0	23,0	18,0	100,0
$X^2_{(4)}$=1,871; p=0,759							

*p<0,05

When Table 42 is examined, it is seen that there is not a significant difference between genders for the statement "The new words are introduced from simple to complex words." ($X^2_{(4)}$=1,871; p>0,05). Put differently, male and female students share similar opinions on whether the new words are introduced from simple to complex.

Table 43. Chi-square results regarding the views of the participants on the readability of the reading texts in Teenwise 9 according to gender (I13):

Item 13: The sentence length is reasonable for me.

Gender	Values	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Male	F	15	23	33	67	41	179
	%	8,4	12,8	18,4	37,4	22,9	100,0
Female	F	12	12	16	53	28	121
	%	9,9	9,9	13,2	43,8	23,1	100,0
Total	F	27	35	49	120	69	300
	%	9,0	11,7	16,3	40,0	23,0	100,0
$X^2_{(4)}$=2,657; p=0,617							

*p<0,05

As Table 43 illustrates, it was determined that there is not a significant difference between genders for the statement "The sentence length is reasonable for me." ($X^2_{(4)}$=2,657; p>0,05). Both genders tend to agree that the sentence lengths in reading passages are reasonable.

Table 44. Chi-square results regarding the views of the participants on the readability of the reading texts in Teenwise 9 according to gender (I14):

Item 14: The sentence structures gradually increase in complexity.

Gender	Values	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Male	F	16	36	47	43	37	179
	%	8,9	20,1	26,3	24,0	20,7	100,0
Female	F	18	26	38	29	10	121
	%	14,9	21,5	31,4	24,0	8,3	100,0
Total	F	34	62	85	72	47	300
	%	11,3	20,7	28,3	24,0	15,7	100,0
$X^2_{(4)}$=10,080; p=0,039*							

*p<0,05

Table 44 illustrates that there is a significant difference between genders for the statement "The sentence structures gradually increase in complexity." ($X^2_{(4)}$=10,080; p<0,05). When the frequency and percentage values are examined, it is seen that male students tend to agree with the given statement more than female students.

The views of the students about the readability of the reading texts in Teenwise 9 according to genders are also shown in the Figure 33, 34, 35, 36, 37, and 38. For the ease of comparison, the students' "Strongly Agree and Agree" and "Strongly Disagree and Disagree" answers were combined.
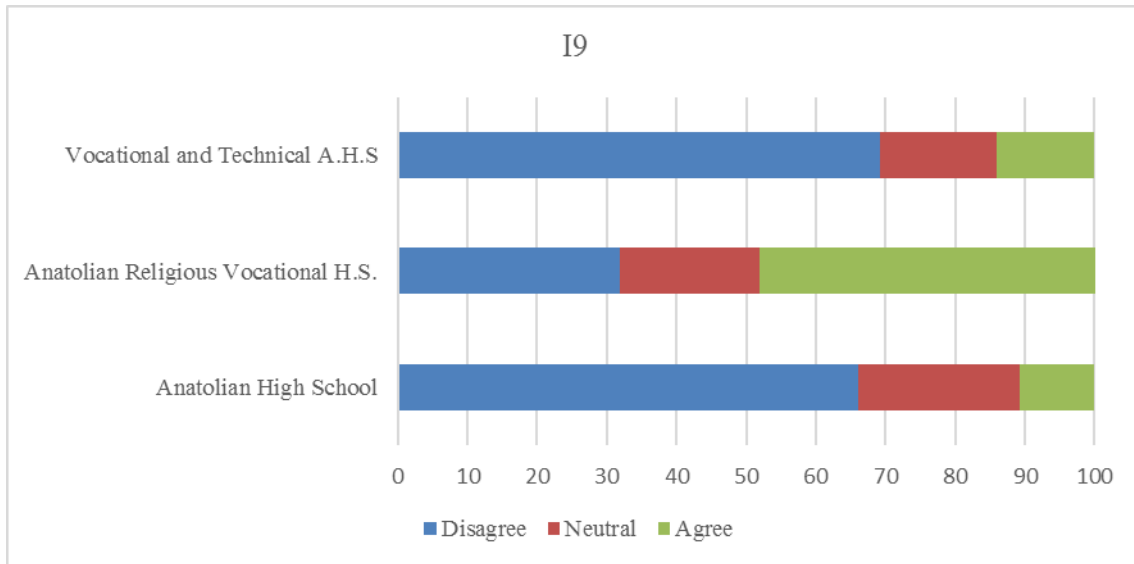
Figure 33. Distribution of students' answers to ninth item according to gender. (%)

As shown in Figure 33, both female and male students disagree that the passages in Teenwise 9 are very difficult.
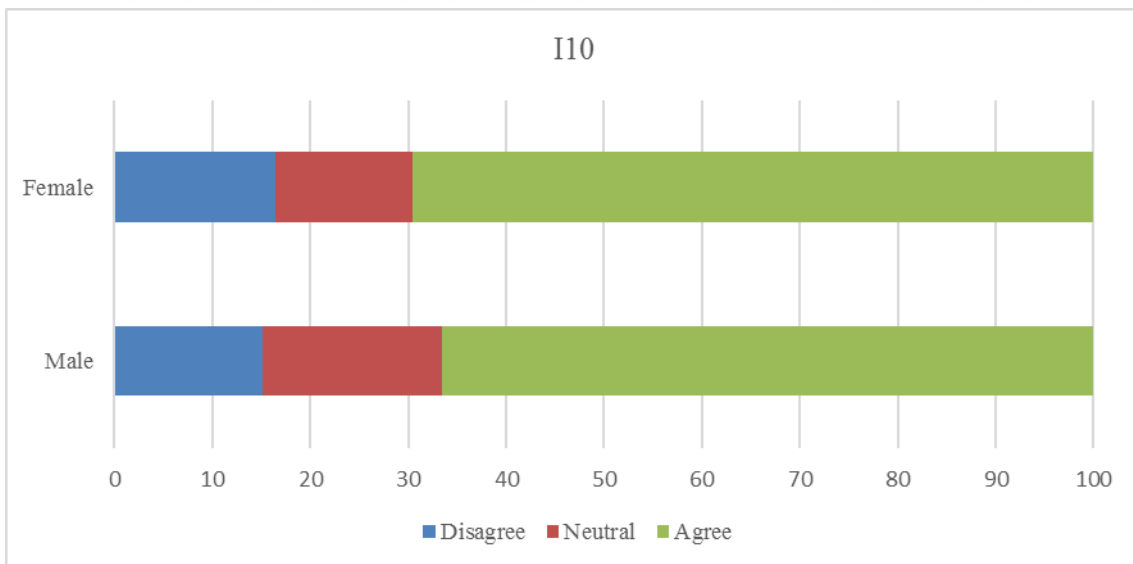
Figure 34. Distribution of students' answers to tenth item according to gender. (%)

As can be seen in Figure 34, both female and male students tend to think the new words are worth learning at this stage.
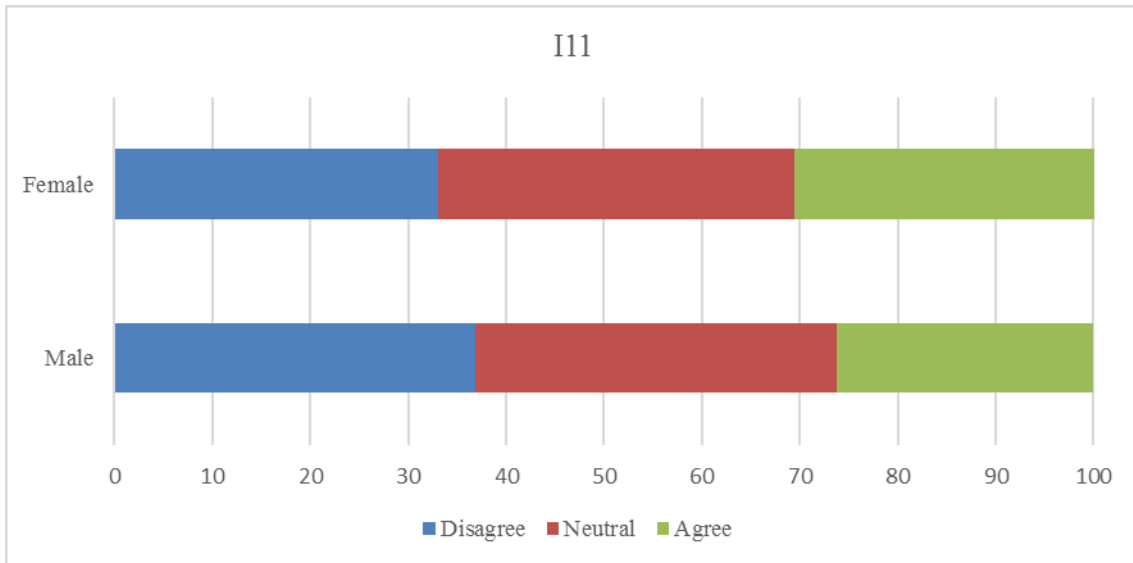
Figure 35. Distribution of students' answers to eleventh item according to gender. (%)

As Figure 35 shows, both female and male students tend to disagree with the statement "The new words are not too many."
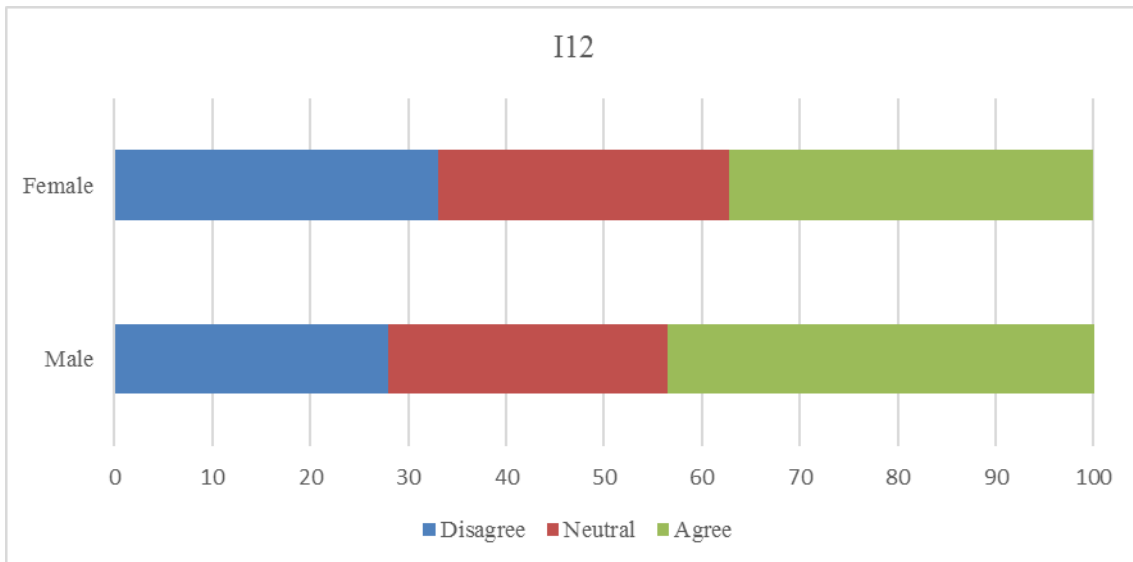
Figure 36. Distribution of students' answers to twelfth item according to gender. (%)

As can be seen in Figure 36, both female and male students tend to agree that the new words in reading passages are introduced from simple to complex.
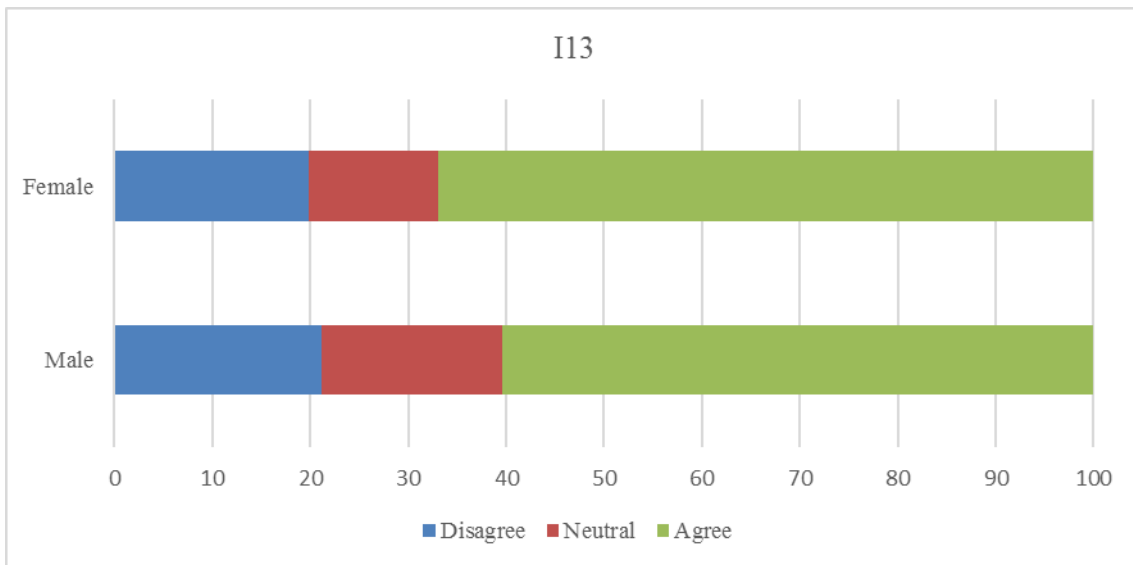
Figure 37. Distribution of students' answers to thirteenth item according to gender. (%)

Figure 37 show that both female and male students think the sentence lengths of the reading passages are reasonable.
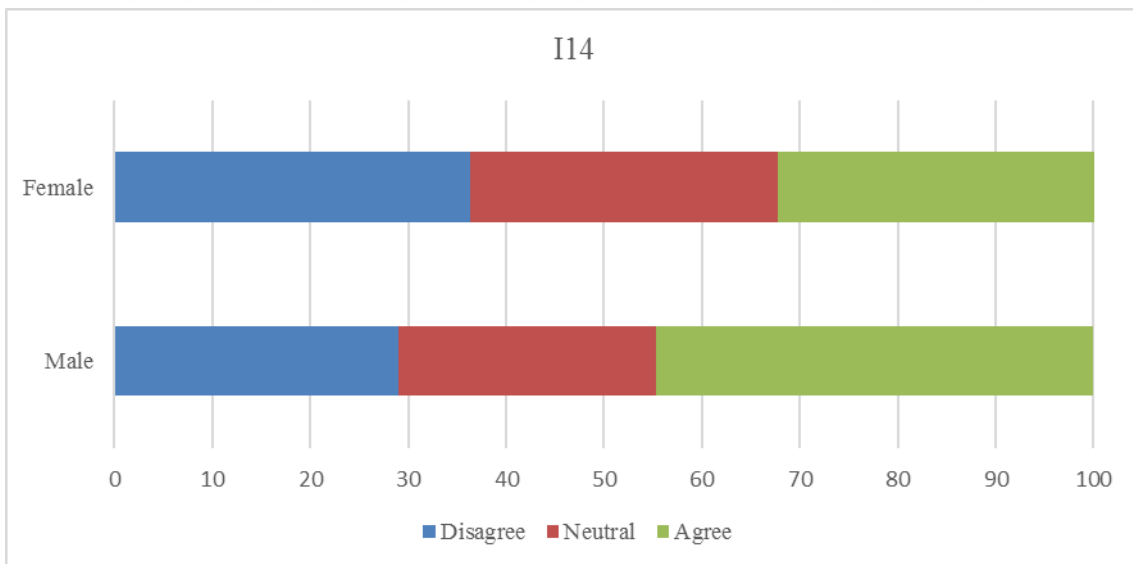
Figure 38. Distribution of students' answers to fourteenth item according to gender. (%)

As can be seen in Figure 38, male students tend to agree with the statement "The sentence structures gradually increase in complexity." more than female students.

4.3.3. Examination of the Views on the Readability of the Reading Texts in Teenwise 9 According to Age:

In order to detect whether the participants' views on the readability of the reading texts in Teenwise 9 showed a significant difference according to age, chi-square statistic is calculated, and the results are shown in Table 45, 46, 47, 48, 49, and 50.

Table 45. Chi-square results regarding the views of the participants on the readability of the reading texts in Teenwise 9 according to age (I9):

Item 9: The passages in the textbook are very difficult.

Age	Values	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
14	f	15	14	8	7	5	49
	%	30,6	28,6	16,3	14,3	10,2	100,0
15	f	45	75	44	25	21	210
	%	21,4	35,7	21,0	11,9	10,0	100,0
16-18	f	4	10	9	10	8	41
	%	9,8	24,4	22,0	24,4	19,5	100,0
Total	f	64	99	61	42	34	300
	%	21,3	33,0	20,3	14,0	11,3	100,0

$X^2_{(8)}=13,342$; p=0,101

*p<0,05

As can be seen from Table 45, there is not a significant difference according to students' ages for the statement "The passages in the textbook are very difficult." ($X^2_{(8)}=13,342$; p>0,05).

131

In other words, all the participants from different age groups have similar opinions on the given statement.

Table 46. Chi-square results regarding the views of the participants on the readability of the reading texts in Teenwise 9 according to age (I10):

Item 10: The new words are worth learning at this stage.

Age	Values	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
14	f	7	5	8	22	7	49
	%	14,3	10,2	16,3	44,9	14,3	100,0
15	f	15	15	35	78	67	210
	%	7,1	7,1	16,7	37,1	31,9	100,0
16-18	f	2	3	7	14	15	41
	%	4,9	7,3	17,1	34,1	36,6	100,0
Total	f	24	23	50	114	89	300
	%	8,0	7,7	16,7	38,0	29,7	100,0
$X^2_{(8)}=9,351$; p=0,314							

*p<0,05

Table 46 illustrates that there is not a significant difference according to students' ages for the statement "The new words are worth learning at this stage.". ($X^2_{(8)}=9,351$; p>0,05).

Table 47. Chi-square results regarding the views of the participants on the readability of the reading texts in Teenwise 9 according to age (I11):

Item 11: The new words are not too many.

Age	Values	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
14	f	9	12	16	11	1	49
	%	18,4	24,5	32,7	22,4	2,0	100,0
15	f	21	53	77	32	27	210
	%	10,0	25,2	36,7	15,2	12,9	100,0
16-18	f	4	7	17	9	4	41
	%	9,8	17,1	41,5	22,0	9,8	100,0
Total	f	34	72	110	52	32	300
	%	11,3	24,0	36,7	17,3	10,7	100,0

$X^2_{(8)}=10,160$; p=0,254

*p<0,05

As can be seen from Table 47, there is not a significant difference according to students' ages for the statement "The new words are not too many." ($X^2_{(8)}=10,160$; p>0,05). All the participants from different age groups have similar opinions on the given statement.

Table 48. Chi-square results regarding the views of the participants on the readability of the reading texts in Teenwise 9 according to age (I12):

Item 12: The new words are introduced from simple to complex words.

Age	Values	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
14	f	10	5	19	12	3	49
	%	20,4	10,2	38,8	24,5	6,1	100,0
15	f	26	39	57	46	42	210
	%	12,4	18,6	27,1	21,9	20,0	100,0
16-18	f	1	9	11	11	9	41
	%	2,4	22,0	26,8	26,8	22,0	100,0
Total	f	37	53	87	69	54	300
	%	12,3	17,7	29,0	23,0	18,0	100,0
$X^2_{(8)}=14,925$; p=0,061							

*p<0,05

Table 48 shows that there is not a significant difference according to students' ages for the statement "The new words are introduced from simple to complex words." ($X^2_{(8)}=14,925$; p>0,05).

Table 49. Chi-square results regarding the views of the participants on the readability of the reading texts in Teenwise 9 according to age (I13):

Item 13: The sentence length is reasonable for me.

Age	Values	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
14	f	4	6	12	15	12	49
	%	8,2	12,2	24,5	30,6	24,5	100,0
15	f	16	25	32	89	48	210
	%	7,6	11,9	15,2	42,4	22,9	100,0
16-18	f	7	4	5	16	9	41
	%	17,1	9,8	12,2	39,0	22,0	100,0
Total	f	27	35	49	120	69	300
	%	9,0	11,7	16,3	40,0	23,0	100,0
$X^2_{(8)}=7,640$; p=0,469							

*p<0,05

As Table 49 illustrates, there is not a significant difference according to students' ages for the statement "The sentence length is reasonable for me." ($X^2_{(8)}=7,640$; p>0,05).

Table 50. Chi-square results regarding the views of the participants on the readability of the reading texts in Teenwise 9 according to age (I14):

Age	Values	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Item 14: The sentence structures gradually increase in complexity.							
14	f	9	7	9	17	7	49
	%	18,4	14,3	18,4	34,7	14,3	100,0
15	f	24	48	63	46	29	210
	%	11,4	22,9	30,0	21,9	13,8	100,0
16-18	f	1	7	13	9	11	41
	%	2,4	17,1	31,7	22,0	26,8	100,0
Total	f	34	62	85	72	47	300
	%	11,3	20,7	28,3	24,0	15,7	100,0
$X^2_{(8)}=15,374$; p=0,052							

*p<0,05

As can be seen from Table 50, there is not a significant difference according to students' ages for the statement "The sentence structures gradually increase in complexity." ($X^2_{(8)}=15,374$; p>0,05).

The opinions of the students about the readability of the reading texts in Teenwise 9 according to their ages are also shown in the Figure 39, 40, 41, 42, 43, and 44. For the ease of comparison, the students' "Strongly Agree and Agree" and "Strongly Disagree and Disagree" answers were combined.
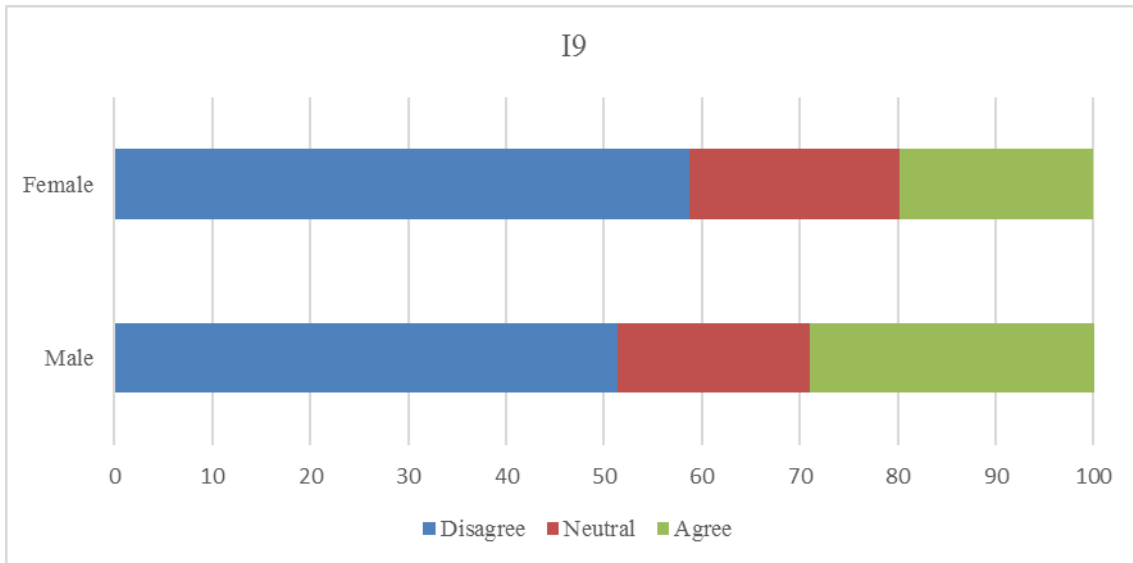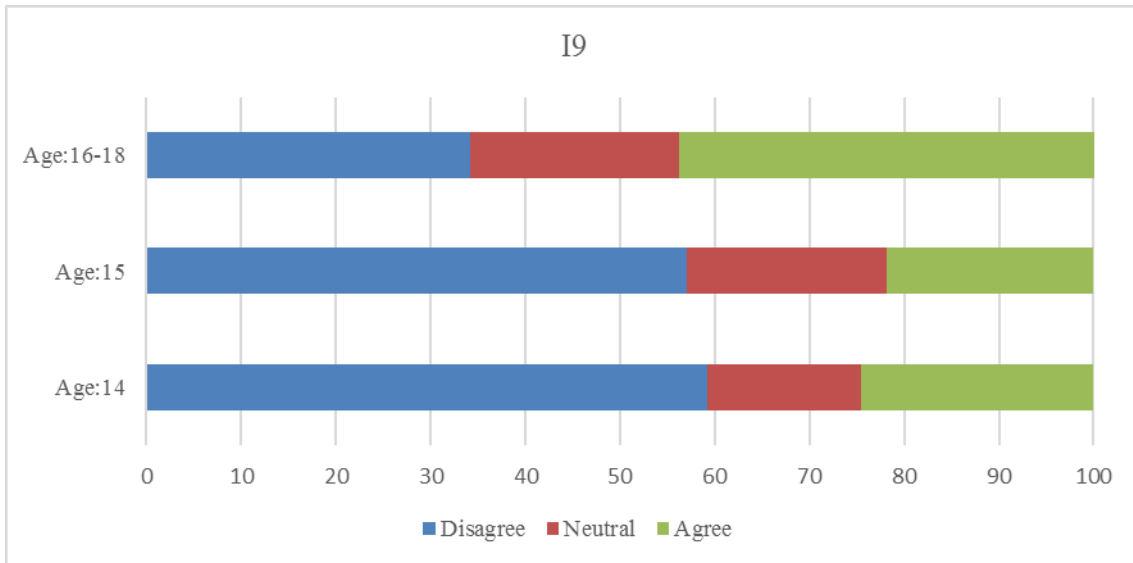
Figure 39. Distribution of students' answers to ninth item according to age. (%)

Figure 39 shows that 14 and 15-year-old students tend to have similar opinions on the difficulty of the reading texts in Teenwise 9. Although students between the ages of 16-18 tend to find the reading texts more difficult, there is not a significant difference statistically.
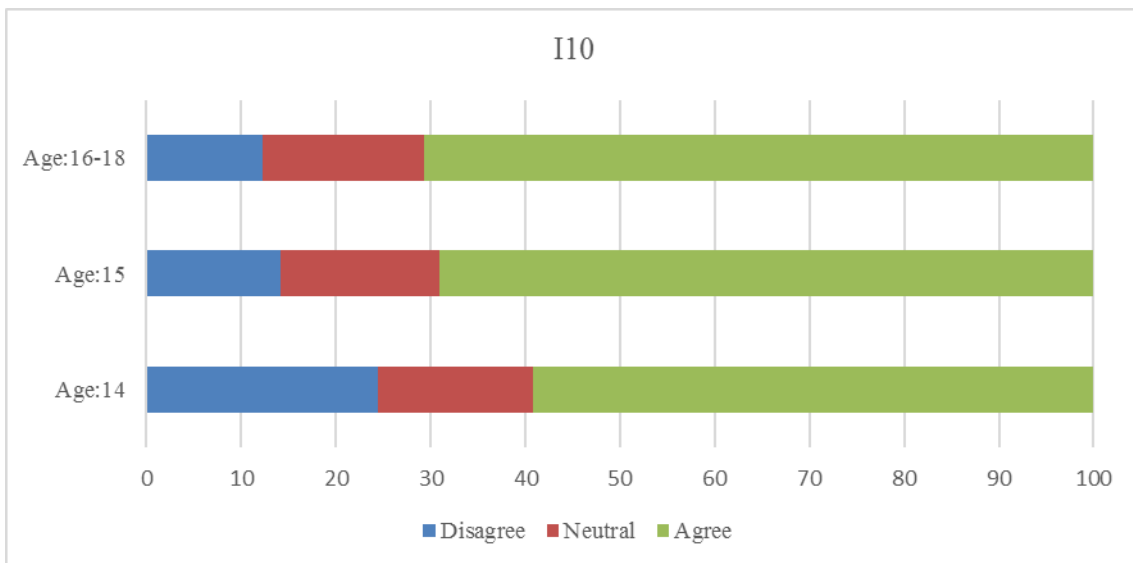
Figure 40. Distribution of students' answers to tenth item according to age. (%)

In Figure 40 it is shown that, students from different age groups mostly agree with the statement "The new words are worth learning at this stage." There is not a significant difference statistically according to different age groups.
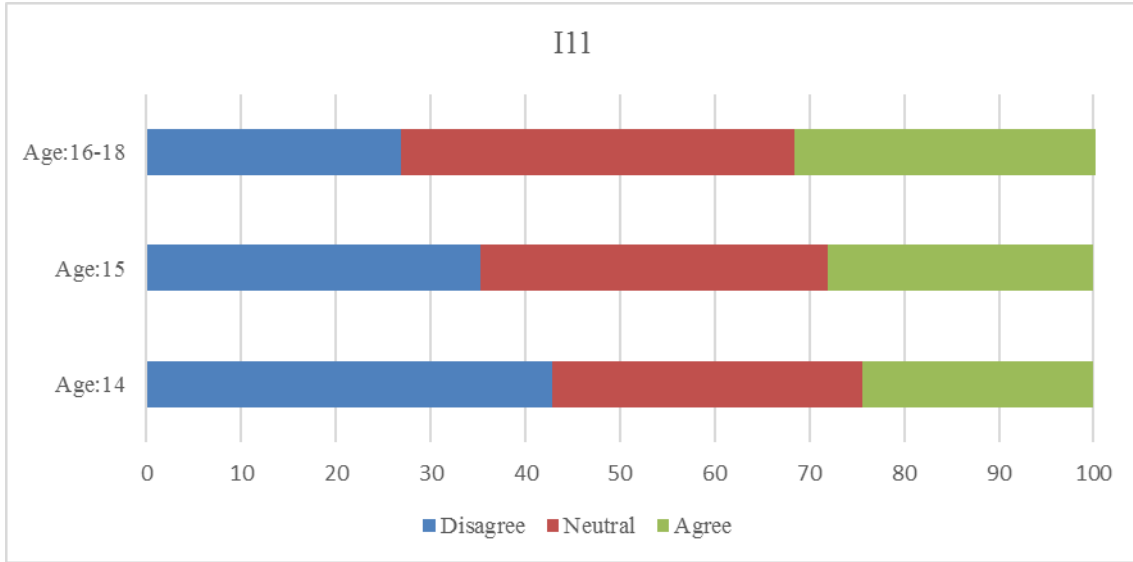
Figure 41. Distribution of students' answers to eleventh item according to age. (%)

As can be seen in Figure 41, participating students from different age groups have similar opinions on the statement "The new words are not too many."
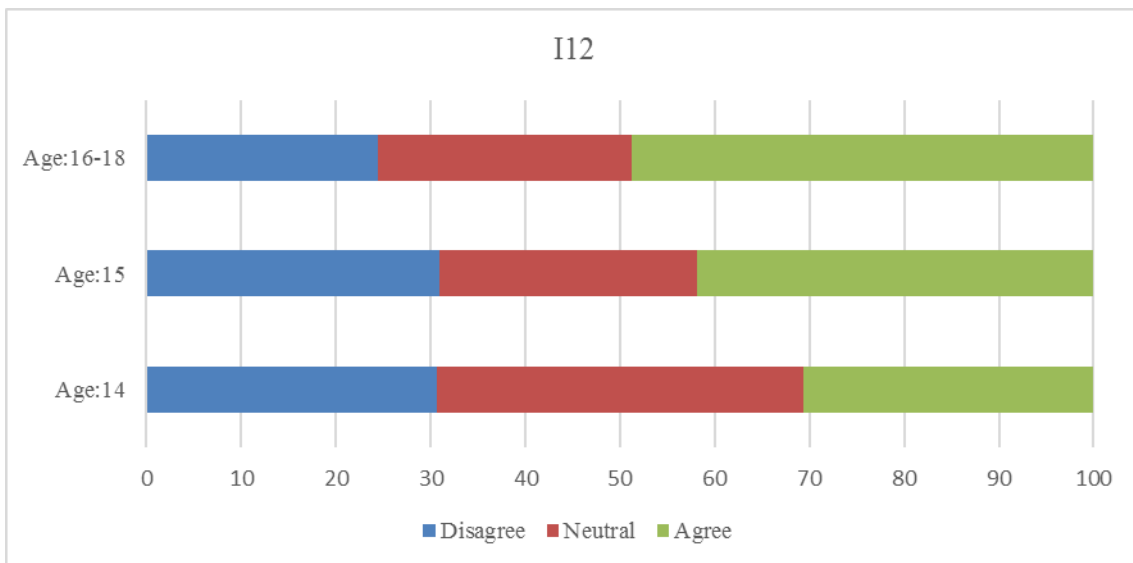
Figure 42. Distribution of students' answers to twelfth item according to age. (%)

When Figure 42 is examined, it is seen that students from different age groups have similar opinions on the statement "The new words are introduced from simple to complex words."
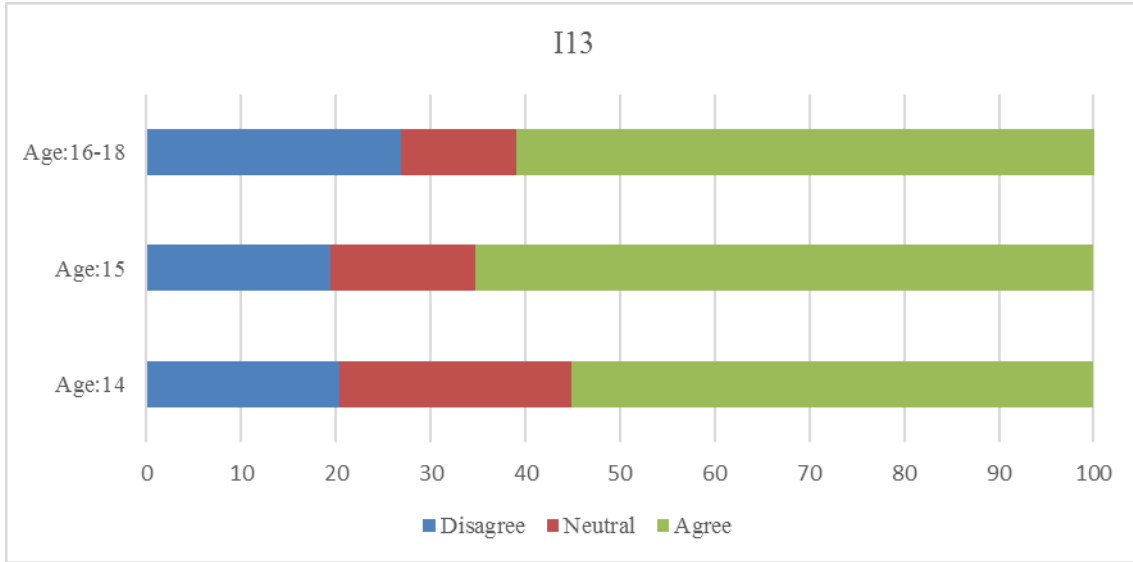
Figure 43. Distribution of students' answers to thirteenth item according to age. (%)

As Figure 43 shows, students from different age groups think the sentence lengths of the reading passages are reasonable.
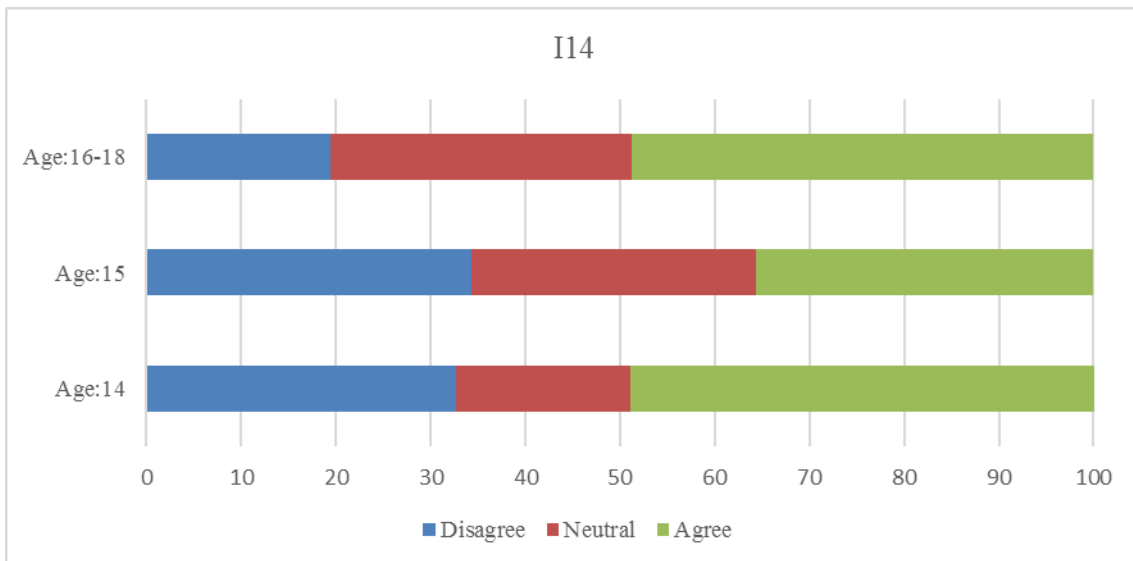
Figure 44. Distribution of students' answers to fourteenth item according to age. (%)

When Figure 44 is examined, it is seen that 14-year-old students and 16- and 18-year-old students have similar opinions on the statement "The sentence structures gradually increase in complexity." Although 15-year-old students tend to agree less with the statement, there is not a significant difference statistically.

4.4. The Thoughts of Students on the Authenticity of the Reading Texts in Teenwise 9

The participating 9th-grade students were asked three items to assess their views about the authenticity of the reading texts in Teenwise 9. The frequency and percentage values were calculated, and the results are shown in the Table 51.

Table 51. Frequency and Percentage Values of Students' Views Regarding the Authenticity of the reading texts in Teenwise 9.

Authenticity	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
Items	f	%	F	%	f	%	F	%	F	%
15. The passages use language that is used in real world.	37	12,3	46	15,3	60	20,0	93	31,0	64	21,3
16. The passages contain real-life issues that challenge me to think seriously about my worldview.	57	19,0	45	15,0	80	26,7	71	23,7	47	15,7
17. The passages are accurate and up-to-date.	36	12,0	27	9,0	84	28,0	90	30,0	63	21,0

As can be seen from Table 51, 12,3% (n=37) of the participating students strongly disagreed with the following statement: '*The passages use language that is used in real world.*', while 15,3% (n=46) disagreed, 20,0% (n=60) were neutral, 31,0 % (n=93) agreed, and 21,3% (n=64) strongly agreed.

The table further illustrates that 19,0% (n=57) of the participants strongly disagree and 15,0% (n=45) disagree with the questionnaire item '*The passages contain real-life issues that challenge me to think seriously about my worldview.*', whereas 26,7% (n=80) remained neutral, 23,7% (n=71) agreed and 15,7% (n=47) strongly agreed.

Only 12,0% (n=36) of the participants strongly disagree and 9,0% (n=27) disagree with the questionnaire item '*The passages are accurate and up-to-date.*', whereas 28,0% (n=84) remained neutral, 30,0% (n=90) agreed and 21,0% (n=63) strongly agreed.

When students' opinions about the authenticity of the reading texts in Teenwise 9 are examined it is found that they tend to agree with the following items respectively:

- The passages are accurate and up-to-date,

- The passages use language that is used in real world,

- The passages contain real-life issues that challenge them to think seriously about their worldview.

4.4.1. Examination of the Views on the Authenticity of the Reading Texts in Teenwise 9 According to School Types:

In order to detect whether the participants' views on the authenticity of the reading texts in Teenwise 9 showed a significant difference according to school types, chi-square statistic is calculated, and the results are shown in Table 52, 53, and 54.

Table 52. Chi-square results regarding the views of the participants on the authenticity of the reading texts in Teenwise 9 according to school types (I15):

Item 15: The passages use language that is used in real world.

School Type	Values	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Anatolian High School	f	18	29	28	26	11	112
	%	16,1	25,9	25,0	23,2	9,8	100,0
Anatolian Religious Vocational High School	f	13	11	22	40	24	110
	%	11,8	10,0	20,0	36,4	21,8	100,0
Vocational and Technical Anatolian High School	f	6	6	10	27	29	78
	%	7,7	7,7	12,8	34,6	37,2	100,0
Total	f	37	46	60	93	64	300
	%	12,3	15,3	20,0	31,0	21,3	100,0
$X^2_{(8)}=38,911$; p=0,000*							

*p<0,05

As Table 52 illustrates, there is a significant difference between the school types for the statement "The passages use language that is used in real world." ($X^2_{(8)}=38,911$; $p<0,05$). When the frequency and percentage values are examined, it can be seen that, among other types of schools, while Vocational and Technical High School students agree with this statement the most, Anatolian High School students agree the least.

Table 53. Chi-square results regarding the views of the participants on the authenticity of the reading texts in Teenwise 9 according to school types (I16):

Item 16: The passages contain real-life issues that challenge me to think seriously about my worldview.

School Type	Values	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Anatolian High School	f	33	26	29	18	6	112
	%	29,5	23,2	25,9	16,1	5,4	100,0
Anatolian Religious Vocational High School	f	20	9	33	25	23	110
	%	18,2	8,2	30,0	22,7	20,9	100,0
Vocational and Technical Anatolian High School	f	4	10	18	28	18	78
	%	5,1	12,8	23,1	35,9	23,1	100,0
Total	f	57	45	80	71	47	300
	%	19,0	15,0	26,7	23,7	15,7	100,0
$X^2_{(8)}=43,911$; p=0,000*							

*p<0,05

When Table 53 is examined, it is seen that there is a significant difference between the school types for the statement "The passages contain real-life issues that challenge me to think seriously about my worldview." ($X^2_{(8)}=43,911$; p<0,05). According to the frequency and percentage values, within the school types, Vocational and Technical High School students agreed with the statement the most and Anatolian High School students agreed the least.

Table 54. Chi-square results regarding the views of the participants on the authenticity of the reading texts in Teenwise 9 according to school types (I17):

Item 17: The passages are accurate and up-to-date.

School Type	Values	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Anatolian High School	F	14	19	49	22	8	112
	%	12,5	17,0	43,8	19,6	7,1	100,0
Anatolian Religious Vocational High School	F	19	6	24	37	24	110
	%	17,3	5,5	21,8	33,6	21,8	100,0
Vocational and Technical Anatolian High School	F	3	2	11	31	31	78
	%	3,8	2,6	14,1	39,7	39,7	100,0
Total	F	36	27	84	90	63	300
	%	12,0	9,0	28,0	30,0	21,0	100,0

$X^2_{(8)}=67,000$; p=0,000*

*p<0,05

When Table 54 is examined, it is seen that there is a significant difference between the school types for the statement "The passages are accurate and up-to-date." ($X^2_{(8)}=67,000$;

p<0,05). According to the frequency and percentage values, Vocational and Technical High School students agreed with the statement the most and Anatolian High School students agreed the least.

The views of the students about the authenticity of the reading texts in Teenwise 9 according to the types of school are also shown in the Figure 45,46, and 47. For the ease of comparison, the students' "Strongly Agree and Agree" and "Strongly Disagree and Disagree" answers were combined.
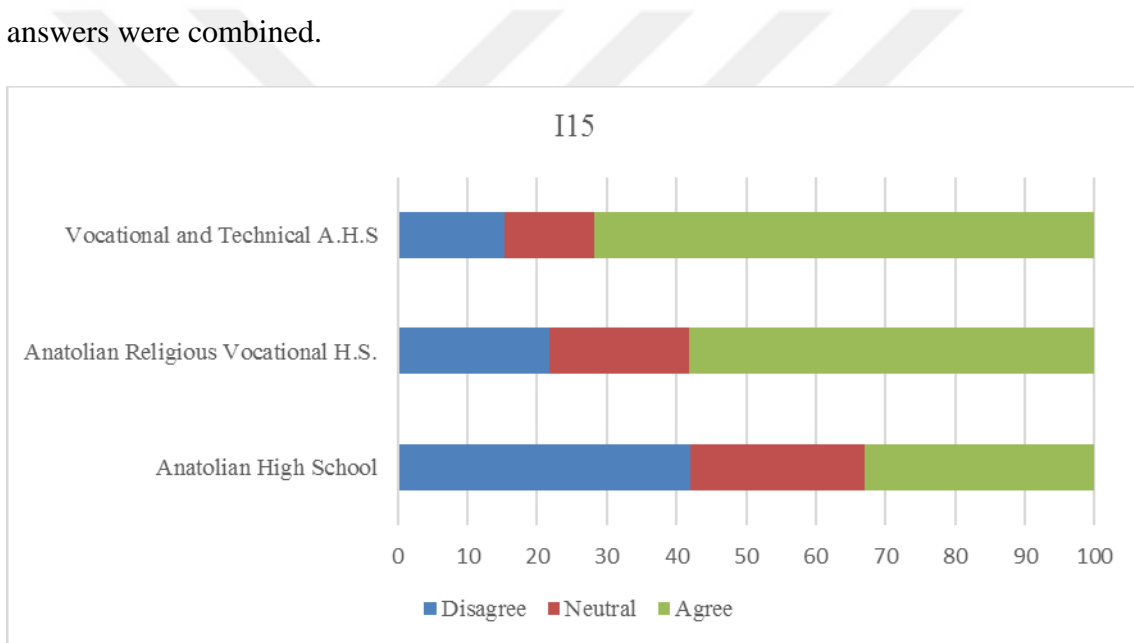
Figure 45. Distribution of students' answers to fifteenth item according to school types. (%)

As can be seen from Figure 45, Vocational and Technical Anatolian High School tend to agree with the statement "The passages use language that is used in real world." the most, while Anatolian High School students tend to disagree.
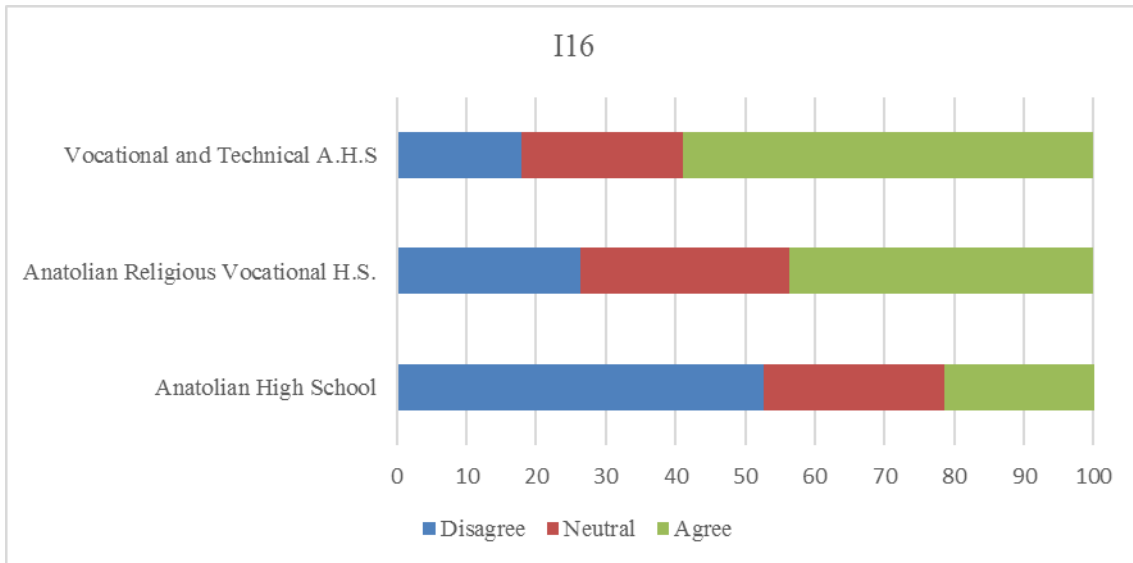
Figure 46. Distribution of students' answers to sixteenth item according to school types. (%)

Figure 46 illustrates that Anatolian High School students tend to disagree with the statement "The passages contain real-life issues that challenge me to think seriously about my worldview." Students from Vocational and Technical Anatolian High School and Anatolian Religious Vocational High School, on the other hand, tend to agree with the statement.
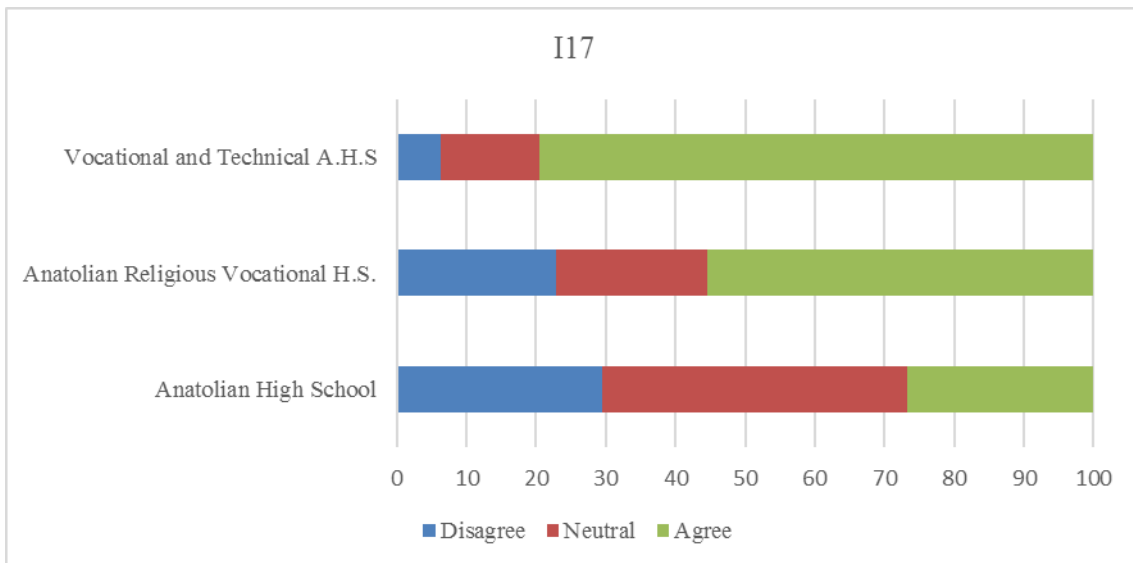
Figure 47. Distribution of students' answers to seventeenth item according to school types. (%)

As can be seen in Figure 47, the majority of the Vocational and Technical Anatolian High School students agreed with the statement "The passages are accurate and up-to-date." while most of the Anatolian High School students remained neutral.

4.4.2. Examination of the Views on the Authenticity of the Reading Texts in Teenwise 9 According to Gender

In order to detect whether the participants' views on the authenticity of the reading texts in Teenwise 9 showed a significant difference according to gender, chi-square statistic is calculated, and the results are shown in Table 55, 56, and 57.

Table 55. Chi-square results regarding the views of the participants on the authenticity of the reading texts in Teenwise 9 according to gender (I15):

Item 15: The passages use language that is used in real world.

Gender	Values	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Male	f	25	20	35	56	43	179
	%	14,0	11,2	19,6	31,3	24,0	100,0
Female	f	12	26	25	37	21	121
	%	9,9	21,5	20,7	30,6	17,4	100,0
Total	f	37	46	60	93	64	300
	%	12,3	15,3	20,0	31,0	21,3	100,0
$X^2_{(4)}$=7,529; p=0,110							

*p<0,05

As Table 55 illustrates, there is not a significant difference between genders for the statement "The passages use language that is used in real world." ($X^2_{(4)}$=7,529; p>0,05).

147

Table 56. Chi-square results regarding the views of the participants on the authenticity of the reading texts in Teenwise 9 according to gender (I16):

Item 16: The passages contain real-life issues that challenge me to think seriously about my worldview.

Gender	Values	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Male	f	34	21	50	40	34	179
	%	19,0	11,7	27,9	22,3	19,0	100,0
Female	f	23	24	30	31	13	121
	%	19,0	19,8	24,8	25,6	10,7	100,0
Total	f	57	45	80	71	47	300
	%	19,0	15,0	26,7	23,7	15,7	100,0
$X^2_{(4)}$=6,891; p=0,142							

*p<0,05

As can be seen from Table 56, there is not a significant difference between genders for the statement "The passages contain real-life issues that challenge me to think seriously about my worldview." ($X^2_{(4)}$=6,891; p>0,05).

As can be observed from Table 57, there is a significant difference between genders for the statement "The passages are accurate and up-to-date." ($X^2_{(4)}$=12,675; p<0,05). According to the frequency and percentage values, male students tend to agree with the statement more than female students.

Table 57. Chi-square results regarding the views of the participants on the authenticity of the reading texts in Teenwise 9 according to gender (I17):

Item 17: The passages are accurate and up-to-date.							

Gender	Values	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Male	f	26	11	45	51	46	179
	%	14,5	6,1	25,1	28,5	25,7	100,0
Female	f	10	16	39	39	17	121
	%	8,3	13,2	32,2	32,2	14,0	100,0
Total	f	36	27	84	90	63	300
	%	12,0	9,0	28,0	30,0	21,0	100,0

$X^2_{(4)}=12,675$; p=0,013*

*p<0,05

The views of the students about the authenticity of the reading texts in Teenwise 9 according to genders are also shown in the Figure 48, 49, and 50. For the ease of comparison, the students' "Strongly Agree and Agree" and "Strongly Disagree and Disagree" answers were combined.
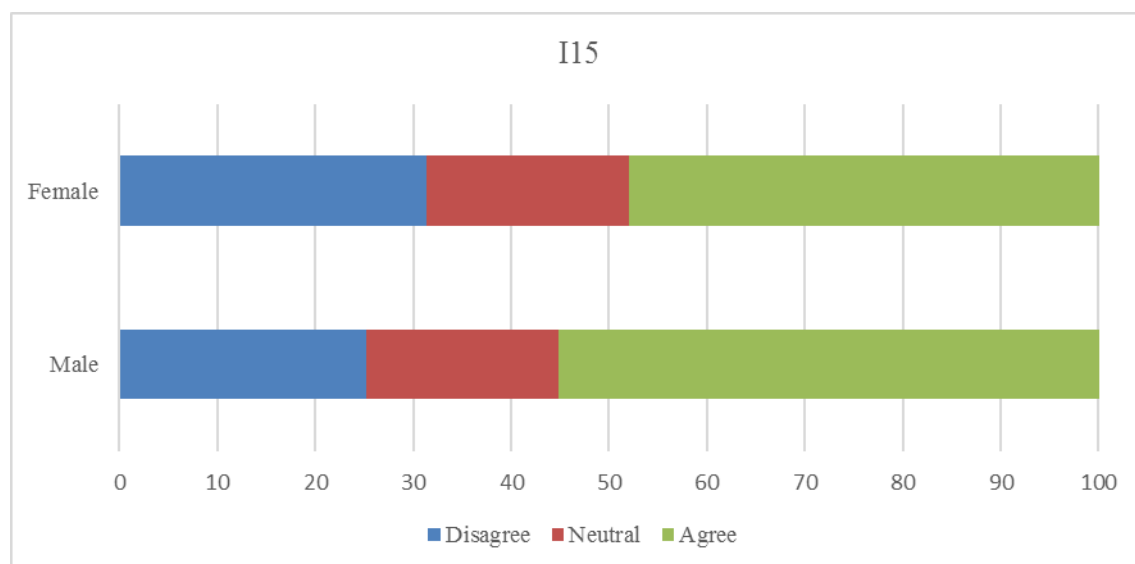
Figure 48. Distribution of students' answers to fifteenth item according to gender. (%)

As can be seen in Figure 48, both female and male students have similar opinions on whether the passages use real world language.
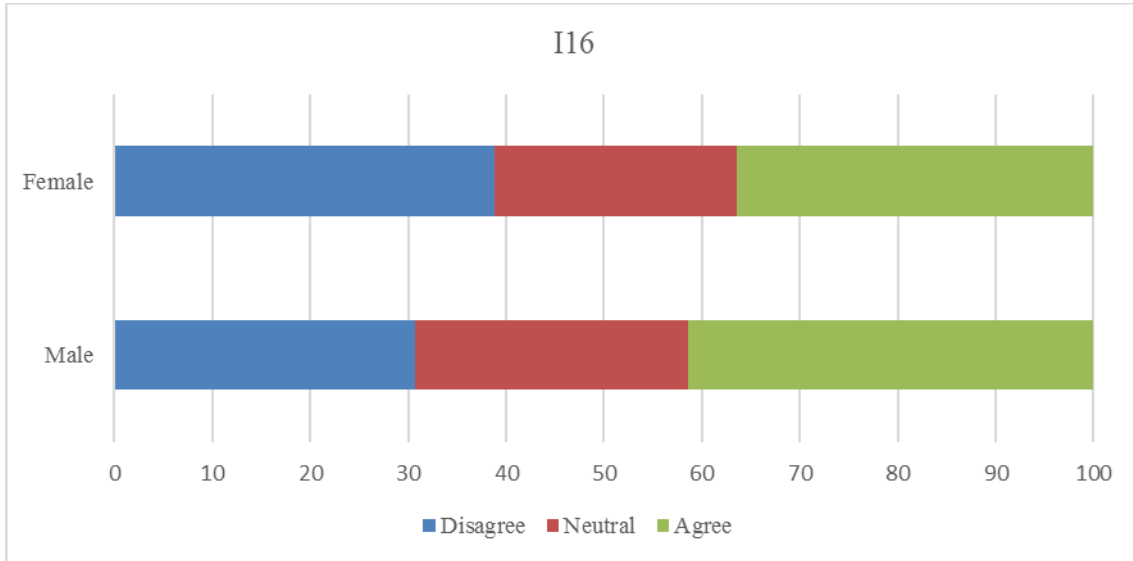
Figure 49. Distribution of students' answers to sixteenth item according to gender. (%)

As Figure 49 illustrates, both male and female students have similar opinions on the statement "The passages contain real-life issues that challenge me to think seriously about my worldview."
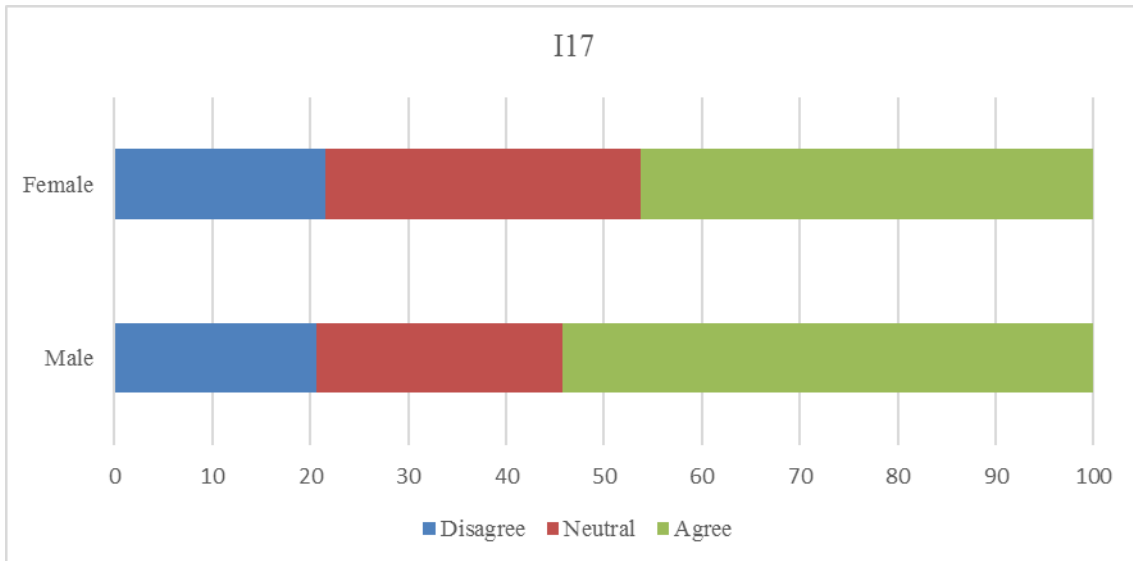
Figure 50. Distribution of students' answers to seventeenth item according to gender. (%)

When Figure 50 is examined, it is seen that male students agreed more with the statement "The passages are accurate and up-to-date."

4.4.3. Examination of the Views on the Authenticity of the Reading Texts in Teenwise 9 According to Age:

In order to detect whether the participants' views on the authenticity of the reading texts in Teenwise 9 showed a significant difference according to age, chi-square statistic is calculated, and the results are shown in Table 58, 59, and 60.

Table 58. Chi-square results regarding the views of the participants on the authenticity of the reading texts in Teenwise 9 according to age (I15):

Item 15: The passages use language that is used in real world.

Age	Values	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
14	f	6	8	12	14	9	49
	%	12,2	16,3	24,5	28,6	18,4	100,0
15	f	28	34	40	63	45	210
	%	13,3	16,2	19,0	30,0	21,4	100,0
16-18	f	3	4	8	16	10	41
	%	7,3	9,8	19,5	39,0	24,4	100,0
Total	f	37	46	60	93	64	300
	%	12,3	15,3	20,0	31,0	21,3	100,0
$X^2_{(8)}=3,960$; p=0,861							

*p<0,05

As can be seen from Table 58, there is not a significant difference between age groups for the statement "The passages use language that is used in real world." ($X^2_{(8)}=3,960$; p>0,05).

151

Table 59. Chi-square results regarding the views of the participants on the authenticity of the reading texts in Teenwise 9 according to age (I16):

Item 16: The passages contain real-life issues that challenge me to think seriously about my worldview.

Age	Values	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
14	f	7	7	16	13	6	49
	%	14,3	14,3	32,7	26,5	12,2	100,0
15	f	42	33	52	49	34	210
	%	20,0	15,7	24,8	23,3	16,2	100,0
16-18	f	8	5	12	9	7	41
	%	19,5	12,2	29,3	22,0	17,1	100,0
Total	f	57	45	80	71	47	300
	%	19,0	15,0	26,7	23,7	15,7	100,0
$X^2_{(8)}=2,726$; p=0,950							

*p<0,05

Table 59 illustrates that there is not a significant difference between age groups for the statement "The passages contain real-life issues that challenge me to think seriously about my worldview." ($X^2_{(8)}=2,726$; p>0,05).

Table 60. Chi-square results regarding the views of the participants on the authenticity of the reading texts in Teenwise 9 according to age (I17):

Item 17: The passages are accurate and up-to-date.

Age	Values	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
14	F	6	4	14	17	8	49
	%	12,2	8,2	28,6	34,7	16,3	100,0
15	F	23	20	59	58	50	210
	%	11,0	9,5	28,1	27,6	23,8	100,0
16-18	F	7	3	11	15	5	41
	%	17,1	7,3	26,8	36,6	12,2	100,0
Total	F	36	27	84	90	63	300
	%	12,0	9,0	28,0	30,0	21,0	100,0
$X^2_{(8)}=5,493$; p=0,704							

*p<0,05

Table 60 shows that there is not a significant difference between different age groups for the statement "The passages are accurate and up-to-date." ($X^2_{(8)}=5,493$; p>0,05).

The opinions of the students about the authenticity of the reading texts in Teenwise 9 according to their ages are shown in the Figure 51, 52, and 53. For the ease of comparison, the students' "Strongly Agree and Agree" and "Strongly Disagree and Disagree" answers were combined.
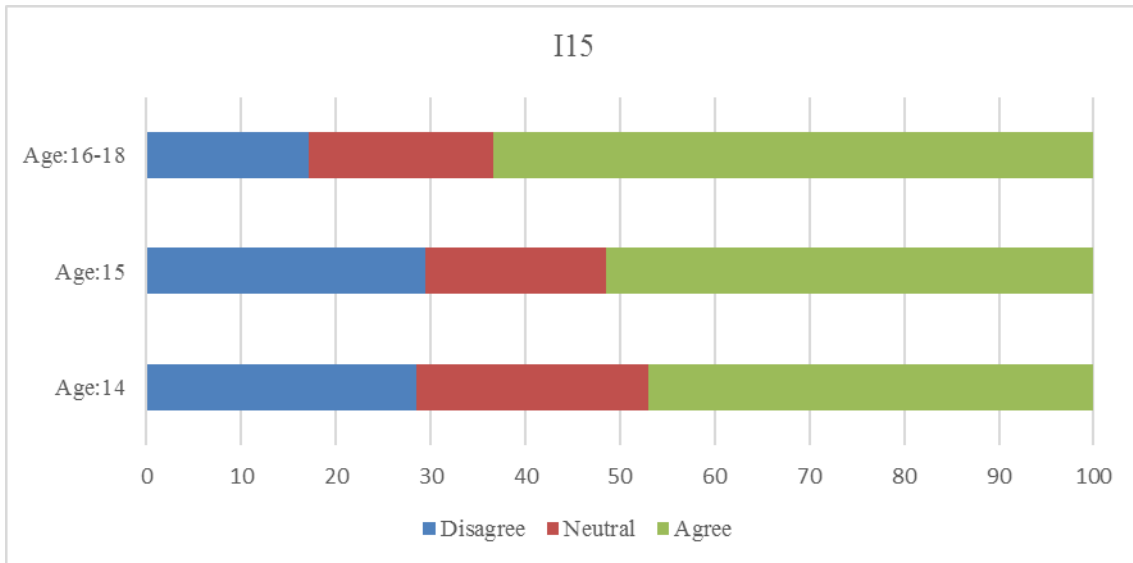
Figure 51. Distribution of students' answers to fifteenth item according to age. (%)

In Figure 51 it is shown that, students from different age groups expressed similar opinions on the statement "The passages use language that is used in real world." There is not a significant difference statistically according to different age groups.
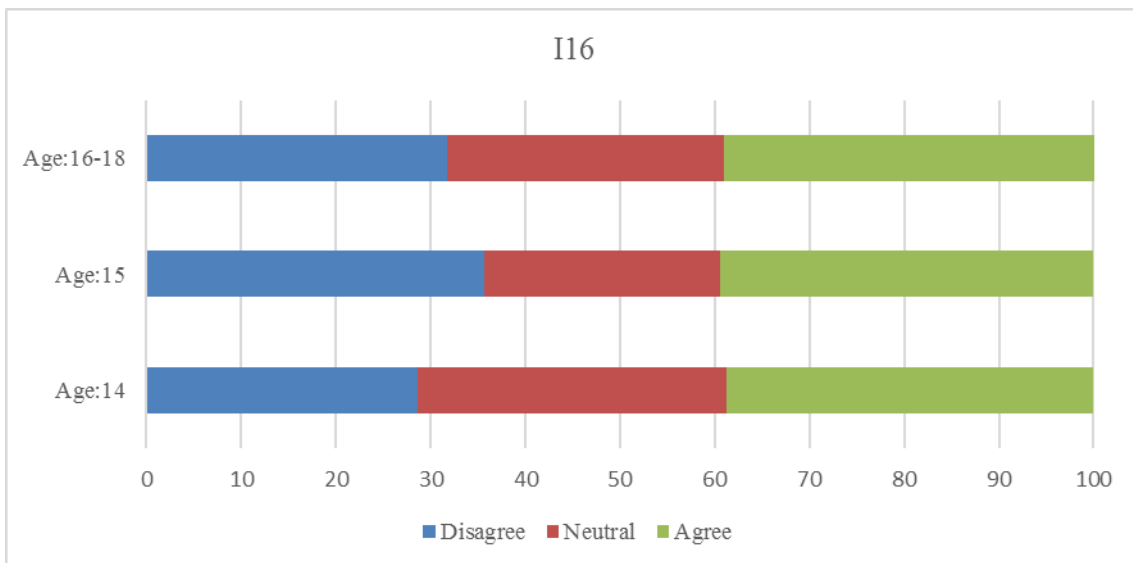
Figure 52. Distribution of students' answers to sixteenth item according to age. (%)

As can be observed in Figure 52, participants have similar opinions on the statement "The passages contain real-life issues that challenge me to think seriously about my worldview."
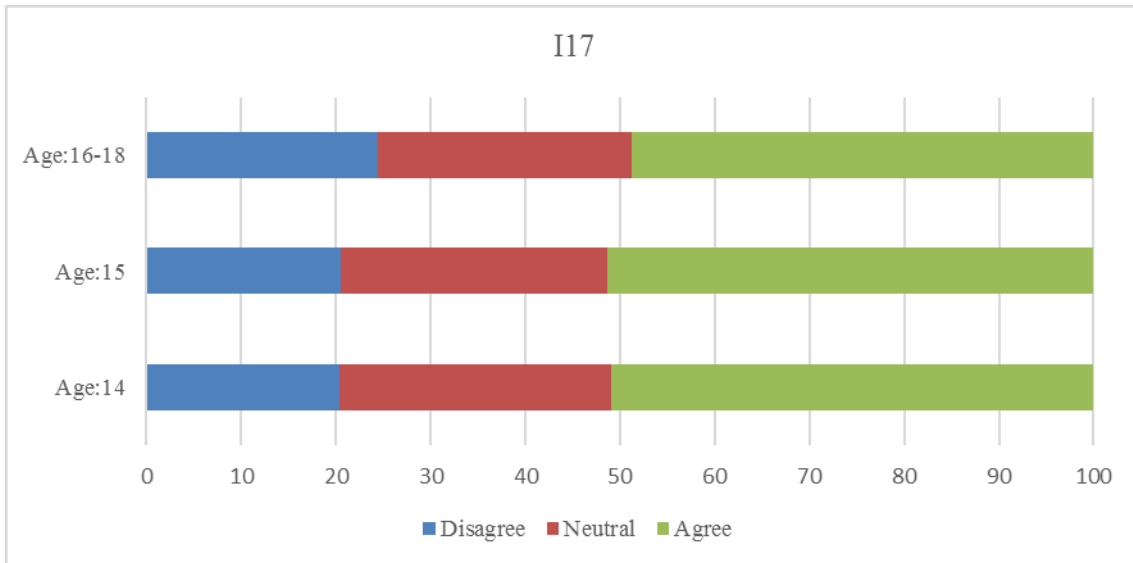
Figure 53. Distribution of students' answers to seventeenth item according to age. (%)

Figure 53 shows that all participants from different age groups have similar opinions on the statement "The passages are accurate and up-to-date.

4.5. What Do Students Think About the English Classes, Language Skills and the Reading Texts in Teenwise 9?

In order to examine the students' views on the English classes, language skills and the reading texts in Teenwise 9, interviews are conducted with 10 students from each school. The answers of the students are categorized.

4.5.1. What Are the Attitudes of Students Towards English Classes?

The results regarding the attitudes of students towards English classes are shown in Table 61.

Table 61. Whether students like English classes or not.

School type	Whether students like English classes or not	f	%
Anatolian High School	Yes	4	40
	Partially	2	20
	No	4	40
Anatolian Religious Vocational High School	Yes	4	40
	Partially	3	30
	No	3	30
Vocational and Technical Anatolian High School	Yes	4	40
	Partially	3	30
	No	3	30
Total	Yes	12	40
	Partially	8	26,7
	No	10	33,3

When the table is examined, it is seen that 40% (n=12) of the students like the class, 33,3% (n=10) do not like it while 26,7% (n=8) partially like the class.

It is determined that 40% (n=4) of the students at Anatolian High School, 40% (n=4) of the students at Anatolian Religious Vocational High School and 40% of the students at Vocational and Technical Anatolian High School (n = 4) like English class. It is found that 20% (n=2) of students in Anatolian High School, 30% (n=3) of students at Anatolian Religious

Vocational High School and 30% (n = 3) of students at Vocational and Technical Anatolian High School partially love the class.

It is seen that 40% (n=4) of the students at Anatolian High School, 30% (n=3) of the students at Anatolian Religious Vocational High School and 30% (n=3) of the students at Vocational and Technical Anatolian High School do not like the English class.

The reasons of the interviewed students' feelings regarding the English classes are categorized and shown in Table 62.

Table 62. Students' Reasons for liking/disliking English classes

Opininon on English classes	School type	Reasons	n
Reasons why they like English classes	Anatolian High School	Finding it easy	2
		Opportunity to improve it outside the classroom	4
		Interest in and admiration for the language	2
	Anatolian Religious Vocational High School	Motivated to learn and understand the language	2
		Interest in new cultures and curiosity	2
		Teachers/the way lessons are presented	2
	Vocational and Technical Anatolian High School	Finding it entertaining	2
		Enabling extracurricular activities	1
		Teachers/the way lessons are presented	1
		Eager to study abroad	1
Reasons why they dislike English classes	Anatolian High School	Difficulty in comprehension	3
		Difficulty in vocabulary learning	3
		Teachers/the way lessons are presented	3
	Anatolian Religious Vocational High School	Difficulty in comprehension	2
		Difficulty in vocabulary learning	2
	Vocational and Technical Anatolian High School	Difficulty in comprehension	3
		Difficulty in vocabulary learning	3
		Teachers/the way lessons are presented	2

The positive and negative views of the participating students on the English class are examined in detail.

Students' Positive Views on English Classes

When the data in Table 62 is examined, it is seen that A4-coded student - among those A3, A6, A8, A9, A10-coded Anatolian High School students who say they love or partially love English classes - states comprehension is easy, saying *"I love it because I find it easy to learn. I think, for example, if I get low scores on maths then I keep my English grades high to balance my average score."* The Anatolian High School students coded-A3, A4, A-8 and A-9 state that they love English classes because they can improve it outside the classroom. A3-coded student says, *"I can learn English via mobile phone, social media, and my favourite TV series or books."* The most detailed and remarkable statement is made by the A3-coded student: *"I like English classes. I have already interest in English outside of the school-time, so I find all those stuff easy. I'm also attending an English course. When I was a kid, we were living in Istanbul, I told my dad that I wanted to take an English course. I love English language, because I like both the accents and the cultures, British and American cultures, so I am dreaming to live in those countries one day. I mean, I don't have a [real] foreign friend, but I have many virtual friends and [we] chat online."* A9 and A10 students from Anatolian High School state that they have interest in and admiration for the English language. The remarks of A 10-coded student on the issue is interesting: *"I admire the language itself, and people who speak and write this language… I can feel it even in a song that I hear."*

It is determined that the students with code I7 and I8, who are studying at Anatolian Religious Vocational High School, love English classes because they are willing to learn and understand the language. I8-coded student says: *"I love it, I am trying to understand. I want to*

learn a foreign language." I3 and I6-coded students indicate that they like English because they like to learn new cultures and are curious about a new language. In this direction, the words of I3-coded student are catchy: *"I love it because language is a culture. And I like to learn about cultures."* I2 and I9- coded students from the Anatolian Religious Vocational High School also share that they like the classes because they like the teacher and the way lessons are presented. *"I love the classes thanks to my teachers,"* says I2-coded student. Likewise, I9-coded student shows the teachers as a factor for their interest in the language and the English class. *"It also depends on the teachers and how they teach us the language. I had no interest before, but I have started to like it thanks to my teachers."*

M4 and M5-coded students of Vocational and Technical Anatolian High School say they love the classes because they find it entertaining. M4-coded student says: *"I love it because it is entertaining."* According to M5-coded student, the classes are so enjoyable, and that is the main reason why he/she likes the course. The same student also says he/she likes the class because it enables extracurricular activities, saying *"I watch foreign movies and series, I hate Turkish shows. That's how I started to like the class."* M10-coded student cites the teacher and the way lessons are presented as the reasons for liking the classes. "*Some teachers are giving lively lectures, and that makes us learn easily*." M3-coded student of the same school says: "*I say yes, I love the class, because I wish to go to Europe*", speaking of interest in the language because of his/her wish to go abroad.

Students' Negative Views on English Classes

According to Anatolian High School students coded A1, A2, and A5, they don't like the class because they have difficulty in comprehension. In this respect, A1 says in the simplest terms: *No [I don't like]. I mean, it's hard, I just can't [understand]*." The most detailed remarks

are made by A5: "*No, I don't like it at all. English is spoken during the class, and I have low a level. I have no solid foundation. I was transferred to a private school, and the kids there had been educated in English since kindergarten, I became more estranged, I did not understand anything. Then I am here [high school] without learning anything. I don't get at all, just a little. I'm trying to figure it out by asking my friends. If I had started the private school in second or third grade, I could have had a much better level. In fact, I am not bad at foreign languages, I love listening to foreign songs, I watch foreign films, sometimes even trying to watch with English subtitles. I like it, I am not saying I don't like it, but it bores when you don't get it. Everybody around me is so good [at English] and it is not motivating when I fail. Everybody is making it anyway, just I can't. I'm not going to be the most successful on this, then it's better not to be successful at all. I think it's something about my perfectionism.*" A2, A5, A6-coded students of Anatolian High School also refer the same reason for their dislike towards the English class. They say they also have difficulty in vocabulary learning. "*No. I just cannot memorize vocabulary, I think that's the reason,*" says A2. A6, A7 and A9 say they are not attracted by the English class due to the lecturer and the way lessons are presented. While A6 says: *"The class can sometimes be boring"* A7 gives a detailed explanation: *"I love English, but I do not like the classes. I think it's something about the education system. I don't think we learn English, we learn much more different things. English teachers are not generally people I can get along with. I only loved English only one year back in my school life. Then my teacher was very sweet, very good person. And she helped me so much."*

Anatolian Religious Vocational High School students coded 16 and 110 said they don't like the class because they have some difficulty in understanding. 15 says: *"It is just hard. Speaking and understanding, they are both hard. It has nothing to do with my level, it is all*

about me.” Similarly, student coded I10 says: *“I do not like it. It's hard. The teacher lectures great but I do not understand.”* Students with I4 and I10 codes also state that they do not like the classes because they have difficulty in learning English words. I4 says: *“I don't understand because I don't know the words. It is my own failure.”*

Vocational and Technical Anatolian High School students coded M1, M6, and M7 said they don't like the English classes because they have some difficulty in understanding. M1-coded student says: “*I don't know much about English, I don't understand. So, I don't like it very much”* while M7 share his/her opinion by saying: *“I do not like English, I have difficulty in understanding. I don't enjoy it because I don't understand much.”* M1, M6 and M9 state that they do not like the classes because they have difficulty in vocabulary learning. In this direction, M9-coded student says: *“I cannot learn the vocabulary.”* M9 and M10 coded students also state that they do not like the lessons due to their teachers and the way lessons are presented. M9 says: *"The class is not fun."* M10 indicates: *"Some of the teachers give us some certain tasks, and want us to bring them to school. We cannot [by ourselves], and use the internet [for answers], I do not like that.”*

4.5.2. What Are the Perceptions of 9th-grade EFL Students Towards Language Skills (Reading, Writing, Listening, Speaking)?

Participating students were asked which language skill they found to be the most difficult. The answers are shown in Table 63.

Table 63. The views of students regarding the most difficult language skill

School type	The most difficult language skill	f	%
Anatolian	Reading	1	10,0
High School	Listening	1	10,0
	Writing	9	90,0
	Speaking	10	100,0
Anatolian	Reading	5	50,0
Religious	Listening	4	40,0
Vocational	Writing	4	40,0
High School	Speaking	6	60,0
Vocational	Reading	6	60,0
And	Listening	3	30,0
Technical	Writing	9	90,0
Anatolian	Speaking	7	70,0
High School			
Total	Reading	12	40,0
	Listening	8	26,7
	Writing	22	73,7
	Speaking	23	76,7

When the data in the table is examined, it is observed that all the students (100%; n=10) who are studying at the Anatolian High School state that the speaking skill is very hard to acquire. It is determined that 90% (n=9) of the students describe writing as a hard skill, while each 10 % (n=1) state that reading and listening hard skills to gain.

Of the students studying at the Anatolian Religious Vocational High School, 60% (n=6) say speaking skills, 50% (n=5) say reading skills, and each 40% (n=4) say listening and writing

skills are hard to acquire. 90% (n=9) of the students at the Vocational and Technical Anatolian High School says writing is the most difficult skill, 70.0% (n=7) say speaking is hard, while 60% (n=6) say reading and %30 (n=3) state that listening skills are difficult. When the table is examined, 76.7% (n=23) of the students whose opinions are asked within the scope of the study say speaking is the most difficult skill in English class, 73.7% (n=22) described writing, 40.0% (n=12) and 26.7% (n=8) describe listening as hard skills.

The views of the students on the reasons for the difficulties of the English classes are shown in the Table 64.

Table 64 shows the reasons for the students' views on the difficulty of speaking, writing, reading and listening skills at English classes. It has been determined that some students present more than one reason for the skills they have stated, and some students do not give any reason for the skills they specify as difficult.

Table 64. Students' reasons about the difficulties of the English classes.

English language skills	School type	Reason	n
Speaking	Anatolian High School	Can't speak fluently due to thinking in Turkish	7
		Hard to pronounce	5
		Insufficient curriculum	1
	Anatolian Religious Vocational H.S.	Can't speak fluently due to thinking in Turkish	3
		Hard to pronounce	3
	Vocational and Technical Anatolian H.S.	Can't speak fluently due to thinking in Turkish	3
		Hard to pronounce	6
Writing	Anatolian High School	Difficulty in forming sentences	4
		Difficulty in finding the right words	3
		Word-writing difficulties	1
	Anatolian Religious Vocational H.S.	Difficulty in forming sentences	2
		Word-writing difficulties	2
	Vocational and Technical Anatolian H.S.	Difficulty in forming sentences	6
		Difficulty in finding right words	1
		Word-writing difficulties	1
Reading	Anatolian High School	Inability to read fluently or with the right pronunciation	1
	Anatolian Religious Vocational High School	Inability to read fluently or with the right pronunciation	5
		Reading comprehension problems	4
	Vocational and Technical Anatolian H.S.	Inability to read fluently or with the right pronunciation	4
		Reading comprehension problems	3
		Not enough classroom practice	1
Listening	Anatolian High School	Listening comprehension problems	1
	Anatolian Religious Vocational H.S.	Listening comprehension problems	3
		Not enough classroom practice	1
	Vocational and Technical Anatolian H.S.	Listening comprehension problems	1

164

Opinions About Speaking Skills Difficulties

Students coded A2, A3, A4, A6, A7, A9 and A10 who are studying at Anatolian High School say that they cannot speak the language fluently because they think in Turkish and that is why they mostly have difficulties in speaking skill. In this direction, A2-coded student says: *"I would say speaking, because you have to think which grammar [rules] you should use. You can understand while reading, but, when speaking you have to think about where to use which word and cannot speak fast."* Similarly, A3 student says: *"Speaking requires instant action, for example while reading, you can contemplate for a time, but when speaking, you have to ponder and convey instantly, so it is harder than reading."* It has been found that the A1, A2, A4, A5, and A6-coded students who are studying at Anatolian High School have difficulty in speaking skill at English class due to pronunciation differences between the two languages. In this direction, A6 says: *"It is speaking, because we are accustomed to thinking in Turkish, the way we talk. They read and write in different ways."* A8 indicates the insufficient speaking practices at class as the main reason for their weak speaking skill. *"We do not focus on speaking during English classes that much, we learn more about grammar. We are not given much opportunity to improve our ability to speak."*

I1, I3 and I8-coded students of Anatolian Religious Vocational High School state that speaking in English is difficult because they think in Turkish while trying to communicate in English. I1 says: *"You need to have a foundation background to speak; it is hard to speak while thinking [in another language]."* I3 says: *"You can make mistakes because you are forming an English sentence in Turkish [structure]."* I6, I9 and I10-coded students said they have difficulties in speaking due to pronunciation problems. I6 expresses the situation in the simplest

way: *"There may be trouble in the pronunciation of words"* Similarly, I9 says: *"To set an example, I am having a hard time with the pronunciation as the sounds changes in two languages."*

M4, M5 and M6-coded students at Vocational and Technical Anatolian High School state that they also have difficulty in speaking because of the same reasons. With a short reply, M4 says: *"I don't know what to say while speaking."* For their part, M6 says: *"It's me, I am having trouble while speaking."* Students with codes of M2, M5, M6, M7, M8, and M9 say they have difficulty in speaking because they have pronunciation problems. On the issue, M2 says: *"Pronunciation of the words can be wrong, and some words can be difficult to pronounce."* M8 says: *"We don't know how to pronounce the words while speaking. Really hard to pronounce."*

Opinions About Writing Skills Difficulties

Students coded as A2, A3, A7 and A10 of Anatolian High School state that they have difficulty in writing because it is hard to form a sentence. A3 says: *"I think the writing structure is very different compared to Turkish, the sentence structure is a little different,"* signaling the sentence structure difference between the two languages. A7 says: "*I have a hard time while forming a sentence*" while A10 says: *"It's hard to make a sentence instantly, or we just have to make up something at that time, and also we need to pay attention to tenses."* The Anatolian High School students coded A2, A5, A9, and A10, who are asked for their opinions, indicate that the writing skill is difficult because they have difficulty in finding the right words. Referring the issue, A2-coded student says: "*You have to think how to use the words*." And A5 says: *"You have to find the words yourself when you are writing, naturally it is a challenge."* A10 at the

same school also states that writing requires the correct spelling of words as well as making sentences and finding right words, saying: *"We have to pay attention to how to write the words."*

I8, one of the students of the Anatolian Religious Vocational High School, says they have difficulty in writing as they have problems with forming the sentences. On the issue, the fore mentioned student says: *"I cannot do it, I cannot write, just cannot."* I6 and I9-coded students say they have a hard time while writing and cites spelling mistakes. I6 says: *"While writing sometimes a letter is missing, which means trouble."* I9 says: *"We inscribe upon teacher's directions, but we may make mistakes."*

M2, M4, M5, M7, M8 and M10-coded students of Vocational and Technical Anatolian High School also say they label writing skill as hard since they have difficulty in forming sentences. M2 says: *"There may be confusion while writing sentences if you pen what occurs in your mind."* M4 clearly express their situation as saying: *"I don't know how to write."* while M7 says: *"How can I put it into words? To write in English is so confusing because it doesn't look like Turkish."* M3-coded student at Vocational and Technical Anatolian High School says: *"Writing can be problematic and sometimes I confuse words."* M9-coded student also draws attention to the fact that there may be trouble in the correct spelling of words in the writing process. M9 says: *"I do not know how to write the words."*

Opinions About Reading Skills Difficulties

A1-coded student of Anatolian High School expresses his views, detailing they have difficulty in reading as they he cannot read fluently or with right pronunciation. *"I would say*

reading... I find it difficult to pronounce some words while reading and cannot read fast as I don't know some word patterns. I read with a Turkish accent."

Anatolian Religious Vocational High School students with codes of I2, I3, I4, I5 and I10 state that they have difficulty in developing reading skills because they cannot read fluently and with a proper accent. I2 says: *"Reading is harder. Words, texts, pronunciations. I'm having a hard time while reading aloud."* Similarly, I3 says: *"Both speaking and reading, because you should consider the accent of that region."* I5 says: *"Reading is hard for me. Because I get stuck when there are difficult words.*" I2, I3, I4 and I10-coded students of the same school state that they cannot understand what they read and thus, they find reading skill difficult to acquire. In this direction, I2 says: *"Sometimes I do not understand the words I read"* while I10 says *"It is hard to understand while reading."*

M1, M2, M9, and M10-coded students of Vocational and Technical Anatolian High School state that they have difficulty in reading process because they cannot not read fluently and appropriately. M1 says: *"I'm having trouble while reading. The pronunciation [of two languages] is so different. I can't read aloud in class."* M10 says: *"Usually we do the reading out loud in the class, and it's not like reading to myself, it's hard."* M1, M2 and M8 indicate that that they have difficulty in reading skill because they cannot understand what they read. M2 says: *"I understand very little while reading.*" Seconded M2, M8 says: *"Reading is hard when you have a weak vocabulary."* M3 studying at the same school says the reason for the weak reading skill is due to not practicing enough in the classroom. *"We are not practicing reading enough at class. The teacher writes sentences on the blackboard. We're practicing grammar or vocabulary more."*

Opinions About Listening Skills Difficulties

A7-coded student from the Anatolian High School says listening is hard because they have difficulty in comprehension. *"I find it difficult to listen and write [at the same time]. It is so hard for me to understand the sentence and form it afterwards."*

Anatolian Religious Vocational High School students with codes of I2, I7 and I10 say that they have difficulty in listening skill. I2 says: "*Listening is harder. Sometimes I don't understand the words.*" while I7 indicates: *"In my opinion, the listening [is hard]. I understand nothing at all."* I10 says: *"I cannot understand,"* and I7 argues that the reason for this situation is the lack of practice in the classroom. *"We don't focus much [on listening] at class."*

M10-coded student of Vocational and Technical Anatolian High School agrees the listening is the hardest part of the class. *"I'm having some trouble when speaking, but I can't understand listening due to pronunciation."*

4.5.3. What Do Students Think of the Reading the Texts in Teenwise 9?

Students were asked whether they enjoy reading texts in Teenwise 9 and their answers are shown in Table 65.

Table 65. Students' views on whether the reading texts in Teenwise 9 are enjoyable

School type	Are the reading texts in Teenwise 9 enjoyable?	f	%
Anatolian H.S.	Enjoyable	2	20,0
	Partially enjoyable	4	40,0
	Not enjoyable	4	40,0
Anatolian Religious Vocational H.S.	Enjoyable	6	60,0
	Partially enjoyable	3	30,0
	Not enjoyable	1	10,0
Vocational and Technical Anatolian H.S.	Enjoyable	0	0,0
	Partially enjoyable	2	20,0
	Not enjoyable	8	80,0
Total	Enjoyable	8	26,7
	Partially enjoyable	9	30,0
	Not enjoyable	13	43,3

As Table 65 shows, 20% (n=2) of the students studying at Anatolian High School find the texts in Teenwise 9 enjoyable and that they enjoy reading them. It is determined that 40% (n=4) of the students partially enjoy and 40% (n=4) state that they do not enjoy reading the texts in the textbook.

It is revealed that 60% (n=6) of the students studying at Anatolian Religious Vocational High School find the text in the textbook amusing; 30% (n=3) of the students partially enjoy and 10% (n=1) state that they do not enjoy reading the texts in the textbook.

None of the students of Vocational and Technical Anatolian High School find the texts in Teenwise 9 entertaining. It is determined that 20% (n=2) of the students partially enjoy and 80% (n=8) state that they do not enjoy the textbook.

26.7% (n=8) of the students who are interviewed as part of the research find the texts in the book entertaining; 30% (n=9) partially enjoy the book and 43.3% (n=13) state that they do not like the book.

Students' reasons for finding the texts of Teenwise 9 entertaining are shown in Table 66.

The information in Table 66 shows the positive and negative opinions of students on the reading texts in Teenwise 9. Some students cite more than one reason for their opinion, while others do not justify their opinion.

Table 66. Students' views on why the texts in Teenwise 9 are enjoyable.

Evaluating the textbook	School type	Reason	n
Entertaining	Anatolian H.S.	Instilling new culture	3
		Easy to understand as simple and illustrated	1
	Anatolian Religious Vocational H.S.	Absorbing/engaging	5
		Age-appropriateness	2
		Funny teaching methods	1
	Vocational and Technical Anatolian H.S.	---	0
Not entertaining	Anatolian H.S.	Familiar subjects	2
		Comprehension problems	1
		Stilted texts	1
		Long texts	1
	Anatolian Religious Vocational H.S.	Reluctant to read	1
		Teacher-caused boring class	1
	Vocational and Technical Anatolian H.S.	Fail to understand	4
		Familiar subjects	1
		Not to know characters mentioned in texts	1
		Lack of illustraitons	1
		Other views	1

Opinions of Students who Find Texts Entertaining

A2, A8 and A10-coded students of Anatolian High School state that they enjoy reading texts in Teenwise 9 as they are getting acquainted with new cultures.

In this case, A2 delivers these remarks: *"You are introduced to their culture,"* A8 says: *"There are different cultures, and you learn about them."* And A10 says: *"I think it's generally*

interesting to learn about the lives and cultures of different people." The A6-coded student also emphasizes that the short and pictorial texts in the textbook are easier to understand and that the pieces that fit this feature are fun. *"I understand better when it's short and illustrated. I don't know some words in some sentences, but I make a sense out of it with the rest of the words that I know. And when I confine with the picture, I realize that I understand correctly."*

I3, I4, I5, I6 and I10-coded students of Anatolian Religious Vocational High School state that they like the texts in the textbook as they find them interesting.

I3 says, contrary the other students, the texts attract his interest, and finds them funny. *"They are fun, but I speak for this school, the students are not much interested. There is no language class in this school because students don't like it anyway, it does not spark their interest. But it attracts my attention."* I5 says they are attracted by the subjects while I6 says: *"They are exciting, very amusing subjects."* Studying at the same school, I8 and I9 say the texts are fun as they are age-appropriate. I8 says: *"It is fun to read [the texts]. And very appropriate for our age and level."* I9 says: *"It is proper for teenagers, good for high school level."* According to I7, the teacher is the main factor for a textbook to be entertaining. *"To me, the lecturer can turn a boring subject to a totally fun one."* It is determined that none of the students at Vocational and Technical Anatolian High School find the texts in the textbook fun.

Opinions of Students who do not Find Texts Entertaining

Students of the Anatolian High School, A3 and A4-coded, state that all the texts in the book very familiar and common, and thus, they don't find them entertaining. A3-coded student,

172

in this direction, says: *"I think the subjects are not that much interesting. There are more interesting subjects in foreign books, such as those in Cambridge or Pearson. For instance, there are examples around the world or from technology or nature ... We already know all the stuff in this book, but we learn something new with those [Cambridge, Pearson] books."*

A4-coded student, likewise, clearly elaborates: *"I think they are not [entertaining] since we've lectured the same subjects in English classes for the past few years, it's always the same topics, cultures, sports; we just come to a full circle. I think all of the English textbooks have the same topics, we are tired of it."* A1 says they do not enjoy reading passages because they don't understand. *"I do not enjoy the topics and I do not understand because it is in English,"* . A5 expresses a different perspective on the matter and states that the texts are fabricated and a bit stilted: *"They are not entertaining. They [the texts] do not feel natural. They [the text topics] are not like having a regular conversation with a common person. They are from like a regular article. Very ordinary, straight sentences. They are not aimed at contributing your English. They are not like real-life speeches or topics. The sentences are only meant to teach something."* A6 refers to the length of the texts: *"Some texts are long and boring."*

I2-coded student of Anatolian Religious Vocational High School states that the topics are not tempting enough to read. *"I don't want to read them, maybe I would if they covered other interesting subjects."* I7 says that it is entirely dependent on the teacher to make the reading texts in the textbook enjoyable. *"It depends on the teacher. If I don't like the teacher, then it won't be fun."*

It is determined that M6, M7, M9 and M10-coded students from Vocational and Technical Anatolian High School do not enjoy the passages because they cannot grasp them.

M6 says: *"I don't enjoy reading, because I don't understand much. Maybe it could be fun if it was Turkish, but, in this case, I don't understand ..."* M7 says: *"If it was in Turkish, maybe I would have more fun. I mean, it doesn't appeal to me as I do not understand."* M10 details the issue by saying: *"I think most of my friends find it hard to understand. I am sure it would be mostly fun if we get it. I would read most of the texts if they were in Turkish."* M3 expresses that the topics are simple and common: *"We are always taught the same topics. A kid at 4th grade is learning the same subjects, too."* M4 presents a different point of view on the issue, saying that the students cannot fully comprehend what they are taught. *"The lives of celebrities or our agemates would be more interesting. People we don't know are not that much interesting."* M5 points out that the passages should be supported with visuals. *"There could have been more visuality to draw attention."*

One of the students at Vocational and Technical Anatolian High School, M8, states a different view, saying the textbook should not be used at all. "*More fun passages can be taught by using smart boards. Learning with songs and movies will make more sense than the textbook.*"

4.5.4. What Do Students Think of the Difficulty Level of the Words in the Reading Texts in Teenwise 9?

The students who take part in the research are asked for their thoughts about the difficulty level of the words in the reading texts in Teenwise 9. They are asked whether the

words are easy to understand or whether they receive lecturer's help or use a dictionary. The views of the students are shown in Table 67.

Table 67. Students' thoughts about the difficulty level of the words in Teenwise 9

School Type	The difficulty level of the words in Teenwise 9	f	%
Anatolian High School	Easy	7	70,0
	Suitable	3	30,0
	Difficult	0	0,0
Anatolian Religious Vocational High School	Easy	2	20,0
	Suitable	4	40,0
	Difficult	4	40,0
Vocational and Technical Anatolian High School	Easy	0	0,0
	Suitable	8	80,0
	Difficult	2	20,0
Total	Easy	9	30,0
	Suitable	15	50,0
	Difficult	6	20,0

When the information in Table 67 is examined, it can be seen that 70% (n=7) of the students in Anatolian High School consider the vocabulary in Teenwise 9 as easy and 30% (n=3) indicate that they are suitable for the student level.

It is found that 20% (n=2) of the students of Anatolian Religious Vocational High School find the words in the textbook easy while each 40% (n=4) describe as moderate and difficult. 80% (n=8) of the students at Vocational and Technical Anatolian High School say the difficulty level of the words suitable for the student, but 20% (n=2) express an opposite view.

As shown in the table, 30% of the students (n=9) whose opinions are taken within the scope of the study state that the words in the passages are easy, 50% (n=15) say they are suitable for the student level, and 20% (n=6) state that they are difficult.

Table 68. Students' reasons about the difficulty level of the words in Teenwise 9 reading texts

Difficulty level of the words	School type	Reason	n
Easy-moderate	**Anatolian High School**	Repeated words	9
		Other views	1
	Anatolian Religious Vocational High School	Repeated words	3
		Using context clues to understand word meanings	1
		Other reasons	1
	Vocational and Technical Anatolian High School	Repeated words	3
		Other views	3
Difficult	**Anatolian High School**	---	0
	Anatolian Religious Vocational High School	Mostly in need of dictionary use	5
		Mostly in need of teacher's help	3
		Lack of familiarity	2
	Vocational and Technical Anatolian High School	Mostly in need of teacher's help	1
		Lack of familiarity	1

According to the information shared in Table 68, the reasons given by the students regarding the moderateness/easiness and difficulty level of the vocabulary of the textbook can be seen.

Opinions on Moderateness/Easiness of Vocabulary

The students of the Anatolian High School, A1, A2, A3, A5, A6, A7, A8, A9 and A10, say they find the vocabulary in the textbook at moderate or easy level and as the reason, they argue the repetition of the words in the previously lectured units as the main reason. In this direction, A2-coded student says: *"There is not much dictionary needed, most of them are*

familiar words. I remember the words in next units." A5 expresses similar views: *"I don't have difficulty in vocabulary. In general, they are always the same words. With each unit, I learn better, they remain in my mind. This book is easy, always the same words."*

A9 also points out that they come across the words especially in social media: *"The words we learned in secondary school were in the same difficulty. When you read something on the internet online, you can learn the synonyms [and related words], but [at class] they [the lecturers] always teach us the commonly used ones."* Anatolian High School students say they generally use context clues to understand the meanings of the new words, or resort to the assistance of the teacher or the dictionary.

A4 brings a different perspective to the issue and states that there is actually no connection between the words they learn. *"Their difficulty level is manageable. I don't think we are learning the same words, instead irrelevant ones. There's no connection between [taught] words. The initial words we learn are easy, and afterwards, we start to remember."*

I3, I7 and I9-coded students, who were studying at Anatolian Religious Vocational High School, state that they do not have much difficulty with the formerly taught words as they are repeated constantly. The statement of I3, who gives the broadest explanation to the issue, is remarkable: *"I believe that a 9th-grade student learning English until this time should easily translate them. The vocabulary of the book is so weak. I think we need to learn more words, it is basic vocabulary. My current level should have been B2 at 9th grade but my classmates hardly understand the A1 level. Students generally don't have the enthusiasm of learning, and I think the curriculum meant to be taught to us is insufficient. They usually focus more on grammar, but we need to learn as many words as we can, and then the grammar rules. We always start over in grammar. The students forget [the words] as they do not revise enough. We've always*

started over since 4th grade and learned the same words. 2 hours [English class] in a week is not enough, the number of hours should be more than the gym class."

Similarly, I7 says that they know about 80% of the words in a sentence as they learned them before and I9 says that all words can be memorized with two or three repetitions. I6 says: *"It is not difficult when we practice the given words in the textbook. First, we write the Turkish meanings of the words, then, we read, thus, I am not having difficulty."* Also, students at Anatolian Religious Vocational High School who think that the words are easy or moderate regarding the level of the students state that when they encounter new words, they use the context clues to understand the meanings of the words, or use a dictionary or ask for teacher's help. I1-coded student states that the vocabulary level should be made a little bit harder. *"It should be a little harder regarding our grade."*

M2, M5 and M7-coded students at Vocational and Technical Anatolian High School state that the vocabulary level is suitable for students as they are repeated and reminded them beforehand. On the issue, M2 says: *"Usually we know the words. The same words will be in the upcoming units, even until the university exam."* M7 says: *"There are already some words that we learned during secondary school. So, its level is good."*

The M5 coded student also points out that the repetition of the words actually makes them easier to learn, but also adds that the students whose background is flawed have difficulty in learning. *"Maybe we learned many of those words at secondary school, but if you don't have a background in the language, then you have difficulty in learning. In fact, the words are as they should be, but we have difficulty if we haven't learned them before."* M3 says the words are easy-to-difficult. M4 expresses that they need to use a dictionary. It is determined that M1, M6 and M8 generally prefer to ask their teachers instead of using a dictionary.

Opinions on the Difficulty of the Vocabulary

It was determined that there are no Anatolian High School student describing the words in Teenwise 9 textbook as difficult.

The I2, I4, I5, I8 and I10-coded students at Anatolian Religious Vocational High School state that they need to use a dictionary very often to understand the passages in the book. In this direction, I2 says: *"There are lots of words of which we don't know the meaning, so we use a dictionary."* I5 says: *"I use dictionary many times, I find them hard. It is difficult to memorize the meaning of words, and to read them."* I2, I4, and I10 state that they also need teacher's help a lot as well as using the dictionary. I4 coded student says: *"I need to ask the teacher constantly"* while I10 gives these remarks: *"They are difficult, I consult the teacher all the time."* I4 and I5 also mention that the words may be difficult for them because they are just not good at English. I4 says: *"I cannot say anything about the level because I do not know English, it is difficult for me."* I5 says they cannot remember the meaning of the words despite many repetitions.

Vocational and Technical Anatolian High School's M9-coded student says: *"Words are difficult. I'm consulting the teacher all the time. It could have been easier."* M10 says: *"It sounds so complicated right now, it doesn't really appeal to us. Maybe we can be better with practicing but still I don't think it's easy, it's hard."*

4.5.5. What Are the Opinions on the Length and Grammar of the Sentences in the Reading Texts in Teenwise 9?

The students are interviewed for their opinions on the length and grammar of the sentences in Teenwise 9. The views of the students on the length of sentences are shown in the Table 69.

Table 69. Students' opinions on the length of the sentences in the reading texts in Teenwise 9

School type	The length of the sentences in the reading texts	f	%
Anatolian High School	Easy	0	0,0
	Suitable	8	80,0
	Difficult	0	0,0
Anatolian Religious Vocational High School	Easy	1	10,0
	Suitable	3	30,0
	Difficult	3	30,0
Vocational and Technical Anatolian High School	Easy	2	20,0
	Suitable	4	40,0
	Difficult	3	30,0
Total	Easy	3	10,0
	Suitable	15	50,0
	Difficult	6	20,0

As it can be seen in the table, it is determined that 80% (n=8) of the students in Anatolian High School consider the length of sentences in the textbook suitable for the student level in general. 20% (n=2) of the students (A7 and A10) do not express opinion on the question. A4-coded student says referring to the issue: *"I think they are understandable, short. I just don't know if it is testing us but it sometimes gets harder when it links and extends sentences"* A8 also points out that there could have been more difficult sentences in the textbook: *"The sentences*

are generally short with simple structures. It is not simple for our level but could be a little more compelling."

Of the students studying at Anatolian Religious Vocational High School, 10% (n=1) find the sentence structures in the textbook easy, 30 % (n=3) say they are suitable for the student level while 30% (n=3) find them difficult. 30% (n = 3) of the students (I1, I7 and I9) do not express view on sentence lengths. I5 who states that the sentence structures are suitable for the student level, draws attention to the fact that the length of sentence is important for word learning. *"The longer, the more new words."* I2, I6 and I10 also state that sentence structures in the textbook are long and should have been shorter and easier.

20% (n=2) of the students at Vocational and Technical Anatolian High School (n=2) state that the sentence structures in the textbook are easy, 40% (n=4) say they are suitable for the student level, and 30% (n=3) say they are difficult.
It is determined that 10% (n=1) of the students (M7) do not express opinion on the sentence structure in the textbook. M4 says sentences as easy as they are simple to translate.

Similarly, M3 also states that the sentences are simple. One of the students, M10, who think that the sentences are suitable for the student level, points out that the difficulty level of the sentence structure may be related to the teacher. *"We understand when teacher lectures well."* M5 says sentences are complex, while M8 says they are long to understand. M6 says: *"It should be easier, it challenges a little bit."*

As can be seen in the table, it is found that 10% (n=3) of the students who participate in the study find the sentence structures easy, 50% (n=15) find them moderate for the student level, and 20% (n=6) think they are difficult.

The views of the students on the grammar of the reading texts in Teenwise 9 are shown in the Table 70.

Table 70. Students' views on the grammar of the reading texts in Teenwise 9

School Type	Grammar of the reading texts	f	%
Anatolian High School	Easy	1	10,0
	Suitable	6	60,0
	Difficult	1	10,0
Anatolian Religious Vocational High School	Easy	0	0,0
	Suitable	5	50,0
	Difficult	1	10,0
Vocational and Technical Anatolian High School	Easy	0	0,0
	Suitable	4	40,0
	Difficult	2	20,0
Total	Easy	1	3,3
	Suitable	15	50,0
	Difficult	4	13,3

Table 70 shows that 10% (n=1) of the students in Anatolian High School evaluate the grammar in the textbook as easy, 60% (=6) of the students find it suitable for student level, while 10% (n=1) describe it difficult.

A4 and A5 do not express opinion on the grammar in the textbook, whereas A7 says that the textbook gives a lot of focus on grammar. *"We do not need that much grammar to learn English. It feels hard."* A10 says that the grammar in the textbook is not suitable for everyday life like a newspaper but is only for the course. A1, A3 and A9 state that the grammar in the

textbook is a repetition of the grammar structure learned in previous years. A9 complains about the issue: *"We see English for a few years and we learn the same things again and again. For example, we learn Present Continuous every year, but have not learned Perfect Tenses, yet. That's a bit of a nuisance. It always seems to me same."* However, A3 says the repetition has a good effect on them: *"We learn the same subjects every year, but I think it's positive, we are adding more and more, because even now, if many of us, even me, are asked about the Present Simple right now, we can't. So, I don't think it's wrong to repeat every year."*

50% (n=5) of the students at Anatolian Religious Vocational High School state that the grammar of the textbook was suitable for the student level and 10% (n=1) evaluate that it is difficult. It is determined that 40% (n=4) of the students (I2, I3, I4 and I9) do not express opinions on the grammatical structure of the textbook. I7 say that the book is overloaded with grammar subjects, and therefore, the number of class hours should be increased, otherwise they fall short of learning the all grammar subject. I1 says: *"Grammar topics can be understood."* I10 states that even though they have some difficulty, they are good at learning grammar rules. *"Grammar is good, but it is difficult time to time."*

40% (n=4) of the students at Vocational and Technical Anatolian High School find the grammar of the textbook suitable for the student level, 20 % (n=2) labels it difficult. 40% (n=4) of the students (M3, M5, M9 and M10) do not to express any opinion. Stating that the grammar of the book is suitable for the student level, M4 says that *"We are already doing more grammar at class",* adding that they focus on grammar during the course more than any other topic. M7 says that grammar is easy, but it should have been more suitable for the student level. M8 says: *"We always do the same things in grammar, sometimes with new content, though."*

When the table is examined, it can be seen that 3,3% (n=1) of the students find the grammar in the textbook easy, 50% (n=15) consider it suitable for the student level and 13,3% (n = 4) say it is difficult.

4.5.6. What Are the Opinions of the Students Regarding Teenwise 9 Texts' Relation to Real Life?

The students are asked whether the texts in Teenwise 9 are related to real life. The opinions of the students on whether the subjects are useful for their everyday life are shown in Table 71.

Table 71. Students' opinions on whether the texts in Teenwise 9 are related to real life

School Type	Whether the texts in Teenwise 9 are related to real life	F	%
Anatolian High School	Related	3	30,0
	Partially related	2	20,0
	Unrelated	5	50,0
Anatolian Religious Vocational High School	Related	4	40,0
	Partially related	5	50,0
	Unrelated	1	10,0
Vocational and Technical Anatolian High School	Related	4	40,0
	Partially related	0	0,0
	Unrelated	6	60,0
Total	Related	11	36,7
	Partially related	7	23,3
	Unrelated	12	40,0

When Table 71 is examined, it is seen that 50% (n=5) of the students in Anatolian High School think that the reading texts in Teenwise 9 are unrelated to real life, while 20% (n=2) think they are partially related to real life and 30% (n=3) think they are related to real life.

It is found that while 40% (n=4) of the students in Anatolian Religious Vocational High School think that the reading texts in Teenwise 9 are related to real life, 50% (n=5) say they are partially related. Only 10% (n=1) state that the reading texts are unrelated to real life.

While 60% (n=6) of the students from Vocational and Technical Anatolian High School think the reading texts in Teenwise 9 are unrelated to real life, the rest of the 40% (n=4) think they are related to real life.

Table 72. Students' reasons for their opinions on the relatedness of the reading texts to real life

Relatedness of the reading texts to real life	School type	Reason	N
Related	**Anatolian High School**	Introducing other cultures	4
		Social topics	2
		Similar texts	1
	Anatolian Religious Vocational High School	Self-introduction	2
		Social topics	1
		Other views	3
	Vocational and Technical Anatolian High School	Self-introduction	1
		Informing	1
Unrelated	**Anatolian High School**	Unrelated topics	5
	Anatolian Religious Vocational High School	Simple topics	1
		Unrelated topics	1
	Vocational and Technical Anatolian High School	Because English is not spoken in daily life	3
		Unrelated to real life issues	1

As can be seen from Table 72, students have different opinions about the textbook passages' relation to the real life.

Opinions About the Textbook Passages' Relation to the Real Life

It is seen that students coded A1, A2, A8, and A9 at Anatolian High School say that the texts have a contribution to their life in the sense of general knowledge as they have instil different cultures. A2-coded student says: *"They are adverting cultures, it would be useful someday. They are related to the daily life."* while A9 says: "*For example, there was child in the book, he was telling his culture.*" However, A8 states that the texts are culture promoting, but they do not work for any other purpose. A6 who states that the social issues mentioned in the texts are related to daily life, gives an example: "*I think that they have* [relation to daily life]. *The units focus on such as meals, acceptances, dialogues. It's about real life.*" A7 says: "*There are some topics on the school or friendship that we are interested in while reading.*" A10 approaches the issue from a different perspective. *"The magazine's cover similar stuff, or the blogs. So, they are all about real life."*

I7 and I8 students of Anatolian Religious Vocational High School state that the texts in the self-introduction section are related to daily life. In this direction, I7 says: "*Self-introduction helps us to learn how to start a sentence?*" I6 exemplifies that the texts are related to daily life when they focus on social issues. *"I mean, there was a guy riding a bike, I'd like to be like him."* Also, I1 says some of the texts tell the real events, I2 says the texts are appropriate for their age, and I8 says they can at least improve their reading.

M4-coded student from Vocational and Technical Anatolian High School states that the self-introduction texts are related to the daily life. *"We can change and adapt the self-introduction texts for ourselves."* M7 says: *"For example, there are very informative texts, they*

186

teach something", adding that they can use the information they have learned through the texts in their daily life.

Opinions About the Textbook Passages' Non-relation to the Real life

Students from the Anatolian High School, A1, A4, A5, A7 and A9, indicate that the texts are not related to daily life. In this direction, A1-coded student states that the texts will not be of benefit for the job interviews. A4 says with they do to find the texts related to the real life as they will firstly talk about their daily life interests rather than their culture when they meet a foreigner. A5 points out that the texts are not interesting, saying: *"Not really, indeed. There is not much other than culture. Nothing interesting. It is unnecessary."* Similarly, A7 states both that the subjects are boring and unclear. *"Global warming, things about space are not understood clearly."* A9 also indicates that some texts are not interesting.
I3-coded student from Anatolian Religious Vocational High School states: "They are useless because they are pretty simple", saying that the texts are simple and not suitable for everyday life. The student with I4 code states that some texts do not work in daily life

M2, M8 and M10-coded students from Vocational and Technical Anatolian High School stated that the texts are suitable for those who can speak or want to speak English, but do not serve in their daily lives. At this point, M2 says: *"If I speak English in real life, it would be useful"* while M10 says: *"It could useful if I were living abroad."* M3 expresses a different perspective on the issue, saying the texts are not related to the real life.

4.5.7. What Are the Opinions of the Students on the Changes Needed Regarding the Reading Texts in Teenwise 9?

Students were asked what they would want to change about the reading texts if they were able to. They express opinions about the level, method and content of the texts.

Opinions About the Level of the Passages in Teenwise 9

The opinions of the participating students about the level of the passages in the textbook are shown in Table 73

Table 73. Changes needed regarding the level of the passages in Teenwise 9

School type	Changes needed regarding the level of the passages	n
Anatolian High School	Facilitating	1
Anatolian Religious Vocational High School	Facilitating	3
	Shortening	3
Vocational and Technical Anatolian High School	Facilitating	5
	Shortening	2

As can be seen in Table 73, one of the students at Anatolian High School, A1, says that he/she would like to facilitate the texts in the book. *"Regarding my age, the level of this book*

can be considered quite normal as we have been learning English for many years, but I think it is about me, I do not get my hands on it enough. It is as it should be, but it could still have been easier."

Students coded with I4, I5 and I7 from the Anatolian Religious Vocational High School also state that they would like to facilitate texts. While I4 says: *"I would try to make it a little easier"*, I7 says: *"I would rearrange it according to my level, I would make it easier. I make the words a little easier, indeed."* Students with codes of I1, I6 and I10 from the same school state that they would prefer to shorten the texts. I1 says in this direction: *"I would give more coverage to reading texts but write shorter ones. We forget what we are reading when the texts are too long. We understand better when they are short."* I6 and I10 also state that they would also make the texts shorter.

It is determined that M1, M6, M8, M9 and M10-coded students at Vocational and Technical Anatolian High School express favour on making the texts easier. M8 justifies his opinion with the following words: *"Most students do not learn much at English classes during secondary school years, mostly 'trivial'. In my personal opinion, we do not learn English at secondary school. I'd start teaching from scratch at high school. Activities focusing more on listening than reading would make more sense. There would surely be reading parts but would be less. Sentences and grammar would be easier."* M6 and M10 also state that the texts should be rearranged in a way to be shorter. M6 says on the issue: *"I find them too long, I would make shorter passages."* M10 says: *"The articles are in small font and long, I would shorten them."*

Opinions About Changing the Content of the Passages in Teenwise 9

The views of the students regarding the content of the passages in Teenwise 9 are shown in Table 74.

Table 74. Changes needed regarding the content of the passages in Teenwise 9

School type	Changes needed regarding the content of the passages	N
Anatolian High School	Interesting / entertaining	9
	More dialogues	3
Anatolian Religious Vocational High School	Interesting / entertaining	10
Vocational and Technical Anatolian High School	Interesting / entertaining	9
	More dialogues	1

It is determined that all students interviewed at Anatolian High School intend to make the passages in the textbook more interesting and entertaining. Students, codes with A4, A5, A6 and A7, express that passages should be more suitable for daily life and on more realistic subjects. *"They should be more real-life related."* Students say that the articles could be on many topics including friendship, history, sports, art, science, philosophy, film, directors, painters, interesting features and events of countries. A4, A5 and A6 express their opinions that natural and realistic dialogues should be more included in the passages. The A4-coded student expresses his/her views on the issue with the following words*: "We have already memorized*

the same subjects, I would include more sincere dialogues. There must be more real-life conversations, but they are so formal." A5 says: *"I would like to replace the sentences in the reading parts with more sincere dialogues, the kind two ordinary people hold when they come across. There can be articles on any subject, you know, or a two-person chat... I don't want the passages to be very formal. Obviously, I think about this for the first time."*

The students of Anatolian Religious Vocational High School say the passages in the textbook should be reorganized in a way to be more interesting/entertaining. While I1-coded student talks about issues that can be of interest to each gender, I2 offers topics on autobiography and cars. I3 says they should include topics about war; I4 prefers movies, sports; I5 goes for articles like short stories, memoirs; I6 offers informative texts, of anything involving cars or guitars. Also, I7 asks for lives of painters while I8 says articles on sports, biography would be interesting. I9 says student football, theatre or any daily life topics would be interesting; I10 states that the passages should be reorganized on topics such as sports and music.

One of the students from Vocational and Technical Anatolian High School, M3, says the passages should be changed to make them more interesting/entertaining. M1 says the passages should be related to Turkey, or about sports; M2, M4, M5 and M7 advice that the textbook needs more passages that ends with curiosity or excite the reader. M9 says the texts should include more topics on sports, professions or lives of celebrities; M10 says that including a funny scene from a movie can be also fun. M5 says that the humorous content should be included in the texts.

Opinions About the Method/Structure of the Passages in the Textbook

The views of the students regarding the method/structure of the passages in Teenwise 9 are shown in Table 75.

Table 75. Changes needed regarding the method/structure of the passages in Teenwise 9.

School type	Changes needed regarding the method/structure of the passages	n
Anatolian H.S.	Illustration should be added	3
	Grammar should be rearranged	2
Anatolian Religious Vocational H.S.	Grammar should be rearranged	3
Vocational and Technical Anatolian H.S.	Grammar should be rearranged	3
	Illustration should be added	1
	Other views	1

A5 and A10 of Anatolian High School point out that it may be a good idea to add more illustrations to the texts. A5 says: *"I would like to add extra comfort to the books. I'd like to scatter the pictures through the page, instead of putting them in a straight line. The books would become more attractive then."*

A10 also says: *"I would put more pictures to the Reading parts that can also be used for Speaking. Paragraphs that raise consciousness about animals or any informative topic would be nice."* A2 and A9 state that reading pieces are all related to grammar. A2 says a certain grammar subject should include more examples and exercises. *"We shall both have fun and*

learn.'' A9 says "*I would make the grammar harder. And I would teach the Perfect Tense before any other tenses.''*

The students with the codes of I4, I8 and I10 from Anatolian Religious Vocational High School mention the grammar in the passages. In this direction, I4 and I8 rule that grammar should stay as it is while I10 says they can make grammar easier.

M2-coded student from Vocational and Technical Anatolian High School explain with the following example that the passages can be reorganized in accordance with different grammar subjects: *"I would omit repeated subjects like Past Tense.''* M4 and M8 also second that grammar should be facilitated in the textbook.

Other views

I9 from Anatolian Religious Vocational High School says: *"You must have noticed that we have a low level compared to other high schools. The students of other schools can find these subjects easy, but they are compelling for us.''* M3 of Vocational and Technical Anatolian High School offers a different perspective on the textbook. "I'll teach vocabulary in the first place, make students memorize them. Then I teach grammar through the simplest, nonsensical sentences. Then everyone gives an example of sentence in due course regarding the subject.

CHAPTER 5

CONCLUSION

This study investigated the appropriateness of the reading texts in Teenwise 9 based on content, exploitability, readability, and authenticity through a questionnaire and a semi-structured interview. In addition, students' attitudes towards English classes and their perceptions towards four language skills were investigated.

The sample of this study consisted of 9th-grade high school students from a total of three high schools in Ankara, including Mehmet Emin Resulzade Anatolian High School, Ayrancı Vocational and Technical Anatolian High School, and Eryaman Şehit Okan Koç Anatolian Religious Vocational High School. In total, 300 questionnaires were returned, and 30 students were interviewed.

In this chapter, discussions of the findings and conclusions of the study are presented, and implications are suggested. The findings will be presented according to school types to enhance comparison and to ensure logical presentation of the findings from various participants within each school.

5.1. The Attitudes of 9th-grade EFL Students Towards English Classes

The attitudes of 9th-grade EFL students towards English classes were investigated through the interview to find out whether their attitudes affected their thoughts on the content, exploitability, readability, and authenticity of the reading texts in Teenwise 9.

Among 112 students from Mehmet Emin Resulzade Anatolian High School, 10 were interviewed. While 40% of the students stated positive views towards English classes, 40% expressed negative views about them and 20% of the participants said they partially liked them. Two of the participating students expressed that their reason for liking or partially liking English classes is that they find it easy. Two students mentioned their interest in and admiration for the language itself. Four of the students who were interviewed said they enjoyed the classes because they also had the opportunity to improve it outside the classroom. However, three of the students said even though they liked the English language, they had difficulty in comprehension and therefore, disliked English classes. In addition, three students stated that they had trouble with vocabulary learning. Finally, three students said they disliked English classes because of the teachers and/or the way lessons were presented.

110 students from Eryaman Şehit Okan Koç Anatolian Religious Vocational High School were given questionnaires and 10 of them were interviewed. While 40% of the students stated positive views towards English classes, 30% expressed negative views about them and 30% of the participants said they partially liked them. Two of the participating students said that they liked English classes because they were motivated to learn and understand the language. Two students mentioned that they were interested in and curious for exploring new cultures and therefore enjoyed English classes. Finally, two students stated that they liked English classes because of the teachers and/or the way lessons were presented. The reasons for them to dislike English classes were similar to those reported by participants from other schools. Two students said they had difficulty in comprehension and two students stated that they had trouble in vocabulary learning.

Finally, among 78 students from Ayrancı Vocational and Technical Anatolian High School, 10 were interviewed. While 40% of the students stated positive views towards English classes, 30% expressed negative views about them and 30% of the participants said they partially liked them. Two of the participating students said they found English classes entertaining therefore, they enjoyed them. One of the students mentioned how much she liked watching English movies and listening to English songs and explained it was the reason for her to like English classes. Also, one student said he was eager to study abroad and therefore liked English classes. Finally, another student mentioned she liked English classes because of the teachers and/or the way lessons were presented. Interestingly, two other students said they disliked English classes also because of the teachers and/or the way lessons were presented. Finally, similar to students from other schools, three students said they had difficulty in comprehension and three students stated that they had trouble in vocabulary learning.

It can be inferred that liking the language itself and being able to use it outside the classroom has an important impact on liking English classes. Another conclusion that can be drawn from the results is that teachers affect students' attitudes towards English classes and with their help, a boring topic may become interesting and entertaining. In addition, most students have difficulties with vocabulary learning and comprehension. Thus, it can be said that these results may have affected students' thoughts on the reading texts in Teenwise 9.

5.2. The Attitudes of 9th-grade EFL Students Towards Four Language Skills

This study investigated the appropriateness of the reading texts in Teenwise 9 based on content, exploitability, readability, and authenticity. As reading is one of the four language

skills, the attitudes of 9th-grade EFL students towards four language skills were asked through the interview.

Participating students were asked which language skill they found to be the most difficult. Anatolian High School students expressed that productive skills (writing and speaking) were harder than receptive skills (reading and listening). All the participating students said they found speaking difficult, and nine of them said writing was also hard. Only two students in total found reading and listening difficult. Seven participants from Anatolian High School mentioned they could not speak fluently because they were always thinking in Turkish. Five of them said they found English pronunciation difficult and one of them said the focus was always on grammar and they did not have enough opportunity to improve their speaking skills. As for the writing skill, four students mentioned the difficulty in forming sentences and three students mentioned the difficulty in finding the right words while writing. Finally, one student said it was difficult to write the words correctly. One student that found reading skill difficult said it was due to the difference between Turkish and English pronunciations. The student complained she could not read fluently and pronounce the words correctly. At this point, the student was asked whether she did any silent reading, and she mentioned she read with a Turkish accent even during silent reading, thus, could not comprehend the reading texts properly. Finally, one student found listening skill difficult. However, this student thought listening only meant dictation-listening as he explained that listening was difficult because he could not understand the sentences and write them down.

Anatolian Religious Vocational High School students, on the other hand, thought speaking was the most difficult skill followed by reading. Six students said speaking was the most difficult skill because they could not speak fluently due to thinking in Turkish and

pronunciation problems. Five students found reading difficult due to their inability to read fluently or with the right pronunciation. They also stated that they had comprehension problems. At this point, students were asked to describe their reading lessons. It was found that students mostly read the texts out loud to the rest of the class, therefore, got stressed about pronunciation and had difficulties in comprehension. However, they felt better while reading silently. As for the listening skill, four students found it difficult due to comprehension problems. One student mentioned they did not have enough classroom practice for listening. Finally, four students said writing was hard because they could not form sentences easily or write the words correctly. However, one student mentioned they only wrote what was dictated by their teacher, so they made mistakes. Therefore, students were also asked to describe their writing lessons and it was found that most of them were only writing what was dictated or written on the board.

Vocational and Technical Anatolian High School participants said writing was the most difficult skill followed by speaking. Only three students found listening skill difficult. Students expressed writing was difficult because they could not form sentences easily, find the right words or write the words correctly. As for the speaking skill, participating students mentioned it was difficult to pronounce English words and they constantly thought in Turkish, hence it was hard to form English sentences. For the reading skill, the same problem appeared here. Students were mostly reading aloud, thus, they were stressed about reading fluently and with the correct pronunciation. They also had difficulties in comprehension and complained they did not have enough classroom practice for reading. Finally, one student who found listening skill difficult mentioned the comprehension was difficult due to English pronunciation.

Generally, students believed that productive skills were more difficult. In addition, the main reason why they found receptive skills difficult is that they did not have enough practice

of them. Especially the students from Anatolian Religious Vocational High School and Vocational and Technical Anatolian High School expressed how reading out loud all the time affected them negatively. It can be inferred that negative opinions about the reading texts in Teenwise 9 may be due to the way the lessons were taught.

5.3. Content

Students were asked two items in the questionnaire related to the content. In addition, during the interviews, they were asked in detail whether they enjoy reading texts in Teenwise 9.

When the results for the content part of the questionnaire was examined, it was seen that Anatolian High School students mostly did not enjoy the reading texts in Teenwise 9, and they were not encouraged for further research about the topics. The findings of the interviews supported those of the quantitative. When students were asked whether they enjoy reading texts in Teenwise 9 and to express their reasons, only two students stated that the texts were enjoyable. Others explained that all the texts in the book were very familiar and common, and thus, they did not find them entertaining. Also, one of them stated that texts were too long and difficult to understand. Two students, who enjoyed the texts, said it was because texts were simple with good illustrations and included information about new cultures.

As opposed to Anatolian High School participants, most of the Anatolian Religious Vocational High School students found the reading texts in Teenwise 9 enjoyable according to the questionnaire results. The findings of the interviews supported those of the quantitative. During the interviews, participants stated that they liked the texts as they find them interesting

and they are age-appropriate. Also, one of the participants expressed that the lecturer could make a boring subject fun. Another student who did not enjoy the reading texts stated that it entirely depends on the teacher to make a reading text enjoyable. Finally, one student said that he did not like the texts because the topics were not interesting.

According to the questionnaire results, Vocational and Technical Anatolian High School students enjoy reading the passages in Teenwise 9 the most. However, the results of the interviews reflected the opposite. None of the students of Vocational and Technical Anatolian High School found the texts in Teenwise 9 enjoyable according to interviews. In fact, during the interviews, some students had difficulties to support their answers since they were not very familiar with the content of the textbook. The ones who expressed their opinions said that they did not enjoy the reading texts because they could not understand the English language. Some complained about the uninteresting and repetitive topics, and the lack of visuals. Finally, one of the students said the textbook should not be used at all.

5.4. Exploitability

The exploitability of the texts in Teenwise 9 was examined qualitatively and quantitatively. In the questionnaire, participants were asked six items to assess their views about the exploitability of the reading texts in Teenwise 9.

Anatolian High School students only disagreed with the first two items related to exploitability. They stated that the passages were not introducing them to new ideas, and they did not help them to understand the way others feel or think. As it was found that they did not

enjoy the content of the reading texts, this result supported their previous views. However, they mostly agreed with the rest of the statements related to vocabulary. Even though they thought some words could be replaced by simpler ones, they said they could identify the meaning of new words from context and without the help of a dictionary. Finally, they said they were able to find the new words in the subsequent chapters. During the interviews, none of the students found the words in Teenwise 9 difficult. They found the vocabulary in the textbook moderate or easy because they are repeated constantly and very common.

According to questionnaire results, Anatolian Religious Vocational High School students agreed with all the statements related to exploitability. However, they tended to agree less to the statements 5,6, and 8. Apparently, identifying the meaning of the new words from context and without the help of a dictionary seemed difficult to some of the students. The interview results supported the quantitative data. Only two participants from this school found the vocabulary easy. The rest complained that they needed to use a dictionary or ask their teachers' help very often to understand the passages in the book. Even though some students stated that the words were easy and repeated constantly, one of the students stated that even the repetition did not help them to memorize the new words.

Vocational and Technical Anatolian High School students also agreed with all the statements in the questionnaire related to exploitability. During the interviews, most of them stated that the words were suitable for their level. They said the words were repeated and reminded them constantly. When they had difficulty, they preferred to ask their teachers directly rather than using a dictionary. The ones who found the words difficult said the vocabulary was actually suitable for their level but, their language background was flawed.

5.5. Readability

The readability of the texts in Teenwise 9 was examined qualitatively and quantitatively. In the questionnaire, participants were asked six items regarding the readability.

According to questionnaire results, Anatolian High School students tended to think that the reading texts were easy and did not include many new words or complex sentences. They also wished to learn more new words at this stage. During the interviews, they supported these results with their comments. While eight students considered the length of the sentences in the texts suitable for their level, only two of them did not express an opinion about it. Most of them said the sentences were generally short and understandable, and they could have been a little more compelling considering their age and level. As for the grammar of the texts, even though one of the students said the repetition has a good effect on them, most students thought there was too much focus on and repetition of grammar, and it was unnecessary.

Anatolian Religious Vocational High School students have the most negative opinions about the readability of the texts. They expressed that the reading texts were difficult, there were too many new words and the sentences were too long. Although like Anatolian High School students, they believed that the new words were worth learning at this stage, their lack of background knowledge on grammar and vocabulary created a problem. In the interviews, the students explained this problem by stating that their English level was noticeably low compared to other high schools and even though some of them had higher levels, their classmates still had problems with basic rules and vocabulary.

Finally, according to the quantitative data, Vocational and Technical Anatolian High School students seemed to have no problem with the readability of the texts in Teenwise 9. However, during the interviews, most of them did not state any opinions about it.

5.6. Authenticity

Students' perceptions of the last criterion, authenticity, were examined through questionnaire and interview. Three items were asked in the questionnaire and during the interviews, participants were asked in detail whether the texts in Teenwise 9 were related to real life.

Both the quantitative and qualitative data collected from Anatolian High School students reflected that they generally did not find Teenwise 9 texts authentic. They disagreed with the first two items related to authenticity and remained neutral for the last item. During the interviews, only three students said the texts were related to real life, while two said partially related and five students expressed that they did not think the texts were related to real life at all. The ones who thought texts were related or partially related to real life explained their reasons by saying that the texts included topics such as cultures, school, friendship, and the internet. However, others stated that the texts were not beneficial in terms of real-life situations such as meeting a foreigner or having a job interview. They also expressed that texts were not interesting and sometimes unclear.

Anatolian Religious Vocational High School students, on the other hand, tended to agree with the statements related to authenticity. The findings of the interviews supported those of the quantitative. During the interviews, five students said the texts were partially related to real life

and four said they were related. Only one student thought the texts were not authentic. However, they had difficulty in explaining the reasons for their choices. Their answers were mostly short and unclear. They did not seem to have an adequate knowledge considering the detailed aspects of the features of the textbook Teenwise 9. Some said learning how to introduce themselves through texts might be helpful in real life. The student who thought texts were not authentic stated that they were too simple and not suitable for everyday life.

According to the questionnaire results, Vocational and Technical Anatolian High School students thought the texts were authentic the most. However, again during the interviews, the results changed. Six of the students said they were unrelated, and four students said they were related to real life. They also had difficulty in explaining the reasons for their choices and gave short answers. Some students said that if they were living abroad or speaking English in real life, the texts would be useful. So, since they were not planning on traveling or living abroad, they might have thought learning real-life English was pointless. They might have tried to explain that their reality requires learning English that could help them only to pass the exams in Turkey.

5.7. Suggestions Made by the Students

In the final part of the questionnaire, students were asked what they would want to change about the reading texts if they were able to. The changes needed according to students about the level, method, and content of the texts are represented.

Only one student from Anatolian High School stated that she would facilitate the reading texts. Although the students thought that considering her age, the level was quite normal and

they had been learning English for many years, she still wished it was easier because of her own level. Participants from Anatolian Religious Vocational High School wished to facilitate and shorten the reading texts in Teenwise 9. They said, considering their level, easier and shorter texts would be understood better. Vocational and Technical Anatolian High School students also wanted to facilitate and shorten the reading passages. One of the students said that they could not learn English at secondary school, hence needed to start from scratch at high school. Therefore, they should focus on listening rather than reading and reading parts should be easier. Another student complained about the small fonts and long texts. The student also wished to shorten them.

All students interviewed at Anatolian High School intend to make the passages in the textbook more interesting and entertaining. They expressed that the texts should be more suitable for daily life with more realistic subjects. They stated that their age group was most interested in friendship, history, sports, art, science, philosophy, films, directors, painters, interesting features and events of countries. One student complained that they memorized the same subjects as they were repeated every year and wanted more dialogues and less formal articles. The students of Anatolian Religious Vocational High School said they were interested in reading autobiographies, memoirs and war stories. They also would like to read more about cars, films, theatre plays, music, and sports. Vocational and Technical Anatolian High School students also wanted more interesting and entertaining passages. Most of them wished to have passages raising curiosity and excitement. They said rather than reading different texts in each unit, the plot could stay the same in the entire book and at the end of each unit, they could wonder what would happen next to the characters.

Two students from Anatolian High School stated that adding more illustrations to the texts could make them more attractive. One student wished the texts could raise consciousness about animals and the environment. Another student wished there were more and harder grammar exercises. Three students from Anatolian Religious Vocational High School also mentioned the grammar in the passages. However, they wanted to make it easier. In addition, one student from Vocational and Technical Anatolian High School said he would omit repeated subjects like Past Tense. Other two students also thought the grammar of the reading texts could be facilitated.

5.8. Implications

The criteria developed for the evaluation of the reading texts in Teenwise 9 were based on the needs and priorities of the particular group of students. Thus, this study aimed to let only the students express their perceptions about the reading texts in Teenwise 9 by taking into account various factors.

On the whole, the main conclusion that can be drawn from the results of this study is that students' perceptions about the reading texts in Teenwise 9 differ according to school types. The results reveal that, except some of the responses of Vocational and Technical Anatolian High School students, the interviews verified the quantitative results. Thus, both the quantitative and qualitative results of this study enable us to deduce some implications.

First, since the textbook Teenwise 9 was designed for 9th-grade high school students, the topics can be rearranged by taking into consideration their needs, expectations, ages, and level. Using the same book in all public schools may raise some problems. Different schools

have different levels, and even within the same school, students may have different needs. In this study, while most of the Anatolian High School students seemed to think that the reading texts were not suitable for their level and should be harder, Anatolian Religious Vocational High School students and Vocational and Technical Anatolian High School seemed to think the opposite. The syllabus is not enough as a criterion in developing materials. Determining the levels, need and interests of the learners are also crucial. Thus, introducing alternative textbooks with different content and level could be a solution to this issue.

Second, as the results of the interviews show, teachers play a vital role in how the texts are dealt with in classroom interactions. One of the main problems detected during the interviews was that most students only practiced reading aloud and silent reading was neglected. Hence, they became stressed about pronunciation and had difficulties in comprehension. In addition, because of focusing heavily on grammar and vocabulary teaching, students do not have enough opportunity to improve their receptive and productive skills. Also, some students stated that a boring topic may become interesting and entertaining with the help of their teachers. Therefore, constant teacher development and progress may change students' opinions positively.

Third, students wish to read about more exciting and entertaining topics and most of them complain about the repetitiveness of the content and covering the same grammar points every year. Although repetition and recycling lead to the improvement of language skills, they can be done through a different skill or in a different context. It is important that textbooks do not repeat themselves.

Finally, considering the short attention span of teenagers, the reading texts in the textbooks can be shorter, and more varied and interesting in terms of their subjects. Also, the

exercises should be up-to-date and engaging to make reading lessons more interactive. Another solution could be encouraging extensive reading as the more students read outside the classroom, the better readers they can become.

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APPENDICES

Appendix A: The Permission for the Use of the Questionnaire

Özlem Alpar — Sep 22, 2017

Hello, I'm Özlem Alpar. I'm an instructor at Başkent University in Turkey. I've just read "Evaluating the ESL Reading Texts for Intermediate Learners of English from the Perspective of Students" and I think your work can be very useful for my master thesis. This year 9th-grade public school students will be using a new textbook in Turkey and I wish to evaluate the reading texts of this book in my thesis. I loved the textbook evaluation questionnaire you and your colleagues developed and was wondering if I could adapt it to use it in my thesis. Thank you so much for your time, have a nice day.

Ng Yu Jin to you — Oct 3, 2017

Dear Özlem Alpar,

How do you do? Sorry that we could not have replied earlier. I, in particular, am not as active in ResearchGate as compared to my peers as I often travel. We actually use a software calledWordSmith to assist us in the evaluation as well. Please download the software for further analysis as well.

As for the questionnaire, I will forward your request to my co-researcher who has the data. We need time to locate it.

Meanwhile, it is nice to meet you.

-Yu Jin-

Chiew Ling Vivian Yee to you — Oct 3, 2017

Hello Ozlem Alpar,

Sure you may adapt it for the purpose of your research.
You're most welcome.

Regards,
Vivian

Reply   Mark as unread   Archive conversation

Appendix B: The permission from Ministry of Education

T.C.
ANKARA VALİLİĞİ
Milli Eğitim Müdürlüğü

Sayı : 14588481-605.99-E.9414918   14.05.2018
Konu : Araştırma İzni

BAŞKENT ÜNİVERSİTESİNE
(Eğitim Bilimleri Enstitü Müdürlüğü)

İlgi: a) MEB Yenilik ve Eğitim Teknolojileri Genel Müdürlüğünün 2017/25 nolu Genelgesi.
       b) 02/05/2018 Tarihli ve 7717 sayılı yazınız.

Enstitünüz İngiliz Dili Öğretimi Tezli yüksek lisans öğrencisi Özlem ALPAR'ın **"Teenwise 9 Ders Kitabında Yer alan Okuma Metinlerinin Değerlendirilmesi: Türk Milli Eğitim Bakanlığı'nın Yeni İngiliz Dili Müfredatına Göre Hazırlanmış Bir Ders Kitabı"** konulu tez çalışması kapsamında anket uygulama talebi Müdürlüğümüzce uygun görülmüş ve uygulamanın yapılacağı İlçe Milli Eğitim Müdürlüğüne bilgi verilmiştir.

Görüşme formunun (2 sayfa) araştırmacı tarafından uygulama yapılacak sayıda çoğaltılması ve çalışmanın bitiminde bir örneğinin (cd ortamında) Müdürlüğümüz Strateji Geliştirme (1) Şubesine gönderilmesini rica ederim.

Vefa BARDAKCI
Vali a.
Milli Eğitim Müdürü

Güvenli Elek...
Aslı İt...
14.05.2018

Mahmut ÖZDEMİR

Emniyet Mah. Alparslan Türkeş Cad. 4/A Yenimahalle/ANKARA   Ayrıntılı bilgi için: Duygu KARAGÜZEL Memur
Elektronik Ağ: www.meb.gov.tr   Tel: (0 312) 2210217
e-posta: projelerkoord06@meb.gov.tr   Faks: (0 312) 2210216

Bu evrak güvenli elektronik imza ile imzalanmıştır. https://evraksorgu.meb.gov.tr adresinden 59e3-412c-353f-85ee-0c88 kodu ile teyit edilebilir.

Appendix C: The English Version of the Questionnaire

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Content					
1. I enjoy reading the passages in the textbook.					
2. The passages make me want to read to find out more about the topic.					
Exploitability					
3. The passages introduce me to new ideas that make me think about things I haven't thought of before.					
4. The passages help me understand the way others feel or think (e.g. people with different backgrounds, problems or attitudes from my own).					
5. I was taught how to identify meaning of new words from context.					
6. I can find out the meaning of some of the new words without the help of a dictionary.					
7. Some of the new words can be replaced by simpler words.					
8. I can find the new words in the subsequent chapters.					
Readability					
9. The passages in the textbook are very difficult.					
10. The new words are worth learning at this stage.					
11. The new words are not too many.					
12. The new words are introduced from simple to complex words.					
13. The sentence length is reasonable for me.					
14. The sentence structures gradually increase in complexity.					
Authenticity					
15. The passages use language that is used in real world.					
16. The passages contain real-life issues that challenge me to think seriously about my worldview.					
17. The passages are accurate and up-to-date.					

Appendix D: The Turkish Version of the Questionnaire

Kişisel Sorular
Cinsiyet: Kız / Erkek
Yaş: _____
Okulu: _____

Değerli katılımcılar,

Bu anket İngilizce derslerinde kullanmakta olduğunuz *'Teenwise 9'* adlı ders kitabında yer alan okuma metinlerinin sizin bakış açınızdan değerlendirilmesi amacı ile hazırlanmıştır. Okuma metinleri içerik, kullanılabilirlik, okunabilirlik ve özgünlük bakımından değerlendirilecektir. Aşağıda, Teenwise 9 kitabınızda yer alan okuma metinleri hakkında 17 ifade göreceksiniz. Lütfen her bir maddeyi dikkatlice inceledikten sonra bunların her birine hangi ölçüde katılıp katılmadığınızı belirtiniz. Ankete adınızı yazmanız gerekmemektedir.
Görüşlerinizin *'Teenwise 9'* adlı ders kitabının geliştirilmesine ve diğer yeni İngilizce ders kitaplarının hazırlanmasına katkı sağlayacağını düşünüyorum. Katılımınız için teşekkür ederim.

Özlem Alpar
Başkent Üniversitesi
İngiliz Dili Öğretimi Tezli Yüksek Lisans Programı Öğrencisi

	Tamamen Katılıyorum	Katılıyorum	Fikrim yok	Katılmıyorum	Hiç Katılmıyorum
İçerik					
1. Ders kitabında yer alan metinleri okumaktan zevk alıyorum.					
2. Metinler, konu hakkında daha fazla bilgi edinmek için bende araştırma yapma isteği uyandırıyor.					
Kullanılabilirlik					
3. Metinler, beni daha önce hiç aklıma gelmeyen konularda düşünmemi sağlayan yeni fikirlerle tanıştırıyor.					
4. Metinler, diğerlerinin hissetme veya düşünme şekillerini anlamama yardımcı oluyor (örn: Farklı geçmişlere, sorunlara ya da kendiminkinden farklı tavırlara sahip insanların).					
	Tamamen Katılıyorum	Katılıyorum	Fikrim yok	Katılmıyorum	Hiç Katılmıyorum
5. Yeni kelimelerin anlamlarını metnin bağlamına göre çıkarsamayı öğrendim.					
6. Bazı yeni kelimelerin anlamlarını, sözlük yardımı olmadan kendim çıkarabiliyorum.					
7. Yeni kelimelerin bazıları daha basit sözcüklerle değiştirilebilir.					

8. Metinlerde yer alan yeni kelimeleri sonraki paragraflarda bulabiliyorum.					
Okunabilirlik					
9. Ders kitabında yer alan metinler çok zor.					
10. Bu aşamada yeni kelimeler öğrenmeye değer.					
11. Çok fazla yeni kelime yok.					
12. Yeni kelimeler, basitten zora şeklinde karşımıza çıkıyor					
13. Cümle uzunluğu benim için normal.					
14. Cümle yapıları gittikçe zorlaşıyor.					
Özgünlük					
15. Metinler, gündelik hayatta kullanılan bir dil içeriyor.					
16. Metinler, gerçek hayatla ilgili sorunlar içeriyor ve bu da beni kendi dünya görüşüm hakkında ciddi olarak düşünmeye itiyor.					
17. Metinler doğru ve güncel.					

Appendix E: The Turkish Version of the Interview Questions

Mülakat soruları

1. İngilizce dersini seviyor musun? Neden?

2. Sence İngilizce öğrenirken en zoru hangisi: okuma ve dinleme mi yoksa konuşma ve yazma mı? Neden?

3. Teenwise 9'da yer alan parçaları okurken zevk alıyor musun? Sence bu parçaları okumak eğlenceli mi? Neden?

4. Sence parçalarda yer alan kelimelerin seviyesi nasıl? Mesela sürekli sözlükten kontrol etmen ya da hocaya sorman gerekiyor mu? Ya da çok kolay geldiği oluyor mu?

5. Parçalardaki cümlelerin uzunluğu seviyene uygun mu? Gramer seviyesi nasıl sence?

6. Sence kitaptaki metinler gerçek yaşamla ilişkili mi? Günlük hayatta işine yarayacak şeyler var mı? Örnek verebilir misin?

7. Kitaptaki parçaları değiştirebilecek olsan neleri değiştirmek isterdin?

Appendix F: Originality Report

EVALUATION OF THE READING TEXTS IN TEENWISE 9: A TEXTBOOK WRITTEN IN ACCORDANCE WITH THE NEW ELT PROGRAM OF TURKISH NATIONAL EDUCATION