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EĞİTİM BİLİMLERİ ENSTİTÜSÜ

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(YÜKSEK LİSANS TEZİ)

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Danışman

Yrd. Doç. Dr. Çiğdem KARATEPE

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ULUDAĞ ÜNİVERSİTESİ

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

.... Anabilim/Anasanat Dalı, ... Bilim Dalı'nda ....numaralı …………………............. ....'nın hazırladığı "...................................... ...." konulu .... (Yüksek Lisans/Doktora/Sanatta Yeterlik Tezi/Çalışması) ile ilgili tez savunma sınavı, .../...../ 20.... günü ……… - ………..saatleri arasında yapılmış, sorulan sorulara alınan cevaplar sonunda adayın tezinin/çalışmasının …………………………..(başarılı/başarısız) olduğuna …………………………(oybirliği/oy çokluğu) ile karar verilmiştir.

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ÖZET

YABANCI DİL ÖĞRETİMİNDE DERS KİTABI DEĞERLENDİRMESİ: SPOT ON, GRADE 8 ÖĞRETMEN VE ÖĞRENCİ GÖRÜŞLERİ

Ders kitabı kullanımı, Türkiye' de yabancı dil öğretiminin önemli bir unsuru ve tamamlayıcısıdır. Pek çok devlet okulunda çalışan öğretmen, bu kitapları dil eğitiminde temel araç olarak görmektedir. Dolayısıyla, uygun kitabın seçimi giderek önem kazanmaktadır. Bu çalışma, ders kitabı kullanma eğilimi göz önünde bulundurularak, Türkiye' deki devlet okullarında okutulan "Spot On 8" adlı ders kitabının taslağı ve planı, aktiviteleri, becerileri, kitabın dili, konu ve içeriği, dilbilgisi ve kelime bilgisi ve genel görüş açısından değerlendirmeyi amaçlamaktadır.

Bu araştırma, 95 ingilizce öğretmeni ve 100 sekizinci sınıf öğrencisi olmak üzere, 195 katılımcıyla yürütülmüştür. Çalışmada, "Spot On 8" ders kitabı ile ilgili öğretmen ve öğrenci görüşlerini almak için iki veri toplama aracı kullanılmıştır; Öğretmen ve öğrenci anketi. Anketler, Likert-tipi ölçeklidir.

Elde edilen veriler, öğretmen katılımcıların kullandıkları ders kitabına karşı daha olumsuz görüşlere sahip olduğunu göstermektedir. Bununla beraber, öğrenci katılımcılar, daha olumlu ve tarafsız görüşe sahip görünmektedir. Anket sonuçları, öğretmen ve öğrenci katılımcıların pek çok noktada ayrı düştüklerini ve öğrenci katılımcıların çoğu maddeyle ilgili emin olmadıklarını göstermektedir. Dolayısıyla, araştırmanın sonuçları bütün olarak incelendiğinde, söz konusu ders kitabı eksiklikleriyle ortaya çıkmış olup, gönülden tavsiye edilmemektedir.

Anahtar Kelimeler: Ders Kitabı Değerlendirmesi

ABSTRACT

Yazar: Deniz ÖZEŞ

Üniversite: Uludağ Üniversitesi

Anabilim Dalı: YABANCI DİLLER EĞİTİMİ

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Tez Danışmanı: Yrd. Doç. Dr. Çiğdem KARATEPE

TEXTBOOK EVALUATION IN FOREIGN LANGUAGE TEACHING: SPOT ON, GRADE 8 FROM STUDENTS' AND TEACHERS' PERSPECTIVES

Textbook use is an important factor and constituent of English Language teaching instruction in Turkey. In a great number of state schools, teachers tend to view these books as their main tools for the language teaching. Selecting suitable textbooks thus becomes more and more important. Taking this tendency into consideration, this study makes an attempt to evaluate an English textbook, "Spot On 8", used in state primary schools in Turkey, with respect to general criterion 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 a total of 195 participants, of whom were 95 English teachers and 100 eighth grade students. In order to gather data about students' and teachers' attitudes on *Spot On 8,* two data collection instruments were used in this study: A teacher questionnaire and a student questionnaire. The questionnaires were consisted of Likert-scale items.

The findings suggest that the teacher participants have more negative attitudes towards the textbook they have been using. However, student participants seem to be more positive and neutral to the textbook they use. The questionnaire results show that teacher and student participants fall a part in most of the points and that student participants seem to be not sure about most of the items. Consequently, the results of the research seem to indicate that the textbook stands out with its shortcomings more on the whole and it cannot be wholeheartedly recommended.

Key Words: Textbook Evaluation

ACKNOWLEDGEMENTS

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ABBREVIATIONS

The Abbreviation	Bibliographic Information
EFL	English as Foreign Language
ELT	English Language Teaching
TEFL	Teaching English as a Foreign Language
Ts	Teachers
Ss	Students
F	Frequency
NQ	Number Of Questions
TQ	Teacher Questionnaire
SQ	Student Questionnaire

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CHAPTER 1

INTRODUCTION

Textbooks are still a fundamental source both for teachers and students in English language education. Nunan (2002) states that the demand for English language and English language education has increased exponentially with economic globalization. Bailey (2002) also reports that as advances in travel, communications, and technology have accelerated the pace and frequency of contacts between people and among peoples, traditional needs for learning English have evolved into new needs. English language instruction and its inseperable educational elements have a highly significant role in all types of educational settings. Textbook writers are expected to consider these developments in order to keep up with these developments.

At this point, textbooks stand out remarkably with their divergent contributions to teaching/learning situations in terms of regulating and timing the programs and their features of providing ready-made teaching texts and learning tasks to the issue that they mean security, guidance, and support for particularly novice teachers as suggested by Ansary and Babaii, (2002). Additionally, O'Neill (1990) implies the advantage of textbooks stating that they provide materials, which are well presented, and they allow teachers to adapt and improvise while they are teaching. Ur (1996: 185) emphasizes another use of textbooks saying that a book is the cheapest way of providing learning material for each learner. In some parts of the world, a textbook is still the most easily accessible learning material despite common use of the internet, particularly when learners have not yet developed some level of language awareness about what to look for on the internet.

To conclude, evaluating and selecting the most suitable language textbooks for students in particular settings is a fundamental issue. Therefore, a foreign language textbook is expected to assist both teachers and learners in different ways so that learning can take place. Even in countries where the responsibility for the selection of the textbook lies with the school board or the educational authorities, it is vital for

teachers to know how to evaluate the textbooks in order to identify their strengths and weaknesses and compensate for its limitations in applying it to the needs of the students and the objectives of their particular learning/teaching situation.

1.1. Statement of The Problem

It is widely known that textbooks are core components of English language educaction practices in Turkey. Teachers tend to rely on textbook use in their teaching procedures mostly because of their heavy workloads and the demanding and time-consuming requirements of preparation or adaptation of materials. Furthermore, that most teachers are not trained to evaluate, select and/or adapt materials may be the reason for the fact that they are not being involved in the selection process. Being active users of textbooks, teachers should be trained and participate in a detailed analysis for choosing their materials. Regular evaluation of teaching materials should not be neglected because language learning is considered to be process-oriented to a great extent. Unfortunately, students' opinions are not taken into consideration during the selection and evaluation of textbooks. However, teachers can keep their students preferences and demands into account if / when they are given a chance to have a say in the process of selecting and evaluating textbooks.

Considering the position of language materials in Turkey, Ministry- approved textbooks are used in the state schools all over the country. *Spot On 8* is one of the pre-intermediate level textbooks that was approved and distributed to the 8th grade students nation wide by National Ministry of Education in 2008. The textbook in question is still in use. This means that it reaches a great many students every year and without doubt it is vital to evaluate this textbook. The aim of this study is to investigate the quality and effectiveness of *Spot On 8* as a language education material.

1.1.1. The Purpose Of The Study

The present study focuses on views of a group of EFL teachers and 8th grade students on the textbook *Spot On 8*.

This study aims to answer the following research questions**:**

A.What are the views of 8th grade EFL teachers about their present English textbook *Spot On 8*?

B.To what extent does the *Spot On for 8th Grade* meet the teachers' expectations for a model textbook?

1. What are the views of 8th grade students about their present English textbook *Spot On 8*?

3. What are the similarities and differences between the teachers' and students' evaluations of *Spot On 8*?

4. What are the weaknesses of *Spot On 8* as an EFL textbook for the eighth grade students?

5. What kind of supplementary materials and activities can be used to compensate for the probable shortcomings of the textbook?

CHAPTER 2

LITERATURE REVIEW

2.1. Role of Materials

Teaching materials play a pivotal role in the teaching-learning process of a foreign language. It is widely acknowledged that teaching materials should contain a variety of language input that makes the language more easy to access. As Cunningsworth (1984) puts it, "materials are source of information", which prepare students for real life communicative activities. For Nunan, both commercial and teacher-produced materials are very important because while the syllabus "defines the goals and objectives, the linguistic and experimental content" (1991: 208), materials are the real representations of these specifications. What is more, Nunan also cites Richards and Rodgers who suggest that "instructional materials can provide detailed specifications of content, even in the absence of a syllabus" (1991: ibid.).

Therefore, whether teachers have a detailed syllabus or not, textbooks will provide a useful framework for teachers. The most common component of language teaching profession is textbooks in all the language classrooms. Even with the development of new technologies that allow for higher quality teacher-generated material, demand for textbooks continues to grow (Garinger 2002); because textbooks can abstract grammatical rules well and they teach the structures with good examples. That textbooks do a limited vocabulary teaching through events that revolves around a certain theme or story makes it easier both for students and teachers. Textbooks present cultural elements in an understandable and entertaining way, which takes the burden from teachers to choose and organize cultural elements. In addition, textbooks provide visual and auditory materials for all the subjects and aspects of the language and this may be practical for teachers. As for the students, these materials are supplementary resources underhand. What is more, some textbooks contain glossary parts that examplifies grammatical structures at the end of the textbooks, which can be considered to be a good source to refer.

All these points mentioned above may be found on the internet but searching these can be difficult and teachers need time to do this. Also, students may not be so conscious, patient and willing to investigate a subject so detailed. However; if they have a source underhand like textbooks, they can learn certain subjects by examining and studying it and textbooks can even be an entertaining learning tool for those who are so willing to examine the book in detail.

In Hutchinson and Torres' words, the textbook is an almost universal element of ELT teaching and no teaching-learning situation, it seems, is complete until it has its relevant textbook. It is widely considered that they generally serve as the basis for much language input that the learners receive and the language practice that occur in the classroom.

Cunningsworth (1995) summarized the role of textbooks in language teaching as:

- a resource for presentation of materials (spoken and written)
- a source of activities for learners practice and communicative interaction
- a reference source for learners on grammar, vocabulary, pronunciation, and so on
- a source of stimulation and ideas for classroom activities
- a syllabus (where they reflect learning objectives that have already been determined)
- a resource for self-directed learning or self-access work
- a support for less experienced teachers who have yet to gain in confidence.

According to Razmjoo (2007), no doubt, a textbook is looked upon as an indispensable vehicle for foreign language acquisition whose validity and significance are seldom impugned. Many students working with a textbook feel secure and have a sense of progress and achievement. They always have a book to relate to; they are not groping in the dark. Consequently, they become more confident and satisfied, as they tackle the language within a certain framework. He further states that a textbook

provides them with the opportunity to go back and revise. They can also use the textbook for self-study and as a reference tool.

Richards (1993) presents a number of observations in terms of advantages and disadvantages of using textbooks. Among the principal advantages are:

Textbooks can provide syllabus for a program and help standardize instruction, which helps maintaining quality as good textbooks offer tried and tested material. Accompanying learning resources to textbooks such as CDs, workbooks, videos, CD-Roms and teaching guides provide a rich and varied resource for teachers and learners. Textbooks save time so that teachers spare their times for teaching rather than prepare materials. A textbook can also provide training for the less experienced teachers and textbooks are visiually appealing to learners and teachers as well.

However; Richards also points potential negative effects of (using) textbooks: Textbooks may contain inauthentic language and this may distort the content as they tend to contain an idealized view of the world. Secondly, since textbooks are generally written commercially for global markets, they may not reflect the needs of a particular group of students. Textbooks also have the potential to diminish teachers' skills by reducing the teachers' role to an implementer of ready made materials. Generally written for global markets, textbooks may cost students too much in many parts of the world.

Harwood (2005) also presents a summary of three different views which distinguishes between the 'strong' and 'weak' anti-textbook arguments: The strong anti-textbook view claims that the material's pedagogical soundness is certainly weak because most of the textbooks are written for commercial markets. The weak anti-textbook view holds this issue as a probability that the pedagogical soundsness of the materials may suffer. The pro-textbook view says that there is no inherent tension between sound pedagogy and product marketability.

The strong anti-textbook view assert that textbooks deskill the teachers, taking over responsibility for materials development, and that the global textbook will fail to

meet the local needs. Weak anti-textbook view maintains the idea that the quality of the textbook and the flexibility of its syllabus determine the extent to which the textbook deskill or reskill the teacher and as a result the global textbook may fail to meet the local needs or vice versa. However; pro-textbook view maintains the contrary: Textbooks reskill rather than deskill the teachers, developing both new and experienced teachers and, teachers and learners will use the textbook as it suits to their local context.

The strong anti-textbook view also makes a point of officially imposed textbook content, no matter of how insufficient and inaccurate it may be whereas the weak anti-textbook view holds the idea that there is scope for both the teachers and learners to be misled by textbook content. The pro-textbook view mentions that the teachers and learners decide about the accuracy of a textbook's content.

In strong anti-textbook view textbook writers' knowledge about research in applied linguistics seems insufficient. The weak anti-textbook view embody the notion that textbooks are taking far too long to incorporate the findings of applied linguistics research. Conversely, pro-textbook view says that textbooks are products of years of research and dialogue between teachers, writes and publishers.

Whether we like it or not, the role of textbooks is undeniable for both students and teachers since they seem to be the main tools of any ELT programme, especially in countries like Turkey where most students in state schools have limited resources for self-study and practice the language. According to Sheldon (1998,pg. 238):

"the fact is that textbooks are here, and are even exploited in traditional environments as a method of controlling large classes of learners. Such pedagogical experiences generate expectations about what a textbook should contain, what it should look like, and how it should be used."

Therefore a systematic criteria for selection of textbooks is vital. It requires considerable professional study with the involvement of users (teachers/students), experts in the field, textbook writers and also publishers.

As Grant (1992) states, "the perfect textbook does not exist; but the best book avaliable for you and your students certainly does and such a book should satisfy three conditions:

- It should suit the needs, interests and abilities of your students
- It should suit you (the best book in the world won't work if you have good reasons for disliking it)
- The textbook must meet the needs of official public teaching syllabuses or examinations.

The fact that the teachers and learners use the textbook as the basic component of language instruction is a crucial issue. Students in Turkey rarely use the target language in their daily lives as they do not have much opportunity to do so. At this point, the language classes seem to be the only place for exposure to the target language and textbooks become the most easily avaliable material for students to practice the language. This drives the need for an accurate selection and evaluation of an appropriate textbook.

2.2. Types Of Materials Evaluation

McDonough and Shaw (1993: 59) makes a distinction between teaching situations where 'open-market' materials are chosen, and where a Ministry of Education (or some similar body) produces materials that are subsequently passed on to the teacher for classroom use. First, teachers can find a chance to examine learning experiences of their students that leads them to understand whether the learning/teaching process is effective or not. They can judge all the educational settings including teaching techniques, resources and materials. Through evaluation we can get useful information for designing future courses, finding out problems happened through a course to be solved, carry out needs analysis to decide whether it is necessary to add resources or leave some of them. In addition, it is possible to explore the materials and decide about the quality of them.

Ellis (1997) distinguishes two types of materials evaluation: a predictive evaluation designed to make a decision regarding what materials to use, and a retrospective evaluation designed to examine materials that have actually been used. The focus of attention has been mainly on predictive evaluation and there are two ways in which teachers can carry out this kind of evaluation. First one is to use evaluations carried out by 'expert' reviewers. The second way is to carry out their own predictive evaluations with checklists and guidelines easily available in the field to help teachers do so (e.g. Cunningsworth 1995, Breen and Candlin 1987, McDonough and Shaw 1993). These instruments are generally organised to determine their suitability for use in particular teaching contexts.

The other suggested type of evaluation by Ellis is a retrospective evaluation that can be done impressionistically or more systematically. We can observe that most teachers evaluate their teaching materials in an impressionistic way during the course process. That is, they value, for instance, whether certain activities are useful or flexible. More systematically, empirical evaluations are upheld by using students' journals and questionnaires to judge the effectiveness of their teaching materials, which is a less common way perhaps because it is more time-consuming. Ellis further suggests a micro-evaluation, a more manageable way. Teacher selects a particular task and submits this to a detailed empirical evaluation. A range of micro-evaluations can provide a subsequent macro-evaluation and this can serve as an overall assesment of whether teaching materials have worked or not.

Grant (1992) proposes a three-stage process in evaluating textbooks; he resembles this process to buying a new coat during which we ask these questions:

1- Does it fit?

2- If it fits, how well does it fit- and how does it compare with others that also fit?

3- (Later!) Does it still fit? This question becomes relevant after you have had it for a time.

In accordance with these questions, three stages of evaluation are as follows:

- Initial evaluation
- Detailed evaluation
- In-use evaluation

Related to the first stage Grant (1992) provides applying 'CATALYST' test through which we can find out whether a book is worth looking at more closely. He claims that a textbook should act as a catalyst in the classroom. The eight letters in the word CATALYST represent the eight criteria as the following:

C – communicative?

A – aims?

T – teachability?

A – avaliable additions?

L – level?

Y – your impression?

S – student interest?

T – tried and tested?

After applying the CATALYST test and deciding that a textbook will work, we should determine how well it will work out. It is possible to find out an answer to this question by using questionnaires which can be of great assistance (see Grant 1992,pg. 122-26). These questionnaires are designed to help you decide whether and how far a textbook meets these three conditions:

- Does the textbook suit your students?
- Does it suit the teachers?
- Does it suit the syllabus?

The last stage, in-use evaluation is necessary for it is only by constant evaluation that one can ensure his/her own mastery not the slavery of the textbook. The same questionnaires in the second stage or the modified ones according to your priorities may be used in this type of evaluation.

In addition, Cunningsworth (1995: 14) mentions three types of evaluation which include pre-use evaluation, in-use evaluation and post-use evaluation. Though pre-use evaluation seems to be the most common one, it is said to be the most difficult kind to apply. The reason for this may lie in the fact that there is a gap in terms of actual experience of using the book to base the evaluation on(cf Zhang 2007). In-use evaluation involves evaluating the material whilst it is in use, for example making judgements about the book whether it meets the requirements including the learners' objectives, the learners' background, the resources available, etc. Post-use evaluation, on the other hand, provides information about the performance of a textbook, thus the usability potential of a textbook based on its identified strengths and weaknesses which emerge over a period of continual use. The present study has been inspired by Cunningsworth's idea of in-use evaluation because the data was collected during the academic semester.

McDonough and Shaw (1993) suggest two stages of evaluation, first an external evaluation that refers to a brief 'overview' of the organization of the materials (cover, introduction, table of contents). This is followed by a more detailed internal evaluation which requires an in-depth investigation to analyse if the factors mentioned in the external evaluation stage are in line with the internal consistency and organization of the materials stated by the author/publisher.

No matter how it is applied, textbooks' evaluation on a regular basis is of great importance in terms of an utmost efficient use and suitable adaptation.

2.3. Criteria For Textbook Evaluation

It becomes vital for people in charge of choosing textbooks to have certain criteria appropriate for their particular context and carefully examine the textbook in question in all respects. Through evaluating textbooks, not only we can identify their strong points that enable teachers to make the most of them, but also we can adapt, modify, add or delete the content of the weaker points in accordance with our teaching situation.

Chambers (1997) notes that evaluating materials is a complex process and first it demands that we establish their relative merits from among a wide range of features (Cunningsworth 1984, Rea-Dickins and Germaine 1992, McDonough and Shaw 1993). He offers some criteria to evaluate teaching materials. First, pedagogical factors to be taken into consideration involves age, level, suitability and quality, cultural appropriateness, methodology, number and type of exercises, skills, teacher's book, variety, pace, personal involvement and problem solving. Secondly, the materials should not be just theoretically sound but also needed to be proved in the classrooms. In addition, the achievement of students who used the textbooks should also be taken into account.

Garinger (2002) claims that an evaluation checklist, whether adopted from another author or created by oneself, serves to focus this examination and ensures that significant factors will not be missed. Sheldon (1988,pg.242) has a similar notion about the use of checklists. He promotes applying a checklist or scoring system so as to have some points around which our thoughts can take shape and he adds: "any culturally restricted global list of criteria" does not fit to most local settings without adaptation or modification.

Sheldon's checklist focuses both on detailed and major points. He offers a set of textbook criteria containing the following elements:

- Rationale, Availability, User definition, Layout/Graphics, Accessibility, Linkage, Selection/Grading

- Physical Characteristics, Appropriacy, Authenticity, Sufficiency, Cultural Bias, Educational Validity

- Stimulus/Practice/Revision, Flexibility, Guidance, Overall Value for Money, Rating and Comments.

However, the above catogories can be considered as more or less important by different kinds of users. For example, one might consider 'guidance' or 'flexibility' to be more important than 'the presence of cultural elements'. Also, the same textbook could be more 'suitable' in one context, but not in another. Of course, suitability of the catogories for one context would be influenced by different kinds of teaching/learning situations.

Cunningsworth (1995) states that textbooks should correspond to learners' needs, help students to use the language effectively, facilitate their learning process, and show a support for learning. Cunningsworth (1984:5-6) has also offered a set of guidelines placing an emphasis upon the underlying principles of material evaluation:

1. Relate the teaching materials to your aims and objectives;

2. Be aware of what language is for and select teaching materials which will help equip your students to use language effectively for their own purposes;

3. Keep your students' learning in mind;

4. Consider the relationship between language, the learning process and the learner.

According to his point of view, evaluation involves value judgements based on learner and teacher expectations, methodological preferences, the perceived needs of the learners, syllabus requirements and personal preferences. Particularly, Cunningsworth (1995) stresses the essential roles of learners and their needs in the process of evaluation.

Tucker (1975, pp. 355-360) proposes a system which has three components:

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

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

- A chart/graph which provides a visual comparison between the evaluator's opinion of the book and a hypothetical ideal model, hence facilitating a quick and easy display of the evaluator's judgment.

Two types of criteria are introduced 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 (1) completeness of presentation which refers to the coverage of sounds and supra-segmentals, (2) appropriateness of presentation which concerns whether or not students are from a single language background, whether or not students are kids or adults, and all this affecting the type of presentation, and (3) adequacy of practices which deals with both the quality and quantity of practice. By quality what is meant is practice in a context, i.e., sounds practiced in words, words in sentences, etc.

Ur (1996, p. 186) also offers another checklist which includes such criterions as "good pronunciation practice, good grammar presentation, grading and sequencing, cultural and pedagogical concerns in presentation, vocabulary practice, topics being interesting to different learners etc., some of which is not always applicable for all approaches of learning/teaching.

A study that took place in Spain was about the beliefs of some future teachers of English in the main characteristics that a book should have (Gutiérrez-Colon, 2008). It is said to be a re-evaluation of Ur's theory on the most important criteria that a textbook should have. The difference of the study was that despite not being English language teachers, the subjects were experienced enough in using course materials of all types as they had been studying the language for at least ten years. Thirteen students of English

Teaching Methodology, who were in their last year of the English Language and Literature degree (*Filologia Anglesa*), were asked to organise Ur's criteria from what they thought was the most important to the least important. Subsequently, they were asked to rate an English language book that they had chosen, according to Ur's criteria.

The results of the study indicated that, the four criteria chosen by the students as the most important did not coincide with the five most important ones chosen by Ur. The ones chosen by the students were:

- Varied topics and tasks, so as to provide for different learner levels, learning styles, interests, etc.

- Content clearly organized and graded (sequenced by difficulty).

- Interesting topics and tasks.

- Objectives explicitly laid out in an introduction and implemented in the material.

Only four criterion were shown to be the least important ones to take into account when choosing the materials:

-Readily available locally

- Audio cassettes (or CD's)

- Adequate guidance for the teacher; not too heavy preparation load

- Appropriate visual materials available

It was concluded by the author that " the subjects really looked for books that suit all students' needs (variety of topics, different levels, clear objectives) and match students' interests and culture. That is to say, the subjects of this study have placed the hypothetical English language student at the centre of their teaching process." (Gutiérrez-Colon, 2008*)*

Ansary and Babaii's (2002) schema is a combination of both Tucker and Ur's schemas. Ansary and Babaii (2002) claims that most checklists created by authorities have had little practicality. They used ten EFL/ESL textbook reviews and ten EFL/ESL textbook evaluation checklists in their study and attempted to introduce the important elements of EFL/ESL textbooks. They suggest a number of common features of these textbooks and introduced a universal and detailed textbook evaluation scheme. These characteristics include:

Approach

- Dissemination of a vision (theory or approach) about
  - ✓ The nature of language
  - ✓ The nature of learning
  - ✓ How the theory can be put to applied use

Content Presentation

- Stating purpose(s) and objective(s)
  - ✓ For the total course
  - ✓ For individual units
- Selection and its rationale
  - ✓ Coverage
  - ✓ Grading
  - ✓ Organization
  - ✓ Sequencing
- Satisfaction of the syllabus
  - ✓ To the teacher
    - o Providing a guide book
    - o Giving advice on the methodology (giving theoretical orientations, key to the exercises)
    - o Supplementary materials
  - ✓ To the student

- o Piecemeal, unit-by-unit instruction
- o Graphics (relevant, free from unnecessary details, colorful, etc.)
- o Periodic revisions
- o Workbook
- o Exercise and activities (in the classroom, homework, sample exercises with clear instructions, varied and copious)
- o Periodic test sections
- o Accompanying audio-visual aids

Physical Make-up

- Appropriate Size & Weight
- Attractive layout
- Durability
- High quality of editing and publishing
- Suitable title

Administrative Concerns

- Macro-state policies
- Appropriate for local situation
  - ✓ Culture
  - ✓ Religion
  - ✓ Gender
- Reasonable price

Most of the mentioned categories above carry common features. For example, 'content presentation' is one of them and this category may be a useful guidance for the teacher. Moreover, the information obtained from the category in question may provide teacher with valuable knowledge. Some issues that are more discussed and pointed out are: physical make-up, methodology, content presentation, skills, availability, rationale, authenticity, rating, flexibility etc. However; some points in this sheme are not

mentioned in most of the checklists. For instance, 'to the teacher', 'appropriateness for local situation', and 'gender' are some of the issues that have not been dealt with so often in other checklists.

Inal (2006:25-26) sees checklists highly beneficial at the textbook selection stage and considers the checklists as the results of experiences and piloting processes. He states some of the most important principles as:

1- Are the subjects and contents of the tasks relevant to your aims?

The subjects and contents of the tasks should be in accordance with the objectives and golas of the syllabus.

2- Do students find the tasks interesting?

The students' need and interests is very important and should be taken into consideration. They should be supported to express their interests while using the language.

3- Is the language in the tasks relevant?

The language in the tasks should be concise and clear.

4-Is there variety in the tasks?

The tasks should appeal to different learning styles and learner needs.

5- Are the tasks authentic?

The tasks should prepare the learners for real life situations and encourage the learners to use the language in a communicative way.

6-Do the tasks provide the student with training?

The tasks should facilitate the learners' all four language skills to develop their necessary strategies and language competences.

7- Do the texts of the tasks increase the students' general knowledge?

The text should provide the students with necessary knowledge to enable them better comprehend the world. For example, the text should contain such issues as learning styles, learning strategies, culture, use of technololgy etc.

8-Are the objectives clearly stated for each task?

Teachers and learners' being aware of the objectives is of great significance in making activities and tasks more purposeful and meaningful.

9- Are cultural sensitivities taken into consideration?

Culture is an inseperable component of language and cultural constraints should be taken into account so as not to cause a communication break down.

10- Are the objectives of the textbook compatible with the school's language-learning aims?

The objectives of the textbook should fit the school's approach and attitude towards the language learning aims.

Peacock (1997) presents a more detailed checklist. The goal of the checklist, as he mentions, is not to analyze textbooks in detail from a linguistic or pedagogic viewpoint, but to allow as thorough an evaluation as possible to be made in the time normally allocated for textbook assessment by EFL teachers. The checklist in question includes eight sections: 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 checklist is based on a scoring table with weightings that can be varied by users according to different local environments.

Zabawa (2001) presents a checklist of criteria for the Cambridge First Certificate in English (FCE) textbooks that he argues will work for all EFL textbooks. This checklist considers 10 categories: layout and design, material organization, language

proficiency, teaching reading comprehension, teaching writing, teaching grammar and vocabulary, teaching listening comprehension, teaching oral skills, content, and exam practice.

Griffiths (1995) suggests a list of questions as criteria for evaluating materials. These questions deal with the following characteristics of materials: the match between material and learner objectives, learner-centered material, facilitating interactive learning, socio-cultural appropriateness, gender sensitivity, up-to-date materials, well-graded vocabulary and comprehensible input, age-appropriate materials, interesting and visually attractive material, relevance to real life, easy to use material, and ethnocentric material.

Harmer (1998) also proposes nine basic areas which should be considered in the evaluation of textbooks: price, availability, layout and design, methodology, skills, syllabus, topic, stereotyping, and the teacher's guide. The basis of evaluation in this checklist is founded on the users' descriptive answers.

Litz (2005), in his study, discusses and describes an evaluation process for a textbook (*English Firsthand 2*) that was being used in a particular learning environment. He developed another textbook evaluation checklist and mentions the following points: practical considerations (the reasonability of the textbook price and being easy to access), layout and design, activities, skills, language type, subject and content and conclusion/overall consensus.

He further presents a student needs analysis including such questions as the reason why they study English, their expectations from learning English, hence urging the students to question their style, strengths and weaknesses and reflect their ideas about using a textbook.

In this study, the researcher has tried to explore several checklists in terms of their content, especially which criterias they included so as to provide the reader with sufficient variety of factors that effected the evaluation and selection of textbooks. Although Sheldon (1988) suggests that no general list of criteria can ever really be

applied to all teaching and learning contexts without considerable modification, most of these standardized evaluation checklists contain common components, which we can use as helpful starting points to apply in a wide variety of situations. Because there is not a 'cure-all' checklist, teachers should be conscious and knowledgeable about the components of textbook evaluation.

2.4. Textbook Evaluation Studies

The textbook under study has been designed for the primary school students in Turkey. The textbooks are either prepared by a committee from the Ministry of Education or the textbooks are selected by a related commitee. Ministry-approved textbooks are used in state schools all over the country and most of the EFL teachers do not have active roles in the evaluation and selection process of the textbooks.

However, textbooks are viewed to be the core components of foreign language education since in most schools, textbooks are used as the main (and sometimes the only) source necessary for the language-teaching program. This may stem from the fact that the teachers have to catch up with over loaded syllabus and they have limited time to adapt the necessary parts of the book or prepare their own materials from time to time. Hence, most teachers tend to stick to the textbooks as the way they are without carefully examining the weak and strong points of the material they are supposed to use as doing the necessary changes can be time-consuming and demanding.

Foreign or second language textbooks have been evaluated by different researchers and authors both in Turkey and worldwide. Arıkan (2008) investigated the views of 4th grade students and EFL teachers about the English textbook, *Time For English.* Two questionnaires, both for teachers and students, were administered in primary schools in Adana. The participants of the study were 703 students and 20 teachers who were at the time of the study, attending and teaching EFL classrooms of 4th grade. In the questionnaire for students, the statements were categorized under such headings as *layout and design, activities, skills, language type, subject and content,* and *conclusion.* The results showed that, while, students with a high percentage attributed

positive senses to the components of the textbook, the views of teachers varied prominently.

In Tekir and Arıkan's (2007) research, opinions of 7th grade students' and teachers' on *Let's Speak English 7* were studied through teacher and student questionnaires. Among 130 participants, 50 were English teachers and 80 were seventh grade students studying at a primary level State school. The results demonstrated that both teachers and the students had rather negative feelings about *Let's Speak English 7*, the teachers having more negative feelings towards it. Questionnaire results revealed that both teachers and students do not find the topics interesting, and they do not think that the activities match the interests of the students, either. The study results also indicated that linguistic items are not introduced in meaningful contexts, and they do not promote meaningful learning and actual communication. About the activities in *Let's Speak English 7* both teachers and students mentioned that they do not promote critical thinking and they do not allow for substantial free production. Thus, this study provides useful ideas to the teachers and reveals some insights about coursebook evaluation process.

Tok (2010) examined the advantages and disadvantages of one type of TEFL materials, English language textbook "*Spot On*", used in state primary schools in Turkey, which is the same textbook the researcher has examined. Tok's study is different from the present study in terms of participants. The sample consists of 46 English teachers chosen randomly from state primary schools located in the city centres of Malatya and Adıyaman. A five-likert type scale was used. In this research, the course book was evaluated in terms of layout and design, activities and tasks, language type, subject, content and skills and whole aspect. More than half of the teachers did not find the layout and design of the book appropriate and clear. Another shortage of overall layout and design of '*Spot On*' Tok (2010) noted was that there were not enough vocabulary lists with their meaning, expression glossaries, grammar references and communicative expansion. Half of the of the respondents thought '*Spot On*' partially providing a balance of activities and half of teachers mentioned that the activities in the textbook does not encourage sufficient communicative and meaningful practices.

Results of Tok (2010) also indicated that " '*Spot On*' is a multi-skills syllabus and therefore, covers and integrates both productive (speaking and writing) and receptive skills (listening and reading), while placing a larger emphasis on reading and writing."

Tok (2010) also reported that the language included in the textbook was not found authentic and it was not at the right level for students' current English proficiency. The results further demonstrated that the progression of grammar issues and vocabulary items were not appropriate and most respondents seemed dissatisfied with the textbook's treatment of linguistic items such as grammatical structures, their functions, and vocabulary. The average score of whole aspect dimension showed that teachers would not like to use the textbook again. "The research revealed that '*Spot On*' actually did not stand up reasonably well to a systematic in-depth analysis and that the negative attributes out-weighed the positive characteristics very much." (Tok, 2010)

Atkins (2001) conducted a study to look first at the literature on the subject of materials evaluation and decided on a model to use, and applied it to provide a detailed evaluation of a textbook, *Passport*. The searcher of the study has used *Passport* as a main textbook at a private senior high school for first grade oral communication classes for three years. He has completed the book with fifteen different classes. The students in the classes were aged fifteen to sixteen and each class had approximately 43 students. Atkins applied McDonough and Shaw's two-stage evaluation model; an external and internal evaluation. The first stage included 'claims made on the cover of the teachers/students book. . . [and] the introduction and table of contents.' (McDonough and Shaw 1993: 67). The study was complated with an in-depth internal evaluation of the units, which covered such issues as the presentation of the skills in the materials and the grading and sequencing of the materials. As a result of the study, Atkins reported that *Passport* was an accountable textbook in terms of being a helpful tool for novice teachers, providing a kind of teacher-centred control of lessons, having a good layout, and being suitable for young high school students. However, the author implied that he found the authenticity of the textbook questionable and seemingly unnecessary in a book intended for students who are going to study abroad. Another concern about the textbook was its methodology about which the searcher thinks that "suitable adaptation

can redress the imbalance of what White (1988) in Skehan (1998: 94) describes as a meaning impoverished methodology." (cited in Atkins, 2001).

Peacock (1997) presented another checklist designed for use when choosing textbooks, claiming that the so called textbook selection methods were inadequate and that there was a need for a more objective evaluation instrument than found in use at the time being. He argued that although textbook evaluation criteria must suit to local needs, an evaluation checklist flexible enough to be used worldwide was necessary. The checklist introduced includes a scoring table which let the users assess all of the 60 items as necessary to suit their local teaching environments.

In this chapter, main issues in textbook evaluation have been examined beginning with the role of materials in foreign language classes. In addition, types of materials evaluation and various criteria for materials evaluation was mentioned. Besides, a number of textbook evaluation studies was presented. Based on the findings of various studies in different countries, it can be said that using the checklist is an effective implementation, ensuring a closer item analysis and much more detailed survey of the book than would have been possible without formal criteria. However, criteria, upon which checklists are based can change according to priorities the researcers, teachers or language teaching policies of the educational context. Whichever priorities researchers have in mind, a checklist is expected to be as through as possible so that the result of the evaluation can be trustworthy and informative.

CHAPTER 3

METHODOLOGY

3.1. Overview Of The Study

The present study focuses on views of a group of EFL teachers and 8th grade students on the textbook *Spot On 8*. It is a descriptive study as it describes teachers' and students' attitudes using statistical data. At the same time, it is qualitative as teacher participants were interviewed. The interview data has been integrated to the quantitative data to provide the reader better perspective.

3.2. Research Questions

This study addresses the following research questions:

1. A.What are the views of 8th grade EFL teachers about their present English textbook *Spot On 8*?

1. B.To what extent does the *Spot On for 8th Grade* meet the teachers' expectations for a model textbook?

2. What are the views of 8th grade students about their present English textbook *Spot On 8*?

3. What are the similarities and differences between the teachers' and students' evaluations of *Spot On 8*?

4. What are the weaknesses of *Spot On 8* as an EFL textbook for the eighth grade students?

5. What kind of supplementary materials and activities can be used to compensate for the probable shortcomings of the textbook?

3.3. The Textbook

The textbook is composed of 192 pages with a dark pink cover. On the cover, the printings are in bold capitals indicating the name of the textbook. On the back cover, three sample advertisements concerning the projects of the Ministry of National Education are represented. The name of the textbook, the publisher and the authors of the textbook are indicated on the first page. On the second page, the names of the other people who are involved in the creation process of illustrations are also presented. Editors, artists, visual designers, and the English Language Specialists are also indicated. The national anthem of the Turkish Republic is presented in verses. The following two pages represent a portrait of Atatürk and his address to the Turkish Youth. The *Contents* section only includes topics of the units. Then comes course introduction part namely " introduction schema" in which Turkish meanings of the titles are presented.
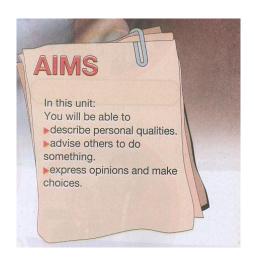
3.3.1. The Organization Of The Textbook Units

The number, the name and aims of each unit are presented at the beginning of the units. The elements of the units can be described as *Re-Spot*, *Reading Spot, Spot Light, Language Spot, Check Spot, Listening Spot, Speaking Spot, Writing Spot and Tasks*. In addition to these parts, other sections called *Melody Spot, Fun Spot, Sound Spot, Word Spot, Idea Spot and Game Spot* occur in various units in the textbook. At this point, it is essential to reflect the features of these elements of the units of the textbook *Spot On.*

3.3.1.1. Aims

Aims of each unit is presented at the very beginning of the units. It informs students about what they will be able to do in each unit.

Figure 1. An Example Of Aims Section

3.3.1.2. Re-Spot

This part is presented at the beginning of each unit that aims to prepare students for the coming activities. This section includes different types of exercises like picture-cued matching exercises, guessing questions, miming the words, pair-work exercises introductory or guiding questions.
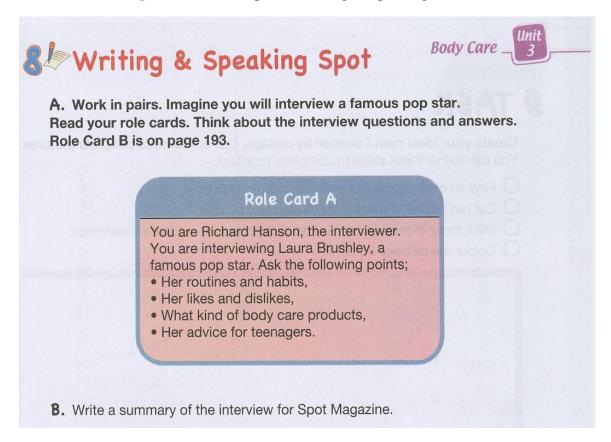
Figure 2. An Example Of Re-Spot Section

Figure 3. An Example Of Re-Spot Section

1 Re - Spot

A. Remember the words below? Choose one and mime it to your friends.

pretty, bored, polite, handsome, excited, surprised, clever, beautiful, talkative

B. Categorize these words. Write them in the appropriate boxes?

EMOTION	PERSONAL QUALITY	PERSONAL APPEARANCE

3.3.1.3. Language Skills

The integrated and isolated presentation of skills presented within the textbook is carried out as reading, listening, writing, and speaking. Mostly skills are presented in isolation. Only in five units (2, 3, 6, 7, 9) speaking and writing sections are integrated.

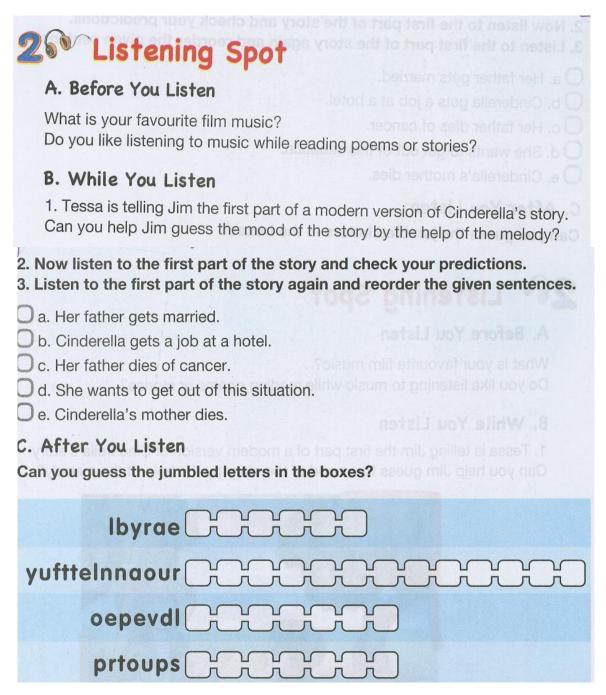**Figure 4.** An Example Of Writing & Speaking Section

3.3.1.4. Listening Spot

This section consists of three parts; "*before, while* and *after you listen"*. *Before you listen* part comprises introductory questions, activities such as guessing the subject with the given pictures, matching pictures with the given words, pair and group work activities, acting out a given picture to be guessed, and discussing a topic by expressing their opinions or experiences .In *while you listen* part, first the situation is introduced and students are expected to listen to a dialogue or a conversation and guess the topic, complete a chart or a missing information, tick the expressions they hear, check their predictions, put the jumbled sentences in order and take some notes about the subject or a question. In *after you listen* part occurs comprehending questions, filling questionnaires, guessing the meanings of the words and expressions, imagining a situation and expresing a few things about it, completing missing information, guessing the jumbled letters of some words, questions about their experiences and opinions. This

part cannot be used beneficially in general because most schools cannot provide teachers with necessary equipment such as a computer, a loud speaker and internet connection though the CD of the book can easily be downloaded from the Ministry of Education's web site. Teachers have to provide all these equipments him/herself in most schools.
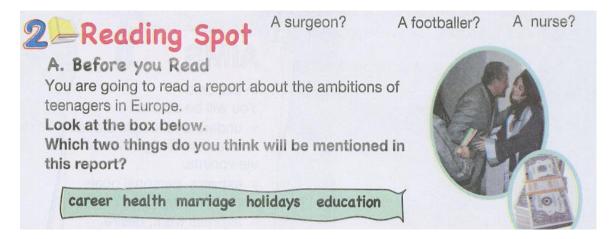
Figure 5. An Example Of Listening Spot Section

3.3.1.5. Reading Spot

This section also consists of three parts*; before, while* and *after you read*. In *before you read* part, firstly, the situation is introduced and students complete a piece of missing information, answer personal questions, categorize objects or words and choose some of them on a given basis according to themselves, think about a subject and discuss it with a partner, look at the pictures and guess the subject or answer questions about it, guess the meaning of a word or expression, work in groups and mime a character or a given situation. In *while you read* part, students are expected to read a text or an article and guess its topic, complete a chart or find a missing piece of information, answer comprehending questions, decide what the text is about, check their predictions, and decide on the text's title. In *after you read* part, students answer questions about themselves, write a paragraph, do a test or fill in a questionnaire, share their opinions or ideas about the subject of the activity, work on the words from the text such as guessing the meanings or finding the opposite meanings of adjectives, act out in pairs or groups, or complete a chart.

Figure 6. An Example Of Reading Spot Section

B. While You Read
1. Read the text and check your guesses.

Career and Education
One group of teenagers, nearly half-
48% want to run their own business
and only 1% is going to try to find
a secure government job, because
young people today want economic
freedom and they like taking risks.
41% believe that education and confidence are the keys to success, so
they would like to go to college and have a good education.
10% say they want to move abroad and work there to make more money.

Family and Home
Another group respects marriage and the traditonal family and believes
that marriage and family are the key ambitions in life. 46% predict that
they will have children and 54% intend to own their home.

Ambitions and Hopes
The main ambition for 40% of these young people is marriage.
27% will try to have successful careers, 15% want
to be rich and only 18% have the ambition to be famous.

2. Read the text again. Fill in the missing information.
What Do the New Generation Want in Europe?

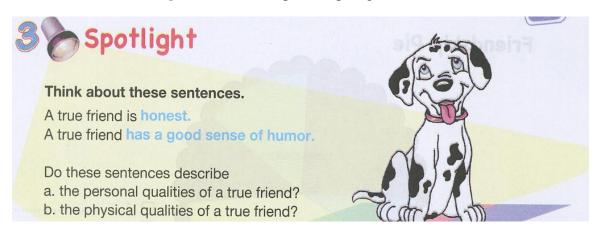|	
find a secure job 1 %	.... 10%
.... 48%	have children ....
having their own house	.... 40%
.... 27 %	.... 18%

C. After You Read

Go back to the text and try to guess the meaning of these words.
Choose the appropriate meaning

1. **"run their business"** probably means .... their own company.

   a. lose

   b. start

2. **"secure"** probably means .... something.

   a. to guarantee

   b. not to guarantee

3. **"ambition"** probably means...

   a. a large amount

   b. a strong desire

3.3.1.6. Spot Light

In this section, students are expected to think about the given sentences in which there are some words or expressions highlighted in color-coded frames and students are asked some questions about these words or phrases to realize their functions or meanings. Sometimes students are to read a sentence which again has words in color-coded frames and think about the given questions to notice their usage.

Figure 7. An Example Of Spotlight Section

3.3.1.7. Language Spot

The aim of the *Language Spot* section is to help students to revise the relevant vocabulary and the grammatical structures by giving an explanation about its function and its usage with some example sentences in a chart. The grammatical rules are highlighted in color-coded frames. In some units only the usage about an expression occurs and there exists no example sentences.
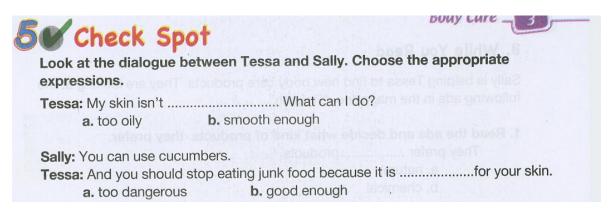
Figure 8. An Example Of Language Spot Section

3.3.1.8. Check Spot

This section comprises different types of activies such as a game, a multiple choice test, completing a piece of missing information, filing in a dialogue or the blanks with the given expressions, pair work using a map, rewriting the sentences, expressing their opinions or ideas, looking at the pictures or a timetable to write someones' preferences, and discussing a subject with a pair or in groups.

Figure 9. An Example Of Check Spot Section

3.3.1.9. Tasks

In this section, students are expected to carry out various tasks such as making a list of qualities of an ideal friend or language activities they like most, create their ideal man/woman by collage, cutting out famous people's pictures, draw the scene of their dream location by following some steps like answering related questions to the unit, imagine and interview with a character from the Turkish War of Independence, solve a case by using clue from the story, prepare a questionnaire, compare two pictures, set some personal goals for the next five years or prepare a campaign poster using some descriptions.
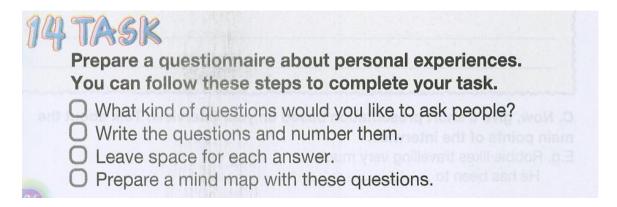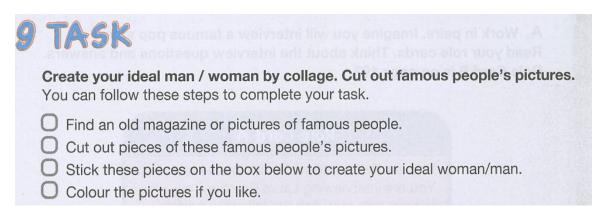
Figure 10. An Example Of Task Section

Figure 11. An Example Of Task Section

3.3.1.10. Melody spot

This section occurs in two units and students are expected to listen to a song and sing it together. The songs are available on the Ministry of Education's web page.

3.3.1.11. Sound Spot

In unit 2, students listen and mark the stresses on the words. In unit 5, students listen to and repeat the dates. In unit 7, students listen to the words and repeat them. In unit 13, students listen the words that sound the same but have different meanings and match the couples, in unit 14, "th" sound is studied; students try to imitate this sound and produce it. As it has been mentioned before, the audio CD is available on the web page of Ministry of Education.

3.4. Participants

A total of 195 participants, 95 English teachers who were teaching eighth grade students at state Primary Schools in Bursa and some teachers and randomly chosen100 eighth grade Primary School students in Bursa took part in the study. Students were asked to fill in the questionnaire consisted of seven sections.

All the teachers were using the same book as it was the only textbook approved by the Board of the Ministry of National Education for the 8th grade English lessons in certain cities. Teachers were teaching in a number of schools in the city of Bursa. The researcher took the opportunity to collect the main bulk of the data during an in-service training course organized by Ministry of National Education which took place in Bursa. These teachers were invited to the course by Ministry. The rest of the data was collected by the researcher by visiting schools in Bursa.

Regarding their experience in teaching, teachers with an experience of 1-4 years comprised 7% of the sample, followed by 54% for teachers with an experience of 5-9 years and 18% for the ones with an experience of 10-14 years. Participants with an experience of 15-20 years comprised 14% and with an experience of over 20 comprised 7% of the sample.

Table 1. Basic Information About Teachers Profeesional Experience.

Years		1 - 4	5 - 9	10 - 14	15 - 20	+20
Teachers		7	54	18	14	7

Four eighth grade classes were chosen randomly and a total number of 100 students participated in this study.

3.5. Data Collection

In order to gather data about students' and teachers' attitudes on *Spot On 8,* two data collection instruments were employed in this study: A teacher questionnaire and a student questionnaire (SEE APPENDIX A & B). The first questionnaire was designed

to elicit information about the teachers' attitudes towards *Spot On 8*. The other questionnaire was designed to elicit information about the students' opinions about the textbook. The questionnaires were consisted of Likert-scale items and an open-ended item since these types of items are useful and effective means of gathering data about people's attitudes and opinions. The questionnaire was adapted for the purposes of this research from various checklists (Cunningsworth, 1995; Grant, 1992; Tok, 2010; Tekir&Arıkan, 2007; Aytuğ, 2007; Arıkan, 2008) with the additions of new items.

Both questionnaires were composed of seven sections. The teacher's questionnaire had a different part other than the students' which dealt with participants' demographic information (age, years of teaching experience, years of using the textbook and the school they are working at). The 7 sections in both questionnaires are:

- The first section of the questionnaire was about the layout and design of the textbook.

- The second section investigated opinions about the suitability of activities.

- The third section was designed to elicit information about the adequacy of presentation of language skills in the textbook.

- In the fourth section the language type and its suitability were investigated.

- In the fifth section, the aim was to gather information about suitability, adequacy, sufficiency of the content of the textbook.

- The sixth section aimed to elicit information about the usefulness of the vocabulary and structure in the textbook.

- Finally, the last section was about teachers' and students' general opinions on the textbook.

- In addition, an interview with 10 language teachers was conducted. Interview results were mentioned in the 'discussion' part.

Table 2. Content and distribution of the subsections in the both questionnaire used in the study

Sections	Question Types	NQ	
		TQ	SQ
Section 1	Layout & Physical make up	9	2
Section 2	Activities	15	15
Section 3	Skills	4	4
Section 4	Language Type	2	2
Section 5	Subject and Content	7	4
Section 6	Structure & Vocabulary	11	7
Section 7	Overall Evaluation	13	4
Total		61	38

NQ: number of questions; **TQ:** teacher questionnaire; **SQ:** student questionnaire

Teacher questionnaire consisted of 61 items, for each of the items the participants recorded a response on a 5-point Likert scale ranging from "*Strongly disagree, Disagree, Not sure, Agree, Strongly agree*". As for the questionnaire for students, they were exposed to 38 statements all of which were taken from the teachers' questionnaire to be able to reach a more comparative evaluation. For the student questionnaire, the items in the teacher questionnaire were translated into Turkish and simplified.

3.6.Data Analysis

All the items in the questionnaires were analyzed using an Independent T-test and the Statistical Packages for Social Sciences (SPSS). In the scale, 2.5 was calculated to be the mid point, 1 indicated the negative attitude, and 5 indicated the positive attitude. Using reliability analysis, the extent to which the items in the questionnaires were related to each other was determined, an overall index of the repeatability or

internal consistency of the scale as a whole was performed and the problem items that should be excluded from the scale were defined. The estimated reliability for the teachers' textbook evaluation questionnaire (Cronbach's alpha) was calculated by the researcher as, 90 which is good considering that 70 is the cutoff value for being acceptable. The estimated reliability for the students' textbook evaluation questionnaire was calculated as 93, which can also be considered as acceptable.

RESULTS OF THE STUDY

4.1.Analysis of Data

The analysis of the data will be presented section by section. The reader will find statistical information about a particular section of both teachers' and students' questionnaire in the same table in a compact form.

4.1.1. Section 1: Layout & Phsical makeup

Item 1: The layout and design of the textbook is appropriate and clear.

Item 2: The textbook is organized visually effectively.

Item 3: The visuals in the book help learners with the new vocabulary.

Table 3. Statistical Information About Items 1, 2, 3 In Section 1

ITEMS		MEAN		SD	D	NS	A	SA	Sig.	Sig(2-tailed)
ITEM 1	TEACHERS	2.35	F	21	39	18	14	3	.726	.000
			%	22	41	19	15	3		
	STUDENTS	3.13	F	11	17	28	36	8		
			%	11	17	28	36	8		
ITEM 2	TEACHERS	2.21	F	26	42	9	17	1	.137	.000
			%	27	44	10	18	1		
	STUDENTS	3.42	F	11	9	24	39	17		
			%	11	9	24	39	17		
ITEM 3	TEACHERS	2.06	F	36	33	11	14	1	.765	.000
			%	38	35	11	15	1		
	STUDENTS	2.88	F	14	20	35	26	5		
			%	14	20	35	26	5		

F: Frequency   %: Percentage   SD: Strongly Disagree   D: Disagree   NS: Not Sure   A: Agree
SA: Strongly Agree

As it can be seen in table 3, a significant difference can be noted considering the mean scores of both groups in *item one* (Teachers (Ts);2.35, Students (Ss); 3.13). 60% of the teachers do not think that the layout and physical makeup of the textbook is appropriate and clear while 44% of the students have more positive attitudes towards *item 1*.

When the mean scores of the groups (Ts;2.21, Ss;3.42) are taken into consideration, there is a significant difference in the teachers and students attitudes towards item 2. 71% of the teachers do not find the textbook visually effective though 56% of the students agree that the textbook is visually effective.

Considering the mean scores (Ts;2.06, Ss;2.88) of *item three*, there is a great difference in participants ideas in two groups. Although 73% of the teachers think that the visuals in the textbook do not help with the new vocabulary, 31% of the students agree that the visuals are beneficial while 35% of them are not sure about whether visuals support learning of the new words.

4.1.2. Section 2: Activities

Item 4: The activities encourage sufficient communicative and meaningful practice.

Item 5: The activities incorporate individual, pair and group work.

Item 6: Llistening parts provide students to pronounce the words better.

Item 7: The games raises students interests towards English lesson.
Item 8: I wish there were more games in the book.

Table 4. Statistical Information About Items 4, 5, 6, 7, 8 In Section 2

ITEMS		MEAN		SD	D	NS	A	SA	Sig.	Sig. (2-tailed)
ITEM 4	TEACHERS	2.03	F	21	56	12	6	0	.000	.000
			%	22	59	13	6	0		
	STUDENTS	3.05	F	13	18	28	33	8		
			%	13	18	28	33	8		
ITEM 5	TEACHERS	2.92	F	10	27	20	36	2	.521	.000
			%	11	28	21	38	2		
	STUDENTS	3.52	F	9	12	17	42	20		
			%	9	12	17	42	20		
ITEM 6	TEACHERS	2.33	F	21	38	20	15	1	.006	.000
			%	22	40	21	16	1		
	STUDENTS	3.35	F	13	12	25	27	23		
			%	13	12	25	27	23		
ITEM 7	TEACHERS	2.46	F	24	32	14	21	4	.001	.000
			%	25	34	15	22	4		
	STUDENTS	3.44	F	21	7	15	21	36		
			%	21	7	15	21	36		
ITEM 8	TEACHERS	4.22	F	0	10	5	34	46	.000	.002
			%	0	11	5	36	48		
	STUDENTS	3.63	F	17	8	11	21	42		
			%	17	8	11	21	42		

It can be concluded from table 4 that considering the mean scores of *item four* (Ts;2.03; Ss;3.05), there is a significant difference between the groups. 41 % of the students tended to agree that the activities encourage sufficient communicative and meaningful practice while 28% of them are not sure whether it is sufficient or not. 77% of the teachers have more negative attitudes towards this item. Only 6% of them agree with the *item four*.

In the light of the mean scores of *item five* (Ts;2.92; Ss;3.52), it can be concluded that there is a significant difference between the teachers and the students. 40% of the teachers agree that the activities incorporate individual, pair and group work while the value for students is more (62%) for this item.

The participants in two different groups expressed significantly different ideas as the mean scores indicated (Ts;2.33; Ss;3.35) for *item six*. The students (59%) tended to agree that listening parts provide students to pronounce the words better while the teachers (17%) have less positive attitudes towards this item. 62% of the teachers disagree with this item.

As the mean scores of the groups (Ts;2.46; Ss;3.44) examined for *item seven*, there is a significant difference between the groups. Nearly half of the students (57%) agree that the games in the textbook raises students interests towards English lesson though the value for teachers is less (26%) for this item.

As we compare the two groups in terms of mean scores (Ts;4.22; Ss;3.63) for *item eight*, there is not a significant difference between the groups. Most of the teachers (84%) and students (62%) think that there should be more games in the textbook.

Item 9: I wish there were more listening texts in the textbook

Item 10: I wish there were more songs in the textbook

Item 11: The songs in the textbook arouse students' interest

Item 12: The stories in the textbook arouse students' interest

Table 5. Statistical Information About Items 9, 10, 11, 12 In Section 2

ITEMS		MEAN		SD	D	NS	A	SA	Sig.	Sig.(2-tailed)
ITEM 9	TEACHERS	3.37	F	3	23	18	37	14	.005	.698
			%	3	24	19	39	15		
	STUDENTS	3.31	F	12	21	16	26	25		
			%	12	21	16	26	25		
ITEM 10	TEACHERS	4.06	F	2	7	11	38	37	.000	.016
			%	2	7	12	40	39		
	STUDENTS	3.62	F	14	15	10	17	44		
			%	14	15	10	17	44		
ITEM 11	TEACHERS	2.92	F	15	27	16	24	13	.032	.007
			%	16	28	17	25	14		
	STUDENTS	3.48	F	18	12	10	24	36		
			%	18	12	10	24	36		
ITEM 12	TEACHERS	2.43	F	21	36	20	12	6	.951	.000
			%	22	38	21	13	6		
	STUDENTS	3.39	F	8	12	20	41	18		
			%	8	12	20	41	18		

The mean scores of the groups in table 5 indicate (Ts:3.37; Ss:3.31) that there is a slight difference between the teachers and students for *item nine*. 54% of the teachers agree that there should be more listening texts in the textbook while 51%   of the students have similar thoughts for this item.

Based on the mean scores of the groups for *item ten* (Ts;4.06; Ss;3.62), it can be said that there is a significant difference between two different groups of participants. 79% of the teachers think that there should be more songs in the textbook while 61% of the students agree with this item.

 A significant difference can be noted depending on the mean scores (Ts;2.92; Ss;3.48) of *item eleven*. Although only 39% of the teachers agree that the songs in the

textbook arouse students' interest, 60% of the students agree with *item eleven*. The mean scores (Ts;2.43;Ss;3.39) for item twelve show that the participants in two different groups expressed significantly different ideas. 19% of the teachers believe that the stories in the textbook arouse students' interest while 60% of the students agree with this item.

Item 13: I wish there were more stories in the textbook.
Item 14: The stories in the textbook help students learn vocabulary.
Item 15: The activities in the textbook promote learners to use English creatively.
Item 16: The activities in the textbook give learners opportunities to speak English about their lives.

Table 6. Statistical Information About Items 13, 14, 15, 16 In Section 2

ITEMS		MEAN		SD	D	NS	A	SA	Sig.	Sig.(2-tailed)
ITEM 13	TEACHERS	3.72	F	4	11	13	46	21	.054	.007
			%	4	12	14	48	28		
	STUDENTS	3.28	F	10	16	26	32	16		
			%	10	16	26	32	16		
ITEM 14	TEACHERS	3.04	F	11	22	23	30	9	.832	.023
			%	12	23	24	32	10		
	STUDENTS	3.43	F	8	14	24	35	19		
			%	8	14	24	35	19		
ITEM 15	TEACHERS	1.89	F	38	36	15	5	1	.000	.000
			%	40	38	16	5	1		
	STUDENTS	3.21	F	14	15	26	26	19		
			%	14	15	26	26	19		
ITEM 16	TEACHERS	2.03	F	30	43	11	11	0	.001	.000
			%	31	45	12	12	0		
	STUDENTS	2.96	F	17	18	29	24	12		
			%	17	18	29	24	12		

As we compare the two groups in terms of mean scores (Ts;3.72; Ss;3.28) for *item thirteen* in table 6, it is realized that there is a significant difference between two groups. Altough 76% of the teachers agree that there should be more stories in the textbook, 48% of the students think in the same way with this item.

The mean scores of the groups for *item fourteen* (Ts;3.04; Ss;3.43) indicated that there is a significant difference between the two groups. 42% of the teachers tended to agree that the stories in the textbook help students learn vocabulary while nearly half of the students (54%) agree with this item.

As the mean scores calculated for *item fifteen* (Ts;1.89; Ss;3.21), there is a great difference between the groups. Most of the teachers (78%) do not think that the activities in the textbook promote learners use of English creatively while nearly half of the students (45%) have more positive opinions in this respect.

The mean scores of the groups for *item sixteen* (Ts;2.03;Ss;2.96), indicates a significant difference between the two groups. 12% of the teachers agree that the activities in the textbook give learners opportunities to speak English about their lives though 36% of the students agree with the item sixteen.

4.1.3. Section 3: Skills

Item 17: I find the textbook sufficient in developing students' reading skills
Item 18: I find the textbook sufficient in developing students' writing skills
Item 19: I find the textbook sufficient in developing students' listening skills
Item 20:   I find the textbook sufficient in developing students' speaking skills

Table 7. Statistical Information About Items 17, 18, 19, 20 In Section 3

ITEMS		MEAN		SD	D	NS	A	SA	Sig.	Sig(2-tailed)
ITEM 17	TEACHERS	2.30	F	25	36	16	16	2	.659	.000
			%	26	38	17	17	2		
	STUDENTS	2.97	F	17	15	30	30	8		
			%	17	15	30	30	8		
ITEM 18	TEACHERS	1.96	F	27	49	14	5	0	.000	.000
			%	28	51	15	5	0		
	STUDENTS	2.98	F	14	18	32	28	8		
			%	14	18	32	28	8		
ITEM 19	TEACHERS	1.92	F	27	52	12	4	0	.000	.000
			%	28	55	13	4	0		
	STUDENTS	3.08	F	11	17	32	33	7		
			%	11	17	32	33	7		
ITEM 20	TEACHERS	1.81	F	33	49	11	2	0	.000	.000
			%	35	52	12	2	0		
	STUDENTS	3.05	F	11	20	32	27	10		
			%	11	20	32	27	10		

The mean scores of the groups for *item seventeen* (Ts; 2.30; Ss; 2.97) in table 7 show a significant difference in the teachers and students attitudes towards sufficiency of the textbooks on developing reading skills. Although teachers (64%) do not believe that the textbook is sufficient in terms of developing students' reading skills, 32% of the students disagree with this idea.

The mean scores for *item eighteen* (Ts;1.96; Ss;2.98) indicates that the groups have significantly different ideas. Teachers (79%) do not find the textbook sufficient in developing students' writing skills while 36% have more positive attitudes towards this item and 32% of them are not sure about the item in question.

In the light of the mean scores for *item nineteen* (Ts;1.92; Ss;3.08), it can be concluded that there is a great difference in the participants ideas in two groups. 4% of the teachers find the textbook sufficient in developing students' listening skills while 41% of the students agree with this item.

As the mean scores of the groups for *item twenty* (Ts;1.81; Ss;3.05) examined, there is a great difference between two groups. Most of the teachers (87%) do not find the textbook sufficient in developing students' speaking skills while 31% of the students have negative attitudes towards this item, either.

4.1.4. Section 4: Language Type

Item 21: The language used in the textbook is authentic - i.e. like real-life English

Item 22: The language used in the textbook is at the right level for my (students') current English ability

Table 8. Statistical Information About Items 21, 22 In Section 4

ITEMS		MEAN		SD	D	NS	A	SA	Sig.	Sig.(tailed)
ITEM 21	TEACHERS	2.18	F	27	38	15	15	0	.005	.000
			%	28	40	16	16	0		
	STUDENTS	3.04	F	19	15	25	25	16		
			%	19	15	25	25	16		
ITEM 22	TEACHERS	1.88	F	42	36	5	10	2	.001	.000
			%	44	38	5	11	2		
	STUDENTS	3.18	F	15	16	24	26	19		
			%	15	16	24	26	19		

When both groups of participants were compared considering the mean scores of *item twenty-one* (Ts;2.18; Ss;3.04), it can be seen that there is a significant difference between the groups. 68% of the teachers disagree that language used in the textbook is authentic though 45% of the students agree with this idea.

As we compare the two groups in terms of mean scores for *item twenty-two* (Ts;1.88;Ss;3.18), there is a significant difference between the groups. Although 13% of the students think that the language used in the textbook is at the right level for students' current English ability, 45% of the students agree with this item.

4.1.5. Section 5: Subject and Content

Item 23: The subject and content of the textbook is suitable for my students' age level.

Item 24: The subject and content of the textbook is relevant to students' interests

Item 25: The subject and content of the textbook is relevant to real life issues in general.

Item 26: There is sufficient variety in the subject and content of the textbook.

Table 9. Statistical Information About Items 23, 24, 25, 26 In Section 5

ITEMS		MEAN		SD	D	NS	A	SA	Sig.	Sig.(2-tailed)
ITEM 23	TEACHERS	1.90	F	38	41	5	9	2	.001	.000
			%	40	43	5	10	2		
	STUDENTS	3.26	F	11	17	23	33	16		
			%	11	17	23	33	16		
ITEM 24	TEACHERS	1.84	F	44	29	16	5	1	.007	.000
			%	46	31	17	5	1		
	STUDENTS	3.27	F	13	12	23	39	13		
			%	13	12	23	39	13		
ITEM 25	TEACHERS	2.26	F	29	33	13	19	1	.843	.000
			%	31	35	14	20	1		
	STUDENTS	3.08	F	15	14	29	32	10		
			%%	15	14	29	32	10		
ITEM 26	TEACHERS	2.36	F	23	34	20	16	2	.077	.000
			%	24	36	21	17	2		
	STUDENTS	3.00	F	19	17	25	23	16		
			%	19	17	25	23	16		

A great difference can be noted depending on the mean scores of *item twenty-three* in table 9 (Ts;1.90; Ss;3.26). Teachers (83%) disagree that the subject and content of the textbook is suitable for the students' age level while 45% of the students agree with this item. However, 23% of the students are not sure about this issue.

The mean scores of *item twenty-four* (Ts;1.84; Ss;3.27) shows that there is a significant difference between the two groups. Teachers (77%) do not believe that the subject and content of the textbook is relevant to students' interests though the students (53%) tended to express more positive attitudes towards this item, along with the 23% of students being not sure.

When both groups are taken into consideration, a significant difference between their attitudes towards *item twenty-five* (Ts;2.26; Ss;3.08). 66% of the teachers disagree that the subject and content of the textbook are relevant to real life issues in general while 42% of the sudents agree with this item.

The mean scores of the groups for *item twenty-six* (Ts;2.36; Ss;3.00) indicates that there is a significant difference between the groups. 39% of the student agree that there is sufficient variety in the subject and content of the textbook whereas 60% of the teachers do not think so. In addition, 25% of the students and 21% of the teachers are not sure about this item. Therefore, results present a mixed picture of the subjects' opinions on the sufficiency in variety in terms of content of the book.

4.1.6. Section 6: Vocabulary and Structure

Item 27:   Grammar exercises help students understand the subjects better.

Item 28: I wish there were more grammar exercises in the textbook.

Item 29:   I wish there were better grammar exercises in the textbook.

Table 10. Statistical Information About Items 27, 28, 29 In Section 6

ITEMS		MEAN		SD	D	NS	A	SA	Sig.	Sig.(2-tailed)
ITEM 27	TEACHERS	2.01	F	28	46	13	8	0	.000	.000
			%	30	48	14	8	0		
	STUDENTS	3.15	F	13	19	22	32	14		
			%	13	19	22	32	14		
ITEM 28	TEACHERS	3.85	F	6	12	8	33	36	.790	.173 *
			%	6	13	8	35	38		
	STUDENTS	3.62	F	6	8	30	30	26		
			%	6	8	30	30	26		
ITEM 29	TEACHERS	4.25	F	2	6	4	37	46	.027	.000
			%	2	6	4	39	48		
	STUDENTS	3.70	F	6	10	19	38	27		
			%	6	10	19	38	27		

In the light of the mean scores of *item twenty-seven* (Ts; 2.01; Ss;3.15), as it can be seen in table10, it can be concluded that there is a significant difference in the participants ideas accross groups. 46% students tended to agree that grammar exercises help students understand the subjects better while 78% the teachers disagree with this item.

As we compare these two groups in terms of the mean scores for *item twenty-eight* (Ts;3.85; Ss;3.62), there is not a significant difference between the groups. Both the teachers (73%) and the students (56%) tended to be in favour of having more grammar exercises in the textbook. The mean scores of the participants for *item twenty-nine* (Ts;4.25; Ss;3.70) reveal that there is a slight difference between two groups. Most of the teachers (87%) believe that there should be better grammar exercises in the textbook though the students (65%) produced less positive attitudes towards this item.

Item 30: New structures are presented with simple explanations and examples

Item 31: I wish there were more vocabulary exercises.

Item 32: I wish there were better vocabulary exercises.

Table 11. Statistical Information About Items 30, 31, 32 In Section 6

ITEMS		MEAN		SD	D	NS	A	SA	Sig.	Sig.(2-taied)
ITEM 30	TEACHERS	2.70	F	19	30	11	30	5	.014	.000
			%	20	32	12	32	5		
	STUDENTS	3.86	F	6	8	15	36	35		
			%	6	8	15	36	35		
ITEM 31	TEACHERS	3.97	F	7	7	7	34	40	.649	.902 *
			%	7	7	7	36	42		
	STUDENTS	4.00	F	8	4	9	38	41		
			%	8	4	9	38	41		
ITEM 32	TEACHERS	4.38	F	4	3	2	29	57	.000	.000
			%	4	3	2	31	60		
	STUDENTS	3.16	F	18	11	26	27	18		
			%	18	11	26	27	18		

Depending on the mean scores on the table 11 for *item thirty* (Ts;2.70,Ss;3.86), a significant difference can be noted in teachers and students attitudes towards the idea that new structures are presented with simple explanations and examples. Although most of the students (71%) agree with this item, nearly half of the teachers (52%) do not agree with *item 30*.

When the mean scores of the groups are compared for *item thirty-one* (Ts;3.97; Ss;4.00), it can be seen that there is no significant difference between two groups. Both the teachers (78%) and the students (79%) agree that there should be more vocabulary exercises in the textbook. A significant difference can be noted depending on the mean scores of *item thirty-two* (Ts;4.38; Ss;3.16). Most of the teachers (91%) agree that there should be better vocabulary exercises while 71% of the students agree with this idea.

4.1.7. Section 7: General Opinions

Item 33: The textbook raises my (students') interest in further English language
study.

Item 34: I find the self assessment sheets the textbook offers beneficial.

Item 35: I would choose to study/teach this textbook again.

Table 12. Statistical Information About Items 33, 34, 35 In Section 7

ITEMS		MEAN		SD	D	NS	A	SA	Sig.	Sig.(2-tailed)
ITEM 33	TEACHERS	1.62	F	55	24	14	1	1	.000	.000
			%	58	25	15	1	1		
	STUDENTS	2.95	F	22	15	26	20	17		
			%	22	15	26	20	17		
ITEM 34	TEACHERS	2.66	F	23	26	13	26	7	.875	.335 *
			%	24	27	14	27	7		
	STUDENTS	2.85	F	26	13	24	24	13		
			%	26	13	24	24	13		
ITEM 35	TEACHERS	1.41	F	72	11	9	2	1	.000	.000
			%	76	12	10	2	1		
	STUDENTS	2.56	F	31	11	38	8	11		
			%	31	11	38	8	11		

Based on the mean scores of *item thirty-three* (Ts;1.62; Ss;2.95), the participants
in two different groups expressed significantly different ideas. Almost none of the
teachers (2%) agree that the textbook raises students' interest in further English
language study though the students (37%) have more positive attitudes towards this
item.

As we compare the two groups in terms of mean scores for *item thirty-four*
(Ts;2.66; Ss;2.85), no significant difference can be noted in two groups. Both the
teachers and students valued this item similarly. 49% of the teachers do not think the
self assessment sheets in the textbook offers are beneficial while 39% of the students
do not agree with this item.

When the mean scores of the groups for *item thirty-five* (Ts;1.41; Ss;2.56) were taken into consideration, there is a significant difference in the teachers and students attitudes towards this item. Although most of the teachers (88%) do not think that they would choose to teach this textbook again, 42% of the students do not think that they would choose to study this textbook again and 38% of them are not sure about this item.

CHAPTER 5

DISCUSSION AND CONCLUSION

5.1. Overview of the Study

The present study was designed to determine the views of 8th grade students and EFL teachers by evaluating the existing features of the EFL textbook *Spot On 8*. The study adressed the following questions.

1. A. What are the views of 8th grade EFL teachers about their present English textbook *Spot On 8*?

    B. To what extent does the *Spot On for 8th* meet the teachers' expectations for a model textbook?

2. What are the views of 8th grade students about their present English textbook *Spot On 8*?

3. What are the similarities and differences between the teachers' and students' evaluations of *Spot On 8*?

4. What are the weaknesses of *Spot On 8* as an EFL textbook for the eighth grade students?

5. What kind of supplementary materials and activities can be used to compensate for the probable shortcomings of the textbook?

5.2. Discussion

The results of the data analysis gained from two different sources will be presented in a comparison to one another. The results show that both groups of informants have varying opinions about the textbook in question.

At this point it is necessary to inform the reader about the syllabus for the 8th grade to see clearly whether the targets of the English lesson of Ministry of Education

are constant with features of the textbook in question. The following information is taken from English Language Curriculum for Primary Education of the National Ministry of Education.

For the 8th grade, students have 4 hours of compulsory and 2 hours of elective English language courses per week. The syllabus is designed accordingly. Each unit has two sections. **Part A** and **Part B**. Part A is designed for those who take 4 hours of compulsory English. Part B is designed for those who take 4 hours of English (4+2). Part B does not present any new information but aims to reinforce and enrich the things that have been studied in part A. Each part is to be covered in approximately two weeks. Teachers who have not finished part A in the allocated time can skip part B with the students who study English for 6 hours per week. The aim is not to finish units but to teach English.

Tasks (projects) that are assigned for each unit can be kept in a dossier by the students and teachers can give feedback to those in the elective course hours. Students can also share their projects with their peers in the class.

Assumig that students have mastered the general goals of the 7th grade, students who complete this grade are expected to show the following linguistic competence levels:

Students will

1. Have a repertoire of basic language which enables them to deal with everyday situations with predictable content though they will generally have to compromise the message and search for words.

2. Use some simple structures correctly, but systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement: nevertheless, it is usually clear what they are trying to say.

3. Have pronunciation that is generally clear enough to be understood despite a noticeable foreign accent but conversational partners will need to ask for repetition from time to time.

4. Write with reasonable phonetic accuracy (but not necessarily fully Standard spelling) short words that are in their oral vocabulary.

5. Copy short sentences on everyday subjects – e.g. directions how to get somewhere.

6. Socialize simply but effectively using the simplest common expressions and following basic routines.

7. Perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way.

8. Make themselves understood in short contributions, even though pauses, false starts and reformulation are very evident.

In order to fulfil the above mentioned objects, the following structures are suggested:

- adjectives and adverbs (bad vs badly)
- Past progressive (+ s. past) When / while
- Past progressive (+ s. past) When / while, affirmatives, negatives, questions, Wh- questions
- Present perfect "Ever/ never/ before", when + s. past, affirmatives, negatives, questions, Wh- questions
- Present perfect "Just/already/yet", affirmatives, negatives, questions
- Present perfect"for / since", How long, affirmatives, negatives, questions
- why, because, in order to
- too and enough + adjectives and adverbs
- adjectives and adverbs (with prefixes, suffixes) (boring-bored)
- If clause type 1 (revision)
- In case, so that
- Modals
- Imperatives
- would rather, had better, prefer
- Tenses studied before"

Considering above linguistic competences expected from the 8th grade students, most of the teachers seem to have the idea that the textbook is not very useful to reach those language targets. The general expectation of the current syllabus for students is to perform and respond to basic language functions to deal with everyday situations and have pronunciation clear enough to make themselves undrestood. In accordance with those linguistic targets, in the teachers book the authors state that the textbook is prepared in harmony with the so called new educational programme (Constructive Approach). They mention that they make use of the newest educational theories, approaches and methods such as Brain-based Learning, Multiple Intelligence, Emotional Intelligence, Drama and Neuro-linguistic Programming. It is claimed that students are aimed to teach to learn English after educating thousands of students who knows the grammatical rules by heart and can fill in the blanks in written exams but are not able to use English in any way to communicate. However, many teachers do not find the textbook efficient enough to fulfill the related linguistic competences.

In terms of subjects and activities, in the teacher's book, it is mentioned that the adolescents' individual features and their interests are taken into consideration. Though the topics of the units seem to be paralel to this idea, both the teachers and the students do not find the topics and the subjects very interesting.

In respect to learning styles, in the teacher's book it is mentioned that all the texts and activities are prepared considering different learning styles. Furthermore, the book states that it is already known that most of the students perceive the information visually and with this in mind, each unit's physical makeup is specially designed in the most suitable visual form. On the other hand, the research results show a disagreement about this issue by the teachers.

The teachers' questionnaire analysis results suggest that most of the teachers do not find the layout and physical makeup of the textbook apropriate and clear. They also do not think that the textbook is visiually effective. However, the students have more positive attitudes towards these issues in question. A possible explanation for this difference might be that teachers are more knowledgeable about what an ideal textbook

layout and design is like or should be. Students do not pay attention to many points that teachers are mostly aware of.

As for the activities of the textbook, the current study found that teachers and students have different attitudes towards this part of the study. Teachers do not believe that the activities in the book encourage communicative and meaningful practice whereas the students find the activities sufficient enough to provide communicative and meaningful practice. Teachers, in general, think that activities do not incorporate meaningful contexts and realistic or geniune communication. They believe that the activities in the textbook do not promote learners use of English creatively. These results are similar to that of Tok's study (2010) on *Spot On 8*. The teachers involved in this study also think that activities generally do not promote meaningful exchanges and geniune communication in realistic contexts. In both Tok's study and the present study, teachers have negative attitudes towards such activities. They appear to think that activities are not communicative and meaningful. This may be because the activities usually do not aim to promote critical thinking and the situations the activities are based on do not appear authentic. Although more than half of the teachers (56%) have stated that they do not belive in the effectiveness of the games in the book in raising students' interests towards English lesson, most of them (80%) have also indicated that they wish there were more games in the book. Therefore, teachers would like the textbook to include games but they are not satisfied with the existing games in *Spot On 8*. Actually teachers have expressed their dissatisfaction in the interview. Similar results appear in the teachers' attitudes towards songs' efficacy. Similarly, they do not think that the songs included in the textbook are good enough. However, as they told in the interview, they believe that using songs in ELT can be a good teaching technique. On the other hand, both groups' approach to the stories in the book is a bit different from those of songs and games. Teacher participants think that stories can have an important role in raising students' interests towards learning English and they find the number of stories in the textbook insufficient. A rich body of research indicates that stories and songs can be a good means for teaching English. Furthermore, both groups think that the textbook do not provide learners with a variety of opportunities to speak English

about their lives. The interview results support this as teachers have stated that they find the activities unrealistic and irrelevant to their students' lives.

According to these results, the textbook appears to have shortcomings in terms of authenticity and contextualisation, without which it is impossible for learners to use the language appropriately. This may stem from the fact that the textbook is prepared by Turkish authors. Nevertheless, it is already known that good language materials includes authentic texts, dialogues and activities as they are a motivating force for learners. Gilmore (2007) states that various justifications have been put forward to support this widespread claim, the most common being that authentic materials are inherently more interesting than contrived ones because of their intent to communicate a message rather than highlight the target language. The contrived materials of traditional textbooks have often presented learners with a meagre, and frequently distorted sample of the target language to work with and have failed to meet many of their communicative needs. Authentic materials, particularly audio-visual ones, offer a much richer source of input for learners and have the potential to be exploited in different ways and on different levels to develop learners' communicative competence (Gilmore 2007).

Representation of language skills in the textbook is another aspect about which the questionnaire has collected information. Participants believe that the textbook presents four language skills in a balanced way. However, it places a greater emphasis on reading and listening skills. These two skills are presented as a separate part in all of the units. Speaking and writing are presented either in isolation or in an integrated way. In general, teacher participants disagree that the textbook is sufficient in developing all language skills. However, student participants have attributed more positive senses to the textbook's representation of language skills. Teacher participants have indicated some of the weak points of this part. For instance, some of the reading passages are too complex for students' proficiency level.

In addition, teachers think that the topics and pictures are not interesting and motivating for the learners' age level. The last but not the least, in the interview especially teacher participants stated that having the reading passages in audio recording would be very good. This is pointed out to be an urgent need for students to hear the written text from native speakers.

As for the listening skills, there is a common complaint about listening parts being too hard for students to comprehend. Both groups of participants indicated that listening texts contain complicated structures which are considered to be over the students' proficiency level. Therefore, listening exercises presented in the textbook are found to be ineffective in terms of improving students' listening skills.

What is more, the reults of the analysis show that teaching pronunciation is one of the weakest points of the textbook. Teachers think that the presentation of stress and intonation of the English language should be given more space in a texbook.

Considering writing skills, while teacher's guide provides suggestions on how the students can complete some types of written tasks, students seem not to have any chance to improve their writing skills if their teacher does not place a special emphasis on writing skills as the textbook appear to fail to give a detailed writing guidance. Teacher participants stated that writing skills should be integrated with other skills and both teachers and students should be provided with more guidance.

Most of the teachers think that speaking activities in the book are inefficient in terms of enchancing students' speaking abilities. Most of the teachers pointed out that these activities should create a reason for students to discuss or express their ideas about a relevant point to learners lives and authenticity should be considered in speaking exercises.

In the light of the data (including interview results) obtained from the responses of the participants on language skills, though all four language skills are included in each unit with equal proportion, teachers' responses did not indicate a high agreement on their efficiency of developing the students' language skills.

Many teachers have a common belief that the language used in the textbook is not in line with real-life English and stated that it is somehow artificial. Also, with respect to the data obtained from interview, teachers mentioned that the textbook does not reflect authentic language and the models of language are not genuine. These negative approaches towards the language type in the textbook may have emerged on the account of selection and sequencing of the language items.

As for the subject and content, the majority of the teacher participants do not think that the subject and content of the textbook is suitable for their students' age level while student participants think the opposite. The interview results may have an explanation for this issue. They stated that the subject and content may become more suitable if the language used was not above students' language skills. They have complained that they have to translate the reading passages. As a result, they do not feel comfortable for they have to speak more Turkish in the classroom. Two groups of participants have also different thoughts about the subject and content's relevance to students' interests. Teachers do not find them interesting for their students, though, in the interview, some of the teachers have indicated that they find the topics and the content realistic. For instance, the textbook presents students some academic information through reading passages such as "A Good Language Learner, Study Skills, Knowing What You Want, Multiple Intelligience, The Independence War" etc.

Additionally, in the interview teachers complained about the textbook's characters. They stated that the characters in the book are not related to real life and that they do not attract students' attention; for this reason, students find these characters meaningless.

Concerning the presentation of vocabulary and language structure in the textbook, both teacher and student participants have similar thoughts. Participants pointed out that there should be more and better grammar exercises in the textbook. Most of the interviewees also suggested the use of meaningful and contextual grammar exercises. Frequency and number of linguistic items and their various functions through simple presentations and explanations is another weak point indicated by most of the

teachers. Some of the teachers mentioned that language structure presentations should be clear and suggested explicit instruction of structural issues in the first stages and going on to presenting meaningful and contextual tasks through which the students handle actual communication in accordance with their current English proficiency.

As for the vocabulary part, teachers and students' point of view reflects similar approaches to this issue. Both groups of participants believe that there should be more and better vocabulary exercises. The vocabulary overload and its irrelevance to students' interests and proficiency level is another aspect which have been found inefficient by the teachers. A number of interviewees stated that they found each units' vocabulary list insufficient in number presented at the end of the textbook and teachers find the list small in number. The study findings suggest that presentation of grammar points and vocabulary is not appealing to the students' needs and interests and they are not introduced in meaningful and realistic contexts.

The last section of the questionnaire was about general opinions of the participants. Most of the teacher participants believed that the textbook does not raise students' interest in further English language study. However, student participants seem to be in dilemma about whether the textbook raises their interest in further English language study. The students who agree or disagree are the same in number and one fourth of them are not sure about this item. In addition, most of the participants from both groups stated that they would not have choosen this textbook if they had a say in the first place.

Having a close analysis of the questionnaire results, the reader can clearly see that teacher and student participants fall a part in most of the points and that students participants seem to be not sure about most of the items. This may stem from the fact that teachers have more experience about language learning and thus, they have higher expectations and they can be more critical about a textbook's features.

5.3. Conclusion and Suggestions

The purpose of the current study has been to determine the views of 8th grade students and EFL teachers concerning a model ELT textbook –*Spot On* – used in some of the primary state schools in Turkey. The findings suggest that teacher participants have more negative attitudes towards the textbook they have been using in terms of layout/design, activities, skills, subject and content, language type, vocabulary and structure of the textbook. The majority of the teachers indicated a variety of drawbacks concerning the textbook especially with respect to its being inefficient in reflecting the English language and other different cultures. However, as Byram (1988) states a language cannot be taught separately from its culture. If this is done, he says, it would lead to a denial of a purported fundamental purpose of language learning, namely, giving learners the opportunity to cope with experience in a different way. Alptekin (1993) points out that language and culture are inextricably tied together, and that it is impossible to teach a foreign language without its cultural base. Similarly, Nunan (1985) suggests that more than the provision of systemic knowledge, what makes a foreign language text easier to process is the learner's degree of familiarity with its content schemas. In addition, activities and skills of the textbook are found to be inadequate in terms of encouraging meaningful practice and communication.

However, student participants seem to have developed more poisitive and neutral attitudes towards the textbook. In general, students appeared to be in dilemma about most of the items in the questionnaire. As it was explained before, this fact may stem from their being less knowledgeable about language learning and textbooks. They have always been a student in a state school. They have not gained experience with different types of English textbooks.

This study provides the reader with some suggestions and practical implications. One may be that an indepth needs analysis to be carried out on the needs of potential learners before designing and choosing a textbook. Unfortunatelly, at present this is not possible as the Ministry of National Education decides about textbook choice. Secondly, students' interests and expectations should be taken into consideration in designing

additional materials to arise the students' curiosity and ensure their participation in the lessons. In addition, the findings suggest that relevance of the topics to real life issues and their variety is of great importance in appealing to students' preferences, needs and interests. For instance, some teachers participated in the interview stated that their students find the characters in the textbook uninteresting and meaningless. In order to ensure the students' interest, teachers may found additional topics and more real life like characters that will appeal to students more. Furthermore, additional parts of grammar and vocabulary can be included in the textbook in order to address different kinds of learners with different learning styles and pace of learning. Another suggestion can be related to reflecting the target culture through suitable and appealing presentations of cultural issues with a range of effective visuals.

In conclusion, the results of the research seem to indicate that the textbook stands out with its shortcomings more on the whole and it cannot be wholeheartedly recommended. Nevertheless, it can still be effective with suitable adaptations and with plenty of useful audio-visual supplementary materials, which, as well, depends on how effectively the teacher is able to mediate between the materials and the students.

Teachers can begin to make a difference by analyzing and evaluating their current textbooks formally or informally, using the criteria suggested in this study. By analyzing and evaluating their textbooks, teachers can decide how to use their current textbooks more effectively.

5.4. Limitations

Because of the limited number of participants who have took part in this study, the findings may not be generalizable enough to cover the related situation of the textbook in question all over the country. Another limitation of the study was that on account of the students' lack of knowledge about what an ideal textbook should be and their inexperience in using a questionnaire, the results would have been collected more reliably if they had been more familiar with an ideal textbook and filling in a questionnaire.

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APPENDICES

APPENDIX.1. ÖĞRETMEN DERS KİTABI DEĞERLENDİRME FORMU

LÜTFEN UYGUN OLANI İŞARETLEYİN

Yaşım: ____25 ve altı ____25-30 ____31-35 ____36-40 ____40 ve üzeri

Öğretmenlikteki tecrübem: ____1-4 ____5-9 ____10-14 ____15-20 ____20 ve üzeri **yıldır.**

Spot on 8'i ____1 ____2 ____3 ____4 **yıldır kullanıyorum.**

Çalışmakta olduğum okul: _____ **.**

Sevgili Öğretmenler;

Aşağıdaki anket, şu an kullanmakta olduğunuz İngilizce ders kitabına (Spot On 8) yönelik düşüncelerinizi ortaya çıkarmak amacıyla oluşturulmuştur. Anket sonuçları gizli tutulacak ve tamamıyla araştırma amaçlı kullanılacaktır. Katkılarınızdan dolayı teşekkür ederim.

Deniz ÖZEŞ

		Kesinlikle Katılmıyorum	Katılmıyorum	Emin Değilim	Katılıyorum	Kesinlikle Katılıyorum
	A. Kitabın Taslağı ve Planı					
1.	Kitabın taslağının ve planının yeterince açık ve uygun olduğunu düşünüyorum.					
2.	Ders kitabı görsel açıdan etkili bir şekilde düzenlenmiştir.					
3.	Ders kitabının kelime listesi veya terimler sözlüğünü yeterli buluyorum.					
4.	Materyalin amaçlarının öğretmen için kolay anlaşılır nitelikte olduğunu düşünüyorum.					
5.	Materyalin amaçlarının öğrenci için kolay anlaşılır nitelikte olduğunu düşünüyorum.					
6.	Kitapta öğretmenlere amaç dilin kültürel farklılıklarını anlayabilecekleri yeterli açıklama olduğunu düşünüyorum.					
7.	Kitapta kullanılan resim ve fotoğrafların öğrencilerin kelimeleri daha iyi öğrenmelerine yardımcı olduğunu düşünüyorum.					
8.	Kitapta kullanılan resim ve fotoğraflar öğrenciler için ilgi çekici niteliktedir					
9.	Kitapta kullanılan resimler ve fotoğraflar dilbilgisi konularını daha iyi anlamayı sağlamıyor.					
	B. Kitaptaki Aktiviteler					
10.	Kitaptaki aktiviteler İngilizcede yeterli olarak iletişim kurmayı sağlıyor.					
11.	Kitaptaki aktiviteler tek, eşli ve grup olarak çalışmayı destekliyor.					
12.	Kitaptaki dinleme parçaları kelimeleri daha iyi telaffuz etmeyi sağlıyor.					
13.	Kitapta verilen oyunlar İngilizce dersine olan ilgiyi arttırıyor.					
14.	Kitabımızda daha fazla sayıda oyun olmasını isterim.					
15.	Kitabımızda daha fazla sayıda dinleme parçası olmasını isterim.					
16.	Kitabımızda daha fazla sayıda şarkı olmasını isterim.					
17.	Kitabımızdaki şarkılar öğrencilerin ilgisini çekiyor.					
18.	Kitabımızdaki hikâyeler öğrencilerin ilgisini çekiyor.					
19.	Kitabımızda daha fazla sayıda hikâye olmasını isterim.					
20.	Kitabımızdaki hikâyeler kelime öğrenmeyi sağlıyor.					
21.	Kitaptaki aktiviteler İngilizceyi yaratıcı kullanmayı sağlıyor.					
22.	Kitaptaki aktiviteler öğrencilerin kendi hayatları hakkında İngilizce konuşabilmelerini sağlıyor.					

23.	Kitabın etkinlikleri üzerinde kolaylıkla değişiklik yapılabilmektedir veya etkinliklere kolayca ilave yapılabilmektedir.					
24.	Dinleme materyallerinin öğrencilerin dil seviyesinin çok üstünde olduğunu düşünüyorum.					
	C. Beceriler					
25.	Kitabı okuma becerilerini geliştirmesi açısından yeterli buluyorum.					
26.	Kitabı öğrencilerin yazma becerilerini geliştirmesi açısından yeterli buluyorum.					
27.	Kitabı öğrencilerin dinleme becerilerini geliştirmesi açısından yeterli buluyorum.					
28.	Kitabı öğrencilerin konuşma becerilerini geliştirmesi açısından yeterli buluyorum.					
	D. Kitaptaki Dil					
29.	Ders kitabında kullanılan dilin gerçek hayatta kullanılan İngilizceyi yansıttığını düşünüyorum.					
30.	Ders kitabında öğrencilerin şimdiki İngilizce seviyelerine uygun bir dil kullanılıyor.					
	E. Ders Kitabının Konu ve İçeriği					
31.	Ders kitabının konularının ve içeriğinin öğrencilerimin yaşları için uygun olduğunu düşünüyorum.					
32.	Ders kitabının konularının ve içeriğinin öğrencilerimin ilgi alanlarına uygun olduğunu düşünüyorum.					
33.	Ders kitabının konularının ve içeriğinin genel olarak gerçek yaşamla ilişkili olduğunu düşünüyorum					
34.	Bence ders kitabının konularında ve içeriğinde yeterince çeşitlilik var.					
35.	Materyaller kültürel olarak taraflı değildir ve olumsuz klişeleri tanımlamamaktadır.					
36.	Öğrenciler İngilizce konuşulan ülkelerin gelenek ve kültürleri hakkında bilgi edinmektedir.					
37.	Kitap yöntemsel olarak dünya çapında kullanılan geçerli dil öğrenme teori ve uygulamalarına uygundur.					
	F. Dilbilgisi ve Kelime Bilgisi					
38.	Kitaptaki dilbilgisi alıştırmalarının konuları daha iyi anlamaya yardımcı olduğuna inanıyorum.					
39.	Kitapta daha fazla dilbilgisi alıştırması olmasını isterdim.					
40.	Kitapta daha iyi dilbilgisi alıştırması olmasını isterdim.					
41.	Kitaptaki dilbilgisi konularının öğretilme sırasını uygun buluyorum.					
42.	Dilbilgisi yapılarının analizine fazla vurgu yapıldığını düşünüyorum.					
43.	Dilbilgisi konularında dilbilgisi yapılarının kullanıma vurgu yapıldığını düşünürüm.					
44.	Kitaptaki dilbilgisi konuları basit örnek ve açıklamalarla sunuluyor.					

45.	Kelime bilgisi yapılandırılmış, amaçlı bir şekilde düzenlenmiştir					
46.	Kitapta daha fazla kelime alıştırması olmasını isterdim.					
47.	Kitaptaki kelime alıştırmalarının yeni kelimeleri daha iyi öğrenmeye yardımcı olduğunu düşünüyorum.					
48.	Kitapta daha iyi kelime alıştırması olmasını isterdim.					
	G. Genel Değerlendirme					
49.	Ders kitabı öğrencilerimi ileride de İngilizce çalışmaya teşvik ediyor.					
50.	Kitabın Milli Eğitim Bakanlığı dil öğretim amaçlarına uygun olduğunu düşünüyorum.					
51.	Kitaptaki konular 8. sınıf öğrencilerinin dil seviyelerine uygun.					
52.	Kitaptaki konular 8. sınıf öğrencilerinin zihinsel becerilerine uygun.					
53.	Kitaptaki alıştırmalar 8. sınıf öğrencilerinin dil seviyesine uygun					
54.	Kitaptaki alıştırmalar 8. sınıf öğrencilerinin zihinsel becerilerine uygun.					
55.	Kitap çalışma teknikleriyle ilgili bilgi ve öneri içermektedir.					
56.	Öğretmen kitabı tecrübesiz öğretmenlerin ihtiyaçlarını karşılar şekilde rehberlik hizmeti sunmaktadır.					
57.	Kitaptaki ünitelerde öğrencilerden ne istendiği hakkında yapılan açıklamaların yeterince etkili olmadığını düşünürüm.					
58.	Kitap eski konulara yeni ünitelerde de vurgu yaparak sarmal bir şekilde ilerlemektedir.					
59.	Öğretmen kitabını ders kitabının en yararlı şekilde kullanılacağına dair yol gösterir nitelikte buluyorum.					
60	Kitabın sunduğu öz değerlendirme formlarını yararlı buluyorum.					
61.	Seçme şansım olsa, yine bu kitabı tercih ederim.					

Katılımınız için teşekkür ederim.

APPENDIX.2. ÖĞRENCİ DERS DEĞERLENDİRME FORMU

Sevgili Öğrenciler;

Aşağıdaki anket, şu an kullanmakta olduğunuz İngilizce ders kitabına (Spot On 8) yönelik düşüncelerinizi ortaya çıkarmak amacıyla oluşturulmuştur. Anket sonuçları gizli tutulacak ve tamamıyla araştırma amaçlı kullanılacaktır. Aşağıdaki cümleleri dikkatlice okuyunuz ve cümle sonunda verilen "*Tamamen katılıyorum / katılıyorum / emin değilim / katılmıyorum / hiç katılmıyorum''* seçeneklerinden size uygun olanı işaretleyiniz.

		Kesinlikle Katılmıyorum	Katılmıyorum	Emin Değilim	Katılıyorum	Kesinlikle Katılıyorum
	A. Kitabın Taslağı ve Planı					
1.	Kitabın taslağının ve planının yeterince açık ve uygun olduğunu düşünüyorum.					
2.	Ders kitabı görsel açıdan etkili bir şekilde düzenlenmiştir.					
	B. Kitaptaki Aktiviteler					
3.	Kitaptaki aktiviteler İngilizcede yeterli olarak iletişim kurmamı sağlıyor.					
4.	Kitaptaki aktiviteler tek, eşli ve grup olarak çalışmamızı sağlıyor					
5.	Kitapta kullanılan resimler ve fotoğraflar yeni kelimeleri daha rahat öğrenmemi sağlıyor.					
6.	Kitaptaki dinleme parçaları benim kelimeleri daha iyi telaffuz etmemi sağlıyor.					
7.	Kitapta verilen oyunların kelime öğrenmeme yardımcı olduğunu düşünüyorum.					
8.	Kitapta verilen oyunlar İngilizce dersine olan ilgimi arttırıyor.					
9.	Kitabımızda daha fazla sayıda oyun olmasını isterim.					
10.	Kitabımızda daha fazla sayıda dinleme parçası olmasını isterim.					
11.	Kitabımızda daha fazla sayıda şarkı olmasını isterim.					
12.	Kitabımızdaki şarkılar benim ilgimi çekiyor.					
13.	Kitabımızdaki hikâyeler ilgimi çekiyor.					
14.	Kitabımızda daha fazla sayıda hikâye olmasını isterdim.					
15.	Kitabımızdaki hikâyeler kelime öğrenmemi sağlıyor.					
16.	Kitaptaki aktiviteler İngilizceyi yaratıcı kullanmamı sağlıyor.					

17.	Kitaptaki aktiviteler kendi hayatım hakkında İngilizce konuşabilmemi sağlıyor.					
	C. Beceriler					
18.	Kitabı okuma becerimi geliştirmesi açısından yeterli buluyorum.					
19.	Kitabı yazma becerimi geliştirmesi açısından yeterli buluyorum.					
20.	Kitabı dinleme becerimi geliştirmesi açısından yeterli buluyorum.					
21.	Kitabı konuşma becerimi geliştirmesi açısından yeterli buluyorum.					
	D. Kitaptaki Dil					
22.	Ders kitabında kullanılan dilin gerçek hayatta kullanılan İngilizceyi yansıttığını düşünürüm.					
23.	Ders kitabında benim şimdiki İngilizce seviyeme uygun bir dil kullanılıyor.					
	E. Ders Kitabının Konu ve İçeriği					
24.	Ders kitabının konularının ve içeriğinin yaşım için uygun olduğunu düşünüyorum.					
25.	Ders kitabının konularının ve içeriğinin ilgi alanlarıma uygun olduğunu düşünüyorum.					
26.	Ders kitabının konularının ve içeriğinin genel olarak gerçek yaşamla ilişkili olduğunu düşünüyorum					
27.	Bence ders kitabının konularında ve içeriğinde yeterince çeşitlilik var.					
	F. Dilbilgisi ve Kelime Bilgisi					
28.	Kitaptaki dilbilgisi alıştırmalarının benim konuları daha iyi anlamama yardımcı olduğuna inanırım.					
29.	Kitaptaki kelime alıştırmalarının benim yeni kelimeleri daha iyi öğrenmeme yardımcı olduğunu düşünürüm.					
30.	Kitabımda daha fazla dilbilgisi alıştırması olmasını isterdim.					
31.	Kitabımda daha iyi dilbilgisi alıştırması olmasını isterdim.					
32.	Kitabımda daha fazla kelime alıştırması olmasını isterdim.					
33.	Kitabımda daha iyi kelime alıştırması olmasını isterdim.					
34.	Kitaptaki dilbilgisi konuları basit örnek ve açıklamalarla sunuluyor.					
	G. Genel Değerlendirme					
35.	Ders kitabı beni ileride de İngilizce çalışmaya teşvik ediyor.					
36.	Kitaptaki ünitelerde öğrencilerden ne istendiği hakkında yapılan açıklamaların yeterince etkili olmadığını düşünürüm.					
37.	Kitaptaki ünitelerde öğrencilerden ne istendiği hakkında yapılan açıklamaların yeterince etkili olduğunu düşünürüm.					
38.	Seçme şansım olsa, yine bu kitabı tercih ederim.					

Katılımınız için teşekkür ederim.

APPENDIX.3. INTERVIEW QUESTIONS

1. a. Do the aims of the textbook correspond closely with the aims in the teaching program?

   b. Do the aims of the textbook correspond closely with the needs of learners?

2. Does the course include examples of authentic language and materials?

3. Is the textbook flexible? Does it allow different teaching and learning styles?

4. Are all four skills (speaking, listening, reading, writing) adequately covered at an appropriate level?

5. Do the exercises and activities in the textbook promote learners' language development?

6. Do you like using a textbook? Why or why not?

7. Are the materials appropriate to the classroom teaching/learning process?

8. What helpful ways of learning are missing from the book which should be included?

9. What is your overall opinion about the textbook you have been using?

ÖZGEÇMİŞ

Doğum Yeri ve Yılı	:	Gelibolu		18/08/1985
Öğr.Gördüğü Kurumlar	:	**Başlama Yılı**	**Bitirme Yılı**	**Kurum Adı**
Lise	:	1999	2003	Oktay Olcay Yurtbay Anadolu Lisesi
Lisans	:	2003	2007	Uludağ Üniversitesi
Yüksek Lisans	:	2009	2012	Uludağ Üniversitesi
Doktora	:			
Medeni Durum	:	Evli		
Bildiği Yabancı Diller ve Düzeyi:		:İngilizce		İleri
Çalıştığı Kurum (lar)	:	**Başlama ve Ayrılma Tarihleri**		**Çalışılan Kurumun Adı**
	1.	2007	2012	Bilge Malcıoğlu Orta Okulu
	2.	2012		İnönü Orta Okulu

Yurtdışı Görevleri :

Kullandığı Burslar :

Aldığı Ödüller :

Üye Olduğu Bilimsel ve Mesleki Topluluklar :

Editör veya Yayın Kurulu Üyelikleri :

Yurt İçi ve Yurt Dışında katıldığı Projeler :

Katıldığı Yurt İçi ve Yurt Dışı Bilimsel Toplantılar:

Yayımlanan Çalışmalar :

Diğer :