T.R.

ULUDAĞ UNIVERSITY

INSTITUTE OF SOCIAL SCIENCES

FOREIGN LANGUAGES DEPARTMENT

ENGLISH LANGUAGE TEACHING

THE ROLE OF COURSEBOOK EVALUATION IN FOREIGN LANGUAGE EDUCATION IN TURKEY

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Supervisor

Associate Prof. Dr. Derya Döner Yılmaz

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Mesut Aydemir'e ait "Türkiye'de Yabancı Dil Eğitiminde Ders Kitabı Değerlendirmesinin Rolü" adlı çalışma, jürimiz tarafından Yabancı Diller Bölümü Anabilim Dalı, İngiliz Dili Eğitimi Bilim Dalında Yüksek Lisans tezi olarak kabul edilmiştir.

İmza
Başkan
Yrd. Doç Dr. Meral ÖZTÜRK

İmza
Üye (Danışman)
Yrd. Doç Dr. Derya D. YILMAZ

İmza
Üye
Yrd. Doç Dr. A. Rana SAKA

İmza
Üye
Yrd. Doç Dr. Erol BARUT

İmza
Üye
Yrd. Doç Dr. Aysan ŞENTÜRK

ABSTRACT

The aim of this study is to investigate the role of coursebook evaluation in Foreign Language Education in Turkey. Meanwhile, a model for the coursebook evaluation is proposed for any English Language Teaching situation.

It is argued that coursebook evaluation is a crucial issue in language learning and teaching. Moreover, the disadvantages of wrong choices made in coursebook selections are also highlighted.

To evaluate the relevancy of the coursebook (*Cutting Edge*) used at Osmangazi University Preparatory School to this specific language-teaching situation, the teachers' views on the coursebook were investigated through a checklist. Furthermore, a group of students (100) were also asked for their views by means of a questionnaire.

For the second purpose of this study, the relation between the students' achievement grades and their views on the coursebook is sought. Furthermore, the researcher assigned a questionnaire grade for each student and the correlation between their questionnaire grades and achievement grades was calculated.

Since the findings in this study are limited to a specific teaching situation, (Osmangazi University Preparatory School), it may not be totally true to generalise the results of this research. Thus, it is possible to speculate about the results only with regards to the scope limited to the present study. However, the methodology followed may be a good starting point for the coursebook evaluation in English Language Teaching in Turkey.

The completion of the study can be stated as follows:

Firstly, in a foreign language environment, coursebooks exert an important role, consequently their selection is crucial. As the teaching situations and the needs of the learners may vary, different coursebooks may be suitable for different teaching situations providing that the aims of the institution and the needs are determined. Lastly, in the scope of the present research there existed no significant relation between the students' achievement grades and their views on the coursebook.

ÖZET

Bu çalışmanın amacı, Türkiye'de yabancı dil eğitiminde ders kitabı değerlendirmesinin rolünü araştırmaktır. Aynı zamanda, herhangi bir yabancı dil öğretim ortamı için bir ders kitabı değerlendirme modeli de önerilmektedir.

Dil eğitim ve öğretiminde ders kitabı değerlendirmesinin önemli bir konu olduğu savunulmaktadır. Dahası, ders kitabı seçimindeki, yanlış değerlendirmelerin dezavantajları da vurgulanmaktadır.

Kullanılan ders kitabının (*Cutting Edge*), Osmangazi Üniversitesi'ndeki mevcut dil öğretimi durumuna uygunluğunu değerlendirmek için, ders kitabıyla ilgili olarak öğretmenlerin görüşleri bir değerlendirme formuyla ölçüldü. Öğrencilerin kitap hakkındaki görüşleri de dikkate alınıp bu görüşler bir anketle değerlendirildi.

Bu çalışmanın ikincil amacı olarak öğrencilerin başarı notlarıyla kitaba bakış açıları arasında herhangi bir ilişki olup olmadığı araştırıldı. Bunun için, araştırmacı her öğrenciye bir anket puanı verip bunlarla öğrencilerin başarıları arasındaki korelasyonu hesapladı.

Bu çalışmadaki bulgular Osmangazi Üniversitesi Hazırlık Okulu ile sınırlı olduğundan, bu araştırmanın sonuçlarını genellemek tam anlamıyla uygun olmayabilir. Bu yüzden, sonuçların sadece araştırmanın yapıldığı bağlam içerisinde değerlendirilmesi gerekmektedir. Bununla birlikte, bu çalışmada takip edilen yöntem Türkiye'deki İngiliz Dili Eğitiminde ders kitabı değerlendirmesi için iyi bir temel teşkil edebilir.

Çalışmanın sonuçları şunlardır:

Öncelikle yabancı dil eğitiminde ders kitabının önemli bir rolü vardır. Bunun sonucu olarak ders kitabının seçimi de önemlidir. Eğitim ortamları ve öğrencilerin ihtiyaçları çeşitlilik arz ettiğinden, kurumun amaçlarının ve öğrencilerin ihtiyaçlarının belirlenmesi koşuluyla farklı öğretim ortamları için farklı ders kitapları uygun görülebilir. Son olarak, bu çalışma çerçevesinde öğrenci başarı notları ile öğrencilerin kitaba bakış açıları arasında bir ilişki saptanmamıştır.

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to my dearest Neslihan

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CHAPTER 1

INTRODUCTION

1.1. Introduction

The role of coursebook evaluation in Foreign Language Education (FLE hereafter) in Turkey is an important but often a neglected issue. There are lots of published materials on the Turkish market on English Language Teaching (ELT hereafter), and teachers or councils are obliged to choose one rather than the other. Current views on the role of language teaching materials in the teaching and learning processes urge us to take into account the significance of these materials. Low (1989) draws our attention to the fact that in recent communicative programmes, language-teaching materials [i.e. commercially available coursebooks] are taken as one of the essential components in the language teaching operation. Nunan (1991:208) states that materials are an important element within the curriculum because they are "the most tangible and visible aspect of the curriculum". Sharing Nunan's (1991) point of view, Van Els et al. (1984) argues that research into the use of coursebooks in schools, and their effects on teaching and learning can significantly play a very important role in coursebook selection. The latter further states that wrong choices in selecting coursebooks may have unexpected results in the teaching of the target language on the part of both learners and teachers. As Miller (1995) also states that there are many coursebooks on the market and they are prepared for all categories of learners. She goes on to state that despite the variety of the published materials, complaints about the unsuitability of some coursebooks can still arise. In the rest of her article, she advocates the benefits of teachers' preparing their own material. However, this argument is not directly related to the aims of this study but the researcher also believes that there may be many disadvantages of the teachers' preparing their own coursebooks especially in a Foreign Language Teaching Environment. For instance, as Cunningsworth (1984:1) claims, "...it would not make practical or economic sense for teachers to spend long hours duplicating one another's efforts creating huge quantities of individually -produced material". Agreeing with Cunningsworth (1984), Brown (2001:137) also states that since there are lots of coursebooks that can be adapted and used in the classroom environment, there is no demand for teachers to add more stress to their lives

trying to create brand-new materials.

As Jones (1999:2) states, in general, language teaching and learning has many variables that one has to consider carefully and these variables make the learning and teaching a complex process because they are interacted. These variables incorporate the **learner, teacher, the materials used, syllabus, and assessment (testing).** She also claims that since these variables have an interaction, it would be false to make judgements on the effect of one variable. The researcher agrees with Jones and sees it necessary to add one point to these variables not only have an interaction, but also prone to be dynamic within a given context. Naturally, this feature makes it hard to come to general conclusions or make comments on the effect of a single variable.

1.2. What is "material"?

"Materials" have been defined by various experts such as Brown, J. Dean (1995), Tomlinson, B. (1998), Brumfit and Roberts (1983), McDonough and Shaw (1993) and many others in the literature.

According to Brown J. Dean (1995:139), materials can be defined *"as any systematic description of the techniques and exercises to be used in classroom teaching. "* On the other hand, Tomlinson, B. (1998:xi) defines materials as *"anything which is used to help to teach language learners"* and goes on to say that *"materials can be in the form of a textbook, a workbook, a cassette, a CD-ROM, a video, a photocopied handout, a newspaper, a paragraph written on a whiteboard: anything which presents or informs about the language being learned. "*

The researcher in this study accepts a similar definition of Tomlinson. Any device, equipment, technique, and methodology brought into the teaching/learning environment to provide the learner with benefits in her/his learning can be termed material.

Although the term **"materials"** incorporates a wide range of items, for the aim of this study, the term "materials" is intended to mean "coursebooks" and supplementary elements such as workbooks and cassettes.

1.3. Terms used in the Present Study

This section aims at the explanation of the definitions of the terms used in the present study.

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1.3.1. Definition of Language Learning and Teaching

Although it is not the scope of this research, the researcher believes that anyone teaching a language must have an idea or view about language learning. As Stern (1983), Brown, H.D. (1987), Littlewood (1984) claim, language learning covers many areas whether the language to be learnt is the first language or the second or a foreign language. They also state that this process (language learning) can be the result of a natural event or instruction. At this point comes the debate between learning and acquisition, but this will not be discussed in this research. The researcher also agrees with Littlewood (1984:3) who claims that it is not very reliable to make a distinction in learning as being conscious or subconscious.

Brown (1987:7) defines language teaching as *'guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning.* On the other hand, Stern (1983:21) defines language teaching as *'the activities, which are intended to bring about language learning.'*

In this study, the focus is on learners, teachers and the materials they use in the class. Any activity that is facilitated by the teacher in the language classrooms to support the learners' achievements in the target language can be another alternative definition of language teaching.

1.3.2. Definition of Syllabus

Ur (1996:176) defines the syllabus as *'a document which consists, essentially, of a list* and mentions about ten different types of syllabuses, which are grammatical, lexical, grammatical-lexical, situational, topic based, notional, functional-notional, mixed or 'multi-strand', procedural and process. Nunan (1999:73) signifies that the syllabus is *'a list of content to be taught through a course of study'.* Harmer (2001:295) mentions that the syllabus is a *'central organising strand of the materials'*, and he asserts six different types of syllabuses: *The grammar syllabus, the lexical syllabus, the functional syllabus, the situational syllabus, the topic-based syllabus and the task based syllabus.* Whereas Harmer mentions six types of syllabuses, Nunan refers to ten types that include six of Harmer's. Moreover, Harmer refers to *'the multi-syllabus syllabus'* on which most of the coursebooks are based. In order to solve the problem of attaching more importance on one type of syllabus, the combinations of syllabuses are used in one book. For the purpose of this thesis, the syllabus is taken *as the principles that*

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determine the organisation what is to be taught and learned (Prabhu, 1987).

1.3.3. Definition of Coursebook

In ELT, a coursebook is one of the elements under the umbrella term "materials". In this study, the term coursebook or textbook refers to the same concept, which we call *coursebook* hereafter. In the Dictionary of Contemporary English (3rd edition, 1995, Longman), a coursebook is defined as "a book that you use regularly during a set of lessons on a particular subject". Ur (1996:183) defines the coursebook as "a textbook of which the teacher and, usually, each student has a copy, and which is in principle to be followed systematically as the basis for a language course". Sheldon (1987: Introduction) describes the textbook '...as a published book, most often produced for commercial gain, whose explicit aim is to assist foreign learners of English in improving their linguistic knowledge and/or communicative ability'. In this study, the researcher will adapt Sheldon's definition of the term coursebook.

1.3.4. Definition of Evaluation

There are various definitions of "evaluation" in the ELT context. Among these definitions, Jones (1999) defines evaluation as follows:

> "In LL (Language Learning) and LT (Language Teaching) evaluation generally refers to the theoretical or empirical assessment of the curriculum itself and its components from various perspectives; i.e. assessment of teacher performance, learner achievement, materials, and so on. " (p.9)

Tomlinson (1998:xi), on the other hand, describes materials evaluation as 'the systematic appraisal of the value of materials in relation to their objectives and to the objectives of the learners using them.' Ellis (1997) in his article in ELT Journal divides the materials evaluation into two: predictive and retrospective evaluation. Predictive evaluation is the concern of the teachers who make the choice of which materials to use for their purposes. After using these materials, they may probably want to evaluate whether the materials proved to be successful worked for them, and this is called retrospective evaluation. It is clear from Ellis's definition that both types of evaluation are interrelated. Indeed, one needs another.

In the present study, the term "materials" is limited to "coursebook" and by materials evaluation, the researcher intends to mean coursebook evaluation. The detailed information on the various coursebook evaluation models is given in Chapter 2 (section 2.5).

1.4. The Turkish ELT Situation

In Turkey, English is taught at schools and English Language Teaching is mostly confined to school and the classroom environment. As Jones (1999:1) quotes in her doctoral dissertation, the role of English in Turkey where:

> "Neither English nor any other foreign language is used as a means of social communication within Turkey... English is by far the most popular foreign language [at tertiary education] chosen [by the students] as the compulsory foreign language subject... it is increasingly realised that competence in English is important for the development of the country" (The British council, 1985:1)

As stated at the beginning, English is taught and learned in Turkey as a foreign language. It is taught in schools and the learner has nearly no chance of practising her/his achievement in English outside the teaching environment. In this section, the schools, teachers and the learners in Turkey will be described in terms of their crucial roles in ELT.

1.4.1. The Schools in Turkey

In Turkey, formal education can be categorised under three headings: primary, secondary and higher education. Ilkokul and Ortaokul are under Primary Education whereas the Lise under the Secondary Education, and Universities fall under Higher Education category as determined by the Ministry of Education. English is taught in all of these institutions as a foreign language.

However, there are some problems in ELT in schools in Turkey. From Trim's (1987) report, these problems can be analysed under four categories. These four categories are as follows: Firstly, the shortage of teachers of English in Primary and Secondary Education is still a serious problem especially with the increase in the number of the schools (Emlakbank Capital Guide: 1994). This issue will be analysed in section 1.4.2 in a detailed way. Secondly, the need for competent teachers in ELT is another problem to be viewed. Thirdly, language-teaching hours may vary in schools. Lastly, the methods used in language teaching are far from being up-to-date.

1.4.2. The teachers of English in ELT in Turkey

The shortage of foreign language teachers in primary and secondary education is a serious problem. Unfortunately, most of the teachers of English have no pedagogical education on language teaching since their main branches are different from ELT. For instance, due to the shortage of teachers of English,

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teachers of maths, physics, history or geography teach English. In this case, it is inevitable for the classes to be teacher-centred and coursebook based (Jones, 1999). In order to be a teacher of English, one has to enter the UEE (University Entrance Examination), in which s/he answers a series of questions in English. Then if s/he achieves enough points, they proceed to study at a Faculty of Education or Literature Department. The graduates of faculties, other than Education, should have a qualification in pedagogy, which is given to the training teachers through pedagogical information courses by the Education Faculties.

However, the faculties of education are not very sought after since young people are not willing to be teachers of English mostly because of their economical status. Since most of the teachers of English are competent in English, they are highly in demand from private companies that offer higher salaries. Also, they prefer to work generally for the foreign trade department or in the tourism sector. All these are serious problems that should be taken into consideration and addressed.

In schools, nearly all language teachers are non-native speakers of English. Maybe at some universities it is possible to find native speaker teachers.

1.4.2.1. Teachers' perspectives of coursebooks and their evaluation

For a new teacher, the benefits of the coursebook cannot be disregarded (Kahraman *et al.* (2002). In Turkish EFL situation, the role of the teacher, learner and materials are crucial. Because of the fact that learners have nearly no choice of using the language outside the classroom, the important role of teacher and materials become more significant (Jones, 1999:18; Aydelott, 1989:9). Since this is the case, the teacher should know how to exploit the coursebook through a thorough evaluation. Consequently, it can be helpful for the learner.

On the other hand, most of the coursebooks represent the methodological belief of its writer/s (Harmer, 2001). Also, this methodological aspect may not be suitable for the learner or the teacher. Thus, in order to establish a prolific teaching and learning environment, a teacher should be aware of the methodology of the coursebook and the needs of her/his pupils. Moreover, the methodology of the coursebook will in return determine the methodology the teacher uses. Thus, choosing a convenient coursebook plays a very crucial role to enhance the teaching and learning environment.

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1.4.3. The language learners in Turkey

Language learners start to learn English at Primary Education even though it is a recent phenomenon. Students proceed to Secondary and Higher education. In general, learning a foreign language, especially English, is seen an important issue by Turkish people in order to follow scientific and technological developments and be able to participate effectively in the various fields of science and technology, in and outside Turkey. As a result, there has been a huge interest in learning English, which can be evidence of the mushrooming of the private language courses all over the country. The motivation for language learning in Turkey may be seen as a good start which turns parallel with globalisation, and Turkey's attempt to be a member of the EU.

1.4.4. ELT Coursebooks in Turkey

Turkey is seen as the good source for a coursebook market. Different kinds of coursebooks are used in Anatolian High Schools whose curriculum heavily consists of ELT. On the other hand, State Schools, apart from Anatolian High Schools and Private Schools, have to follow the coursebook prepared by Ministry of Education. However, this coursebook has some deficiencies. As quoted in Jones (1999), Ersoz (1990) summarises these deficiencies as follows:

> It is amazing but sad to observe how many times these coursebooks have been published, but never been updated or changed. Even though the analysis and the evaluation of these course books should normally take place every two or three years, no researcher or educator has attempted such a study. (p.3-4)

Apart from the coursebook prepared by the Ministry of Education, the other ELT materials used in Secondary Level Education and University Level Prep Schools in Turkey are the commercially available coursebooks imported from the United Kingdom (UK) or the United States of America (USA).

There is a plethora of coursebook on the Turkish market. The publishing companies such as *Longman, CUP, and Heinemann etc.* entitle their representatives for the schools to market their books. It is the salesmen's function to market the coursebooks and manipulate or influence the language teachers and the school administration to use the coursebooks they advertise.

On the teachers' side, it is really hard work to decide on which book to use as material in their classes. The difficulties they face with mostly depend on shortage of time and inadequate knowledge of coursebook evaluation.

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Since the concern in this study is the Prep School at Osmangazi University, it would be wise to mention the coursebook (*Cutting Edge*). In Prep Schools at Universities in Turkey, the selection of a coursebook is generally fulfilled by a "predictive evaluation", which is defined by Ellis (1997:36) as *the type of evaluation designed to make a decision regarding what materials to use.* However, the importance of both a predictive and retrospective evaluation- *an evaluation designed to examine materials that have actually been used-* are two of the main concerns of this research. These two types of evaluation are explained in detail in Chapter 2.

1.5. Background to the Research Problem

According to Sheldon (1988), there are three main reasons why teachers use a coursebook:

- *First of all, constructing one's own materials is a demanding process.*
- *Secondly, teachers have limited time in their teaching profession.*
- *Thirdly, external pressures restrict many teachers.*

Despite the fact that coursebooks are indispensable elements of EFL classes, there has been surprisingly little research done in terms of *how* and *why* materials are selected by teachers (Garinger, 2002). The reason for this is the fact that no expert, who advises using a coursebook in EFL classes, can know the teaching environment of a teacher better than her/him.

Jones (1995) reveals that the literature review on ELT in Turkey and the survey results obtained by herself in a previous research disclose that most of Turkish students depend on their teacher and language materials to learn English. Moreover, their schools are the only place where the students are exposed to the language. The fact that teaching and learning take place only in the classroom may be seen to put a great responsibility on the teachers and coursebooks (Aydelott, 1989). Therefore, as Sheldon (1988:237) points out:

> Selection of a particular course signals an executive, professional, financial and even political investment. This high profile means that the definition and application of systematic criteria for assessing materials is vital.

Language teaching is an investment, especially in developing countries like Turkey, and therefore it is undesirable that the human resources and financial resources are wasted as a result of wrong choices being made.

It is a fact that not all of the coursebooks on the market are suitable for learners and teachers in ELT. Teachers are aware of what ELT materials are, but they are not really aware of how to evaluate coursebooks (Jones, 1999). This problem is faced at Osmangazi University Foreign Languages Department Preparatory School, where the researcher teaches. 38 English instructors decided to change the coursebook at the beginning of the 2001-2002 academic year due to some problems. First of all, the previous book (*Reward*) had been used for 3 years and needed revising. Considering the feedback from both the Preparatory School graduates and the lecturers in their faculties, where they study after the Preparatory School, the teachers of English at the Preparatory School found that the aim of the coursebook *Reward* is not completely parallel with the goals of the programme and decided to take this issue to the regular staff meetings.

After deciding to change the coursebook (*Reward*) in one of these meetings, the instructors started examining the issue. They searched for possible coursebooks used in other Preparatory Schools of different universities. Some of the instructors were sent to make some inquiries at different universities. This process lasted for 3 weeks and different types of coursebooks used by other Preparatory Schools were obtained via this research. The Internet was also used for this purpose. Thanks to these procedures the foundation of this study was laid down.

As indicated above, there were loads of coursebooks on hand. What should follow is to decide which coursebook to use. But "How?" This "How?" constitutes the organisation of this thesis. The coursebooks were analysed in many aspects and this took nearly 3 weeks. The instructors in the department held several meetings. However, teachers were not able to follow a systematic approach, which is a must in the evaluation process of a coursebook. This resulted in waste of much more time and energy than needed.

As a result of all these studies- although they are not much scientific- a new book (*Cutting Edge* Series) was selected as a new coursebook. Even at this point, the instructors were not sure whether the selected coursebook was relevant to their teaching context. They seemed to have a trial and error attitude. Here, in this situation, the role of coursebook evaluation appeared as a very important and sensitive issue. Consequently, the researcher decided to make a research on this matter.

Although there exists some questionnaires and checklists for the coursebook evaluation, none of these devices are used maybe due to the teachers' being unaware of the necessity for a thorough evaluation of materials. The researcher believes that this may also be derived from the fallacy in determining the needs of the learners. Therefore in this study, the role of the coursebook evaluation in ELT in Turkey with special reference to a Preparatory School at Osmangazi University in Eskisehir is studied in terms of both the teachers' and the learners' aspects and the learners' achievement.

1.6. The Research Problem

This study aims at finding out the importance of in-use evaluation of *Cutting Edge* as a coursebook at Osmangazi University Prep School with regard to the learners and teachers responses to the data collection instruments. In addition whether there is a relation between the students' success and their ideas about the book or not is explored.

Harmer (2001:304) suggests that the information gained through the evaluations has to be set against other measures such as achievement test scores and durability. At first sight, it can be seen false to make a generalisation such as 'the students who love the book are successful'. Such a statement may be true but it cannot be generalised due to the facts that 'the students who don't like the book can be successful' or 'those who like the coursebook may get poor marks in achievement tests' as well. However, 'loving a book' is just one aspect of the evaluation of the success of a coursebook. There are other facts to be considered apart from 'loving the book'. Whether a student loves a coursebook or not, if s/he is able to give what s/he is expected to achieve, the coursebook can be counted as a successful one with the other elements consisting specific teaching /learning environment (Harmer, 2001:303). Therefore, in the evaluation process, the scores that the students get from the achievement tests, whose aims are to assess the students with the knowledge of what is taught, can be used.

The questions that are proposed to be reviewed in the present study can be stated as follows:

1- What are the attitudes of the instructors towards the coursebook (*Cutting Edge*) they teach?

2- What are the attitudes of the learners towards the coursebook they study?

3- Is there any relation between the students' attitudes towards the coursebook and their achievement scores?

1.7. Organisation of the Thesis

The focus in this study is on both the teachers and students of English at a Preparatory School at Osmangazi University and their role in the evaluation of a coursebook. Since this study will be limited to this Prep School only, it may seem false to generalise the results to whole ELT situation in Turkey. However, the researcher believes that the problems encountered in the Preparatory School in choosing the suitable coursebook are common to all EFL teachers.

Chapter 1: Introduction: In this chapter, language teaching materials used in ELT in Turkey are briefly mentioned, and among these materials 'the coursebooks' are highlighted. The definition of coursebook, evaluation, syllabus, language learning and teaching are presented. The background to the research problem, the research problem and organisation of the thesis are stated.

Chapter 2: Literature Review: The views on coursebook evaluation in the literature are studied in this chapter. Some of the coursebook evaluation methods are examined especially in terms of their applicability to the ELT context in Turkey. This enables the researcher to make the outlines of an evaluation model to use in this research.

Chapter 3: Methodology: In this chapter, the questionnaires and methods through which data are collected are discussed. Also the thesis hypothesis on which our data will be tested is stated in this chapter.

Chapter 4: Presentation of Results: In this chapter, the statistical methods through which our data is analysed are explained. The results of the data analysis are also presented in this chapter.

Chapter 5: Discussion of the Results: In this chapter, the results obtained from data analysis are studied in relation with the literature review. The applicability of the results within the ELT context at the Preparatory School at Osmangazi University is also discussed.

Chapter 6: Conclusion: In this chapter, the summary and the conclusion of the study are given with the limitations and implications of the present study and suggestions for further research.

CHAPTER 2
LITERATURE REVIEW

2.1. Introduction

The aim of this chapter is to provide the reader with the review of literature on coursebook evaluation and issues related to it: firstly, the need for evaluating coursebook is explained. Then, the researcher tries define the factors that affect coursebook evaluation in section 2.3 since language-teaching materials cannot be seen in isolation and should be examined with its many variables. Section 2.4 is devoted to define effective coursebooks. In section 2.5, it is attempted to define types and models for evaluation with the relevant literature. Following this, in section 2.6, methods for coursebook evaluation are presented with the subtitle *the types of checklist*.

2.2. Need for Materials Evaluation

Why are the materials important in language teaching? To answer this question, Allwright (1981) emphasises that materials *control* learning and teaching whereas O'Neill (1982) emphasises that they *help* learning and teaching. Kitao (1997), agreeing with Allwright (1981), claims "it is true that in many cases teachers and students rely heavily on coursebooks, and coursebooks determine the components and methods of learning, that is they control the content, methods, and procedures of learning". Therefore, in many cases, materials are the centre of instruction and one of the most important influences on what goes on in the classroom. Here comes the necessity for evaluating the materials.

The reasons for evaluating materials can be studied as follows (Jones, 1999; Miller, 1995):

- *There are numerous coursebooks in the market*
- *With regard to the above mentioned fact, there are various teaching situations*
- *The Publishers' attitudes and the Reviews on coursebooks in the market*

2.2.1. Coursebooks in the market

As Sheldon (1988) claims 'ELT coursebook publishing is a multi-million pound industry, yet the whole business of product assessment is haphazard and under-researched' (p.23). These various ELT coursebooks evoke a range of different responses such as the perception that " they are valid, and labour-saving tools, or they are the masses of rubbish skilfully marketed" (Brumfit 1980:30). As Kitao (1997) states, the market of language teaching materials are fairly large and many companies are competing so that one has to be careful about their materials selection among those bulk of coursebooks. Likewise, Miller (1995) also takes the evaluation of these numerous coursebooks in the market as a demanding issue.

2.2.2. Various teaching situations

For different teaching situations, there exist various coursebooks in the market. Cunningsworth (1984:1-2) states "faced with the mass of teaching material, what the teacher should do when he has to make a choice and select a particular book from what is available is to consider his own particular teaching situation". Brown, J. D. (1995:159) puts forward the idea that although materials are found in publishers' catalogues, "Books Received" sections of journals or teachers' shelves, first hand examination will eventually be necessary to determine the suitability of the materials for a particular teaching situation, which might safely be called materials evaluation. He goes on to state that the degree of relationship between a set of materials and a particular programme can best be determined by considering the degree to which the materials fit to the curriculum (approach, syllabus, needs, goals and objectives, content), their physical characteristics (layout, organisation, editorial qualities, material quality), logistical characteristics (price, auxiliary parts, availability) and teachability (teachers' edition, answer keys, reviews, acceptability among teachers). Therefore, these characteristics stated above should be examined in a coursebook to be relevant to the particular teaching situation.

Grant (1997:120) emphasised that almost all classroom materials should be piloted before publication in a number of markets. However, this does not mean that this piloting of materials might meet the needs of every language teaching institution or learner. As Kitao (1997) reveals, materials that are appropriate for a particular

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class "need to have an underlying instructional philosophy, approach, method and technique, which suit the students and their needs.

2.2.3. The Publishers' attitudes and the Reviews on coursebooks on the market

The EFL publishers have strengthened their competitive efforts over the last decade or two. Van Els *et al.* (1984) argue that in coursebook selections, the coursebook description plays an important role as it provides the primary information about the coursebook. However, they further argue that coursebooks are produced for commercial reasons, and the information provided is *intended* as advertisement. Kitto (1987) has a similar observation to that of Van Els *et al.* (1984) and argues that in many cases, the authors or the publishers' descriptions are not independent or impartial. He states, "for the authors the book is their brain-child"- therefore their belief of the quality of the coursebook will be high: "for the publishers the book is a traded-commodity"- therefore, marketability of a coursebook will be a significant factor in their estimation of the quality of coursebooks (p.76).

In terms of published reviews of teaching materials, Jones (1999:15) claims that they are very limited in number and scope. Though, the examination of coursebook reviews could be a useful starting point in coursebook selection provided that they reach the reader promptly. However, in reality, according to Van Els *et al.* (1984) reviews are provided as brief information describing a coursebook by different authors, they are not free of value judgements and are highly subjective.

Since the coursebooks are produced for commercial reasons and they reflect the methodology of their writer(s); and learning and teaching environment can best be realised by the teachers and learners, the need for coursebook evaluation is very crucial in the learning and teaching process.

2.3. Factors in Coursebook Evaluation

It is essential to study different factors directly or indirectly influencing a language class and eventually affecting the choice of materials (Stern, 1983; McDonough and Shaw, 1993). The framework within which teachers will have to consider in making their choice of any coursebook consists of the objectives, the

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curriculum, the teaching situation, and the way in which the school is organised (Van Els *et al.*, 1984:299).

The variables which will be examined in relation to teaching materials are: curriculum and syllabus, learners, teacher, and testing.

2.3.1. Curriculum and Syllabus

The necessity of suitability of language teaching materials to the educational requirements, such as curriculum and teaching and learning objectives, has been highlighted by some researchers (Sheldon, 1988; Leckey, 1987; Kitto, 1987; Candlin and Breen, 1979).

According to Williams (1983:251), the appropriateness of language teaching materials to the existing language-teaching situation is vital, so "any coursebook should be used judiciously, since it cannot cater equally to the requirements of every classroom setting".

As Dubin and Olshtain (1986) assert, it is crucial to establish the role of a foreign language place in the community and within a national educational system, which is specified by the national educational policy. The aims for providing ELT courses in schools may differ from one country to another, depending on if the language is taught as foreign or a second language in a specific country (Ellis, 1988:192). Thus, the setting (EFL or ESL) will eventually determine the choice of language teaching materials. As already stated, the rationale underlying the teaching of English in Turkey lies beneath the fact that English is taught as the main foreign language for international communication (Jones, 1999:26).

In terms of syllabus, there is no one definition. This term is defined differently by different writers as it has been stated in the introduction section of this thesis. According to Hutchinson and Waters (1987), syllabus can be defined in terms of its relation to the curriculum. In this sense, they are interrelated because the syllabus "states what the successful learner will know by the end of the course" (p.80). For the purpose of this thesis, the syllabus is taken as the principles that determine the organisation what is to be taught and learned (Prabhu, 1987). As Ur (1996:184) states, "in many places, if it (the coursebook) is followed systematically, and a

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carefully planned and balanced selection of language is covered, the coursebooks serve as a syllabus". This is generally the case in Turkey. The syllabus of the coursebook specifies basis for the syllabus of the teaching and serves as a mean to achieve the goals of the curriculum. This shows us that syllabus plays an important role in two-ways: it may be taken into consideration while choosing a coursebook or the content of the coursebook can be taken as a syllabus.

2.3.2. Learners

Since the end of the 1970s, there has been a movement to make learners rather than teachers the centre of language learning (Kitao, 1997). According to this approach to teaching, learners are obviously the most important element of the language learning and teaching process since this process circles around them. The learners' reaction to the materials, tests, and the methodology are very important (Harmer, 2001). As a matter of fact, curriculum, materials, teaching methods, and evaluation should all be designed for learners and their needs. While choosing the materials, it should be kept in mind that the learners have different needs and wants, and they contribute their own individual characteristics to the language class.

Apart from the differences in their educational, economical, and social backgrounds, every learner behaves differently because of some individual variables such as motivation towards language learning, attitude, ability to learn, personality and so on (Littlewood, 1984; Ellis, 1988; Brown, H.D., 2001).

As Jones (1999:33) recommends, when choosing materials, the learners' ages, educational, economical backgrounds and their proficiency level in the target language are among the important factors to be considered. In the same way, Chambers (1997:30) also advises us that we have to bear in mind the extent to which a coursebook will be useful to a specified audience while establishing a criteria for 'good materials'.

As the conditions and the needs of learners may vary from one language teaching situation to another one, needs analysis is important when designing a language course (Brown, J.D., 1995:35). "A good language teaching theory would meet the conditions and the needs of learners in the best possible ways (Stern, 1983:21). Therefore, needs analysis becomes a vital requirement when organising,

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implementing and evaluating a language-teaching programme. Nunan (1999:149) defines the term 'need analysis' as "a set of tools, techniques, and procedures for determining the parameters, which are the criteria for grouping learners, the selection and sequencing of course content, methodology, the course length, intensity and duration, of a course of study."

As Brumfit and Roberts (1983:89) claim the determination of the needs of the learners is vital because it provides bases on which the teaching and learning process and its review will take place. Once determining the learners' needs, the suitable coursebooks can easily be selected in accordance with pre-determined needs of the learners.

Candlin and Breen (1979) also remind us that many teaching and learning materials, which are thought to be ideal may not be useful or appropriate for any learner and it is essential to keep in mind the teaching and learning objectives of the course while choosing the materials.

Alternatively, including the students' opinions and comments in the assessment or evaluation process is another subject pointed out by Harmer (2001). He asserts that their view of layout, design, content and feelings should update our pre-use assessment and post-course evaluation. Considering this, the researcher tried to include the students' views about the coursebook in the study.

In order to evaluate available coursebooks in relation to the learners' needs, the general suitability of the materials for the learners has to be considered in terms of age level, linguistic level, learning purpose and learning style (Candlin and Breen, 1979; Williams, 1983; Matthews, 1985; Hutchinson and Waters, 1987; Kitto, 1987; Leckey, 1987; Sheldon, 1988).

2.3.3. Teachers

One of the most important elements of any language teaching and learning environment is the teachers. They might have wide and various roles such as course directors, syllabus designers, testing officers, or only be limited to classroom teaching. However, the above-mentioned roles of teachers may not be performed efficiently as they are often under pressure in limited time periods (Thomas, 1987; Dubin and

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Olshtain, 1986). Since many teachers are busy and preparing extra materials is a time-consuming duty, coursebooks are very important in the language teaching and can be seen as helpers of the teachers, especially for the novice ones (Garinger, 2002).

Teachers who are included in the specific teaching environment should air their opinions or expectations from the coursebook to be used. The more teachers involved, the more variety is provided in this process. As Harmer (2001) claims, these opinions or expectations will form the elements of a checklist that will be used in the pre-use assessment of the coursebook. In fact, these opinions and expectations are closely related with the aims of the teaching situation.

Richards and Rodgers (1986:24) draw our attention to the fact that the role of the teacher will "reflect both the objectives of the method and the learning theory, on which the method is predicated since the success of a method may depend on the degree to which the teacher can provide the content and conditions for successful language learning". This fact helps us why the elements known as "teacher factors", as Jones (1999:32) states, play an important role in coursebook selection, too. For instance, some teachers "... may not be equipped professionally or emotionally to handle (select and evaluate) modern teaching materials, which leave a considerable amount of decision making to the teacher" (Dubin and Olshtain, 1986:31).

The important point to be kept in mind is the general suitability of the coursebook for the teachers, especially for non-native teachers. As Jones (1999) claims this is to be taken into account in terms of the advice and the guidance provided. "If a book fails to guide a non-native teacher, it may not be welcomed in English as a foreign language teaching situations" (p.72). Moreover, how much teacher input is required by the material and if the teacher will be happy with this requirement is another important point to consider (Tucker, 1975; Matthews, 1985; Sheldon, 1988). Whether the coursebooks are manageable to the teachers or not is another aspect that should be kept in mind while choosing and evaluating the coursebook. Grant (1997:118) proposes, "the best book in the world will not work in the classroom if the teacher has good reasons for disliking it; therefore, it is important for the coursebook to suit the teacher".

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McDonough and Shaw (1993:63) claim "the ability to evaluate different options of teaching materials -varying from totally free to extremely limited- effectively is a very important professional activity for all ELT teachers. Since selecting a suitable coursebook is not a simple task, Chambers (1997:29) offers that it is preferable for this decision to be made jointly by the whole teaching team.

In Turkey, coursebook selection is mostly done by a group of teachers of English. It would be wise to take this decision as a whole teaching team.

2.3.4. Testing

A test is a method of measuring one's abilities in a specific area (Brown, H.D., 1994:252). Ur (1996:33), on the other hand, defines testing as "... an activity whose main purpose is to convey (usually to the tester) how well the testee knows or can do something". Language tests are for various purposes (Hughes 1989; Bachman 1990). These tests can be used to measure language proficiency level of the learners, or they can be used to assess the learners' achievement in terms of the course objectives. As Hughes (1989) clarifies, proficiency tests are independent from any language courses the learners may follow. In other words, they are based on the specifications of what the learners have to be able to do in the target language. However, as Jones (1999:37) claims, achievement tests, in contrast to proficiency tests, are given at intervals during the course or at the end of the course. The aim of the achievement tests is to assess to what extent the learners have mastered the language in terms of the course content or objectives. To relate testing with coursebook evaluation, Grant (1997:118) asserts that the coursebooks must meet the needs of the official public teaching syllabuses or examinations.

Jones (1999) further states the fact that:

> ...if the syllabus is designed badly, or if the coursebooks are not chosen carefully, if the explicit specification of course-objectives is not realised, the results may indicate less about the learners than the course and may therefore be misleading (p.37).

Consequently, tests should be parallel with the goals of a language-teaching programme.

2.3.5. The unity of the interrelated factors

The above-mentioned factors are all inseparable parts of a language learning and teaching process (Jones, 1999; Cunningsworth, 1984, Brown, H.D., 2001). Johnson (1989) claims that when chosen carefully, language-teaching materials provide the body of a language-teaching programme. In other words, if the materials are selected in relation to the needs of the learners, the teachers, the curriculum and syllabus and if the assessment is fulfilled in accordance with the selected material, it is possible to meet expected goals of the language learning and teaching process. As Jones (1999:39) argues, a major cause of divergence in a language programme may be due to the differences between the level of the learner assumed by the materials writer and the actual proficiency of the learner. Moreover, the unsuitability of any language-teaching materials- especially with regard to EFL situations, in which the learners' exposure to the target language is limited to the language classes, teachers, and peers- will cause trouble. Therefore, it is vital to evaluate them thoroughly in advance with keeping these factors in mind. Through evaluation, the main aim is to discover how well the language learning and teaching materials would cover the needs of the learners in a certain language-teaching situation and thus minimizing the mismatch that derives from materials (Jones, 1999:39).

Language teaching materials are in a central position in this research; the other factors are assumed to remain constant. By defining these variables and discussing the ongoing interaction among them, it is intended to examine the interdependency of these factors in a language teaching process.

2.4. Defining "Effective" Coursebooks

This section tries to define the characteristics that good coursebooks should have in addition to physical characteristics and availability of them. The question as to which coursebook to use should be answered by examining the definitions of the values and aims of the teaching. In one way, these characteristics discussed below determined the criteria upon which the coursebook was evaluated.

A. Language Teaching methodology

Coursebooks vary in their design depending on the language teaching approach their writers subscribe to (Ur, 1996:194; Jones, 1999:40; Brown, J.D., 1995:160). A language teaching approach, in the current literature, is used to refer to the principles upon which the classroom interaction is organised (Jones, 1999:41). Approaches influence the practice of teachers, and are adapted by institutions depending on what the main purpose of the language teaching and learning is in their own teaching situation (Jones, 1999:42). Therefore, as Brown, J.D. (1995:160) suggests, the degree to which the coursebook is effective can best be determined by the harmony of methodology of the coursebook with the particular teaching situation.

Considering the extent to which the coursebook agrees with the overall approach and syllabus of particular teaching situation, whether the coursebook covers the language needs of the learners should be examined.

B. Language

As Stern (1992:167) asserts, a coursebook should teach students a reasonable amount of grammar, however, it should also be realised that the formal treatment of a language by itself is not enough. In other words *grammar* should be presented in the context it exists. As Cunningsworth (1984:18) states, the appropriateness comes here as a next step. It is the matching of language to its social context and function. Hymes (1971:278) comments on this fact as: "there are rules of use without which the use of grammar would be useless". We may, therefore, justifiably look for the extent to which the coursebook teaches these important rules of use.

It is also necessary to focus on the language covered in the coursebook in terms of authenticity. However, any material designed for pedagogical purpose cannot be counted as *an authentic* material. Therefore, as Van Els *et. Al* (1984:277) states a requirement for the authenticity in the coursebooks might not be a realistic one.

Likewise, as Stern (1992:) urges, a coursebook should focus on *pronunciation* since the learners should be able to express themselves clearly but not necessarily to have a native or native-like accent. As Cunningsworth (1984:19) states, the register or stylistic variation that the coursebook teach should be evaluated with regard to the

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aim of the particular language-teaching situation and with the needs of the learners.

C. Skills

Under the main category of four skills: receptive (listening, reading) and productive (speaking, writing), there are a number of more detailed sub-skills. As Cunningsworth (1984:20) states it is common to ask what language skills the coursebook teaches. Nunan (1989) claims that in order to maximize language learning potential, these skills are given as integrated skills. We should, therefore, ask not only what emphasis the coursebook places on each of the four skills but also the extent to which "it provides practice in integrating the skills in models of real communication" (Cunningsworth (1984:20).

Varied topics and tasks, so as to provide for different learner levels, learning styles and interest should be included in coursebooks (Ur, 1996:186). Including a variety of content, as proposed by Cook (1983:233) such as culture, interesting facts and something the student might talk about and feel they are not just learning English should also be kept in mind while defining a coursebook as effective.

D. Activities

It is essential that the activities in the coursebooks have a variety of focus and pace and that the activities should be enjoyable to the students so that this could increase their motivation (Jones, 1999:49). It is important that the aim of these activities should be to encourage the learners to use the language purposefully to complete the activity rather than only practicing the language.

E. Cultural Factors

Stern (1992:215) states "culture teaching provides the context without which the language remains an empty code and lacks credibility from the learners perspective". Therefore, it should not be accepted that a coursebook is without any reference to target culture. However, an effective coursebook should avoid excessive bias and prejudice towards any particular culture, race, and idea.
(http:www.philseflsupport.com/coursebook_evaluation.htm)

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F. Adaptability and Flexibility

It is impossible to find the perfect coursebook, which will match to a particular teaching and learning situation. Therefore, when necessary, as Jones (1999:50) suggests, the teachers should find their own way of adapting and adjusting the coursebook. For example, some parts of the units or activities that are not relevant to learners' interests and needs can be left out or modified. Such decisions can be inevitable as every teaching situation is unique due to variables like individual interests, age, needs, program goals, attitudes, motivation, and so on.

G. Others

Brown, J.D. (1995:161) lists the other factors thought to be important in adopting coursebooks as follows:

1. Physical characteristics
   1.a. Layout
       - Space
       - Visuals, picture and text
       - Highlighting
   1.b. Organisation
       - Table of contents
       - Index
       - Answer keys
       - Glossary
       - Reference
   1.c. Editorial Qualities
       - Content is accurate
       - Directions clear and easy to follow
       - Examples clear
   1.d. Material Quality
       - Paper
       - Binding
       - Tear out pages
2. Logistical Characteristics

2.a. Price

2.b. Auxiliary Parts

- Audio-visual aids
- Workbooks
- Software
- Unit Tests

2.c. Availability

3. Teachability

3.a. Teachers Edition

- Answer key
- Annotations to help teachers explain, plan activities and so on.

3.b. Reviews

3.c. Acceptability among teachers

All the factors stated above are important within the learning and teaching context, and they cannot be thought separately as a result of which the researcher considered all these factors in the present study.

2.5. Types and Models for coursebook evaluation

Different writers provide us with many various views on the subject of materials evaluation. Tucker (1975), Matthews (1985), Cunningsworth (1984), Williams (1983), Low (1987), Sheldon (1988), Candlin and Breen (1979), Ur (1996), Grant (1997), Chambers (1997) have suggested various coursebook evaluation models, some of which will be explained below, to assist teachers when selecting materials.

Harmer (2001:301) distinguishes the two terms 'assessment' and 'evaluation' of a coursebook. While he defines the former one as an out-of class judgement to have information about how well a new book *will perform* in class, the latter one is defined as a judgement as a result of process, that is how well a book *has performed* in fact. Furthermore, the importance of applying both *pre-use assessment* and *post-course evaluation* is emphasised by Harmer (2001). A post-course evaluation will enlighten us

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about the judgements we had through pre-assessment. They can be seen as components that contribute to each other.

Ellis (1997:36) expresses two types of materials evaluation and names what Harmer (2001) calls *pre-use assessment* as *predictive evaluation*, which is to make a decision on what materials to use; and *post-course evaluation* as *retrospective evaluation*, which is to examine materials that have actually been used. In reality, teachers are required to carry out a *predictive evaluation* to determine which materials best suit to their goals. However, as Ellis (1997) and Sheldon (1988) claim that there are some limitations of having solely a predictive evaluation in terms of being 'scientific'. While this is the case, the need to evaluate materials retrospectively gains special importance, because as Sheldon (1988:245) states "it is clear that coursebook assessment is fundamentally a subjective, rule-of-thumb activity, and that no neat formula, grid or system will ever determine a definite yard stick". Therefore, it is argued that they should be applied jointly to obtain better results from the evaluation process.

In terms of models for coursebook evaluation suggested in the literature, Allwright (1981:5-18) claims that the tendency to expect materials to bring miracles to the classroom is unrealistic. The model he proposes for the evaluation is a liberal one and has three steps: *the decision, the action, and the review*: in the decision level, the use of a particular coursebook for a particular teaching situation is decided. In the action level, the purchasing and delivery of a definite number of coursebooks to the teaching environment is organised. In the review level, the coursebook is monitored within the teaching environment context and it is evaluated. In the evaluation procedure the followings are examined:

a- The goals of the institution, the learner and the teacher.
b- The content of the coursebook.
c- The method, which the coursebook has.
d- The guidance provided in the coursebook.

However, as McDonough and Shaw (1993) discuss, there are some limitations in this model: It is better to evaluate the materials on the bases of previous experience before purchase, because some institutions have limited budget, so they have to make

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sure that they spend money on coursebooks wisely. Kitto (1987) also states that it will be a waste to buy a certain amount of books, use and test them in the classroom and then decide whether they are good or not. Similarly it is not very realistic to claim that this process would be welcomed in our country where the educational funds are limited. Indeed, in Turkey schools are underfunded: therefore, they cannot afford such a purchase.

A four-step procedure proposed by Hutchinson and Waters (1987:37-44) is as follows:

1- "Define the criteria": the bases on which the language teaching must be determined previously. The teachers should examine this to become aware of their needs.

2- "Subjective analysis": Since various institutions or teachers may have different views on the importance of some criteria, the realisations of this criterion will be determined accordingly. For example, in some situations reading may be considered more important than speaking (p.42-43).

3- "Objective analysis": After setting the criteria, the coursebooks are evaluated in terms of how well they are meeting these items of the criteria. Therefore they use the coursebook in a language class to see the strength and the weaknesses of the coursebook.

4- "Matching": This last step is the one to match the analysis determined in the first three steps to assess how the previously specified needs and goals match the materials.

Hutchinson (1987:41) argues that materials are an integral part of the whole teaching and learning situation, and materials evaluation is "essentially a matching process in which the needs and assumptions of a particular teaching-learning context are matched to available solutions". However, this model has some drawbacks as Sheldon (1988:237) points out: The priority should be given to the needs because giving solutions the priority is controversial for the teachers. In other words, the needs should be kept in the foreground.

Low (1987) proposed another coursebook evaluation model, which requires a multi-perspective approach, in which the coursebook is evaluated by the institutions, the material designers, the teachers, the learners, the inspectors, and the publishers and so on to form an evaluation network. Within this model, Low (1987) introduces a method, which he called *survival evaluation*. This requires the evaluator to browse through a coursebook without asking a detailed question in relation to linguistic, psychological or pedagogic principles underlying materials evaluation. However, this

method does not comply with the principles of coursebook evaluation models suggested by other writers mentioned above and likewise with the goal of the present study. In this research, the publishers and the materials writers are not taken as the source of information since the researcher believes that their concerns are different from those of the institutions, the teachers and the learners when evaluating the material.

One of the coursebook evaluation models put forward by Grant (1997) has three phases: Initial, Detailed and In-use evaluation as explained below.

1- Initial Evaluation: in order not to waste the time and not to be effected by the beautiful presentations of the published coursebooks, Grant (1997) suggests a CATALYST test as a coursebook evaluation criterion. Each of the letters in CATALYST in fact represents a feature that should be taken into consideration. C refers to *communicative?* A refers to *Aims?* T *Teachability?* A *Available Add-ons?* L *Level?* Y *Your impression?* S *Student interest?* and T *Tried and tested?.*

Communicative issue searches whether the book has a communicative way of presenting itself so that the learners will be able to learn to use the language in a communicative way. *Aims* refer to whether the coursebook is parallel with our objectives. *Teachability* is related with whether the course seems teachable. By *Available Add-ons* additional materials such as teachers' books, tapes, workbooks and other resources are mentioned. *Level* questions the level of both the learner and the book. The overall impression of the teacher about the course is investigated under *Your impression.* It is very important for students to find the book interesting. This is determined by *Student interest.* Lastly, whether "the coursebook tried and tested in real classroom environment(s); if so what are the results" is searched for under the question *Tried and Tested.*

2- Detailed evaluation: After applying the CATALYST test, especially the last phase (Tried and Tested), a detailed evaluation of the coursebook is necessary. The ideal one is, of course, trying out or piloting the book, however this may not be possible in many cases. So, the teacher has to rely on her/his own criteria.

3- In use evaluation: In this part, the in-classroom use of the book is

evaluated. This is an ongoing process, which may be best known by the teacher. It is also stated that by means of in use evaluation the teacher can save her/him being the slave of the coursebook. The teacher notices the positive and negative sides of the coursebook and reports this.

However, the model put forward by Grant (1997), does not comply with the aims of the present study. Especially, for the detailed evaluation there seems no systematic guidance on how to evaluate the materials.

McDonough and Shaw (1993) clarify a three-level evaluation model: the first level as an *external evaluation,* the second level as an *internal evaluation,* and an *overall evaluation.* External evaluation is for the assessment of the organisation of the book in terms of **the audience, the language-teaching situation, the language and the methodology of the coursebook.** The internal evaluation is for the consistency of the coursebook in terms of **the presentation, sequencing and grading of the items covered by the book** (p.66). If the coursebook is approved by the teachers after the first and the second levels, an overall evaluation of the coursebook is required. This evaluation is concerned with the *usability, generalisability, adaptability and flexibility* factors. After these preliminary phases, the coursebooks' final success or failure can be determined after piloting them with real learners (McDonough and Shaw, 1993:79). This model underlies the material evaluation process model the researcher suggests for this study. The external analysis of the materials corresponds to the macro stage in the checklist used in the study. This stage is important because there is no sense in doing a full evaluation of a coursebook if it does not meet some basic requirements needed for the aim of the programme. The internal and overall analysis match micro evaluation in this study. In this section the coursebook and its supplementary materials are evaluated in a detailed way in terms of language, methodology etc. In the course of present study, McDonough and Shaw's model was based upon because this model seemed the most comprehensive one to the researcher.

2.6. Methods for coursebook evaluation

There are two different methods proposed by different writers. Chambers (1997:29) identifies two common methods for coursebook evaluation: the one

made by our minds and the one made by the help of a form / checklist including items to assess and evaluate the book. He emphasises the importance of having a checklist (that has concrete items) so that we can see the criteria for the assessment and evaluation. Since it is hard maybe false to defend unstructured evaluation, it is better to use a structured model, which can be judged by others easily to make judgements on a coursebook.

Jones (1999:60) compares these two methods called *flip-through analysis* and *checklist analysis* in terms of their both advantages and disadvantages. As she explains, a flip-through analysis developed by Low (1987) will give the evaluators a chance to make a "survival evaluation" -as mentioned above- which may be the only way of analysing coursebooks for extremely busy teachers.

Checklists, on the other hand, are prepared as thorough and systematic; and eliciting explicit responses. As Cunningsworth (1984) argues, using checklists enables consistency within an evaluator and across the evaluators. Using a checklist requires the evaluator to mark responses to check agreement or disagreement or to select among alternatives (p.61).

Harmer (2001:304) also states that using a checklist is important in the assessment or evaluation, but what is more important than that is whether the checklist is prepared by others or the ones included in the teaching environment. Using a checklist prepared by others can mean accepting others' view about our particular teaching situation.

The researcher believes that evaluation, in an educational setting, should be systematic in accordance with a certain well-defined criteria (Rea-Dickens and Germaine, 1992), since a well thought-out, standardised checklist is necessary to help the evaluators (Van Els *et al.* (1984). In the course of the present study, checklist based evaluation method is used.

2.6.1. The types of checklists

This section puts forward the characteristics of checklists. It should be noted that as Cunningsworth (1984:2) points out that "we are not attempting to make absolute judgements, taking the learning situation into consideration" therefore it is

not possible to produce a checklist, which can be applied to all teaching situations. In other words, the writers of the checklists will consider and focus on the areas that are essential for their own teaching situations and students. Jones (1999:62) claims that an attempt to design totally objective checklist seems impossible.

A- Quantitative Checklists:

The checklist suggested by Tucker (1975:355-361) includes a systematic approach to evaluation. The first component of this checklist is related to the criteria. The second and third elements are related to the scoring system used in the checklist. According to Tucker in order to be able to have this approach, it is essential to look at the linguistic, psychological and pedagogical principles underlying the methods of language learning and teaching. In his criteria for coursebook evaluation, he suggests the analysis of four categories: *pronunciation, grammar, content*, and *general* (p.355-361). However, Jones (1999:65) indicated two drawbacks of the criteria suggested by Tucker. Firstly, it favours the behaviourist concept and secondly she agrees with Sheldon (1988) who points out that some of the criteria are difficult to clarify and to assess, for example, "competence of the author" (Tucker, 1975:360).

The scoring system of the criteria checklist is gathered to allow for flexibility, and to enable the evaluators to assess a value for each criterion (Jones, 1999:65). The evaluators evaluate the coursebook by checking it against the criteria, assessing the values ranging from "1" (poor) to "5" (very good) for the values of the items.

The checklist used in this study has a scoring system based on Tucker's with a difference on the labels (i.e./ instead of "0", "1" and instead of "4", "5" is used.

B- Qualitative checklists:

Matthews (1985:202-206) and Candlin and Breen (1979: 172-216) provide qualitative checklists, in which the evaluator's attention is drawn to the methodology the coursebook is based on, the physical characteristics of the coursebook and so on.

C- Integrated checklists:

Cunningsworth (1984: 5-7) proposes a detailed guide to coursebook evaluation checklists, which can be counted as an integrated checklist in which quantitative and qualitative evaluation are complementary to each other. According to

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Cunningsworth (1984:5) a coursebook should serve to fulfil the needs of the learners and achieve the objectives previously determined in the syllabus. Therefore, the analysis of the teaching situation, the learners' needs, and the aims of the teaching programme are required.

In the course of the present research, Cunningsworth (1984) checklist is accepted to be a thorough one. As Jones (1999:67) states, Cunningsworth's (1984) checklists provides the evaluation of materials in terms of its methodology, language content, selection and grading of language items, presentation and practice of new language items, skills component, and relevance to the students. (See Appendix A).

CHAPTER 3
METHODOLOGY AND DATA COLLECTION

3.1 Introduction

This chapter focuses on the design of the study, which comprises the following: subjects used in the study, data collection instruments including teachers' coursebook evaluation checklist, student questionnaire, students' achievement grades, and data analysis procedure.

3.2. Research Design

This study is undertaken to investigate the importance of evaluation of *Cutting Edge* as a coursebook used at Osmangazi University Prep School in terms of the learners' and teachers' responses to the data collection instruments. *Cutting Edge* as a four stage book, elementary, pre-intermediate, intermediate, and upper-intermediate, the workbooks and the teachers' books of them were evaluated through different aspects of coursebook evaluation by both the teachers and the learners. The data collection, as a follow-up to the pilot study, was carried out in the Prep School of Osmangazi University, Eskişehir, during the 2001-2002 academic year. In order to find out the teachers' views on the pre-determined coursebook taught at Osmangazi University, I used *a coursebook evaluation checklist* adapted from Jones (1999). The responses from the learners to the *student questionnaire* adapted and tailored from various questionnaires were also used as data in the present study. In order to find out whether there exists a relation between the students' success and their views of the coursebook, the researcher also used students' average grades in the achievement tests during the two semesters. Except for the writing sections in these exams, listening, grammar and reading sections include both multiple-choice and fill in the blank type questions. These tests consisted of the questions parallel to the coursebook the learners studied during the academic year.

3.2.1. The subjects

The participants were 22 instructors, who were experienced for at least three

years in ELT and 100 first year Prep School learners, who were divided into three proficiency levels- elementary, pre-intermediate, and intermediate- determined by a proficiency examination prepared by the Foreign Languages Department of Osmangazi University. The students were randomly chosen, paying attention to the equal distribution to each proficiency level as seen in Graph 3.1. In terms of both the teachers and learners, age and sex variables were not taken into account since they were not related to the purpose of this present research.

Graph 3.1 The number of the learner participants in proficiency levels
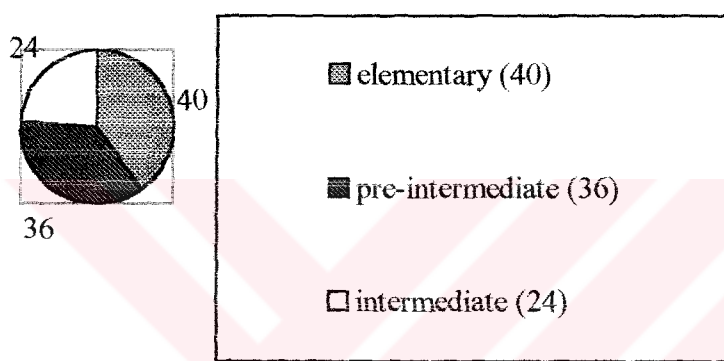
As seen in Graph 3.1, although the numbers were determined randomly, the distribution of the learners in the elementary group is higher than the other two groups. The elementary group studies the whole set of the coursebook: *elementary, pre-intermediate, intermediate* and *upper-intermediate*. On the other hand, pre-intermediate group studies only three sets, which are *pre-intermediate, intermediate* and *upper-intermediate*. The intermediate group studies only two coursebook from the set: *intermediate* and *upper-intermediate*.

3.2.2. Data collection instruments

3.2.2.1. The coursebook evaluation checklist

For the purposes of the present study, the researcher adapted a checklist prepared by Jones (1999) who adapted the checklist originally from Cunningsworth (1984). As Jones (1999) suggests, among the checklists found in the literature, it is the most detailed one (p.86). This checklist was applied to some coursebooks by a number of experienced ELT teachers in 1993 and was found satisfactory (Jones, 1995). The researcher also made some adaptations to make the checklist relevant to the

teaching context at Osmangazi University (See Appendix A). The checklist was given to 22 instructors in its original language, English. Although there are 36 instructors totally, as stated in 2.3.3, only 22 are engaged in classroom teaching. The remaining has other duties apart from classroom teaching. The criteria in the checklist used are explained below. Each item in the checklist is analysed in Chapter 5, Discussion of the Results and the Conclusion.

3.2.2.1.a An explanation of the coursebook evaluation checklist

1. Factual Details

The first section is devoted to the description of the factual details, and it is self-explanatory. The researcher filled in this section. It provides a general overview and is intended to provide information on the following: the title of the book; the name of the author(s); the name of the publisher; the target level the coursebook is intended for; target skills included in the coursebook; the price of the coursebook; number of units and the number of pages it has.

This section also informs about the description of the target learner by whom the coursebook will be used.

2. Macro Evaluation Checklist

The first section is the macro evaluation checklist, which is to be completed by the evaluator teachers by marking on a five-point scale ranging from "1" to "5". Each number represents a frequency phrase of agreement ranging from "strongly disagree" to "strongly agree". It consists of 10 'higher-order' parameters, some having sub-parameters.

Most of the expressions are easy to understand; however, some additional notes are presented: Statement 2 "It is easy to obtain" was added to the original checklist adapted by Jones (1999) as this may sometimes be a problem in the Turkish market. It is highly possible that this expression might elicit "5" (Strongly Agree) or "4" (Agree), the reason of which is students are obliged to buy the original books in the case of Prep School of Osmangazi University. This is performed by the pre-paid price of the books during the registration in the faculty. Statement 3 is an inquiry on the relevance of the methodology used in the coursebook to this particular LT

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situation.

Statement 9 inquires how much cultural bias there is in the material. If there is any, to what extent it will be welcomed is explored in the sub-section of statement 9. This sub-parameter is thought to be important, particularly in the case of teachers and students hoping to travel abroad. Statement 10 "Certain equipments are required to make use of the supplementary materials (i.e/ tape-recorders, language labs) and "If so, these equipments are available in your institution" were added to the original questionnaire by Jones (1999) and the researcher found valuable to use as the availability of certain facilities can sometimes be a problem.

A question, which was in the original checklist "Was the book piloted before publication?" was not included in this checklist. As to the best of the researcher's knowledge, the evaluators in this context are already informed on this matter by the author himself (Peter Moor). This point was highlighted by Peter Moor in a meeting held by the institution. Therefore, the instructors already knew that the book was piloted prior to its usage.

3. Micro Evaluation Checklist

The second section is the micro evaluation checklist, and it has seven sub-sections of 46 parameters. There is another section provided in this section labelled as "comments", to allow the participants to point out the weaknesses or the strengths of the coursebook, and also to give a more detailed assessment on particular questions if they wish.

Section 1: Technical Details

In this section, technical details about the coursebook *Cutting Edge* are inquired. Among the items in this section, 1d is divisive since some teachers may not want the learners to write in the books. However, this can be useful if students buy their own books. In this particular ELT situation the coursebooks were on special purchase for the institution because of the high amount ordered. In other words, students have their own books.

The researcher also considers 1e important because of the crucial role of contents page in a book. A teacher should not face any difficulty in looking for

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particular areas of language and skills. Furthermore, the way the coursebook presents new vocabulary is evaluated through item 1f.

Section 2: Methodology

According to Jones (1999), the methodology and learning theory are thought essential by most teachers, and a good coursebook must recognise that there are some individual differences among the learners. In the checklist, a particular methodology is not specified, (Micro evaluation Statement 2a and 2b) because the teachers are asked to specify the methodology used in their language-teaching situation. 2c will probably be assessed in a positive manner in our data collection as the coursebook is considered among the self-study books.

Section 3: Language

This section focuses on the language. "Relevance" and "variety" are considered as the key concepts for the motivation of the learners. The statements on the grammar are necessary, as Turkish students have some difficulty with the grammatical structures of English, for example 'the present perfect tense' (Jones 1999). The questions related to grammar are taken from Cunningsworth (1984:76). Teaching the grammar in context is seen as an important issue especially for the learners who learn English as a foreign language.

3h may seem difficult to judge, but it is generally stated in the glossary, or introduction. Also, a list of words is provided in some coursebooks, at the end.

3i and 3j are considered particularly significant as Turkish students have difficulty in grasping the pronunciation of certain sounds in English, which do not exist in the Turkish phonetic system. The students find the pronunciation of certain sounds difficult, for example /a:/ as in 'car'; /ŋ|/ as in 'sing'; /Θ/ as in 'three" /ω/ as in 'white' (see Brown 1987:156-158).

3k is very important for communication, and this is an area, which is often ignored by non-communicative coursebooks.

In 3l the focus is on the "authentic sounding language". Any material designed for the pedagogical purposes cannot be a realistic one, and thus learners should be prepared to accept the unnaturalness and lack of authenticity characteristics of

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many teaching materials and there will be situations in which they will prefer efficiency in the language teaching and learning process to authenticity (Van Els *et. al.,* 1984:277)

Section 4: Skills

In Language learning, the competence is gained by means of receptive (i.e. listening, reading), and productive (i.e. speaking, and writing) skills. The statements mainly focus on the variety and relevance of the skills presented in the coursebook, as the topics should be of real interest to students.

Section 5: Activities

Variety of focus and pace are again valid; likewise, the activities should be enjoyable. This will increase motivation.

5d highlights the need for problem-solving activities, which will involve the students in using the language for communication. In 5e, the importance of homework is stressed. It may not be a priority in some schools, and in others, students may buy the workbook, which can be used for homework.

5i is considered important because the situations and roles in which the students are expected to use the language should not be offensive, and be relevant, allowing them to draw on their own experience.

Section 6: Cultural Factors

This section aims at finding out cultural aspects of the coursebook. The coursebook is not expected to be of any particular cultural factors. The statements 6a and 6b are for the degree of 'cultural biasness'. If it is very high, the teacher or the learner may develop some offensive characteristics to the target culture. 6c is a controversial area. However, some students are interested in other cultures, and hope to travel abroad. It is better to have some awareness of different cultures. 6d is a statement including the situations that some learners may need to use the language appropriate in various language situations.

Section 7: Other Factors

This section focuses on other criteria related to the coursebook. 7a will tell us how much teacher input is required when using the course book. This is a highly relevant criterion in our context.

7b is again considered relevant to our context, because if a book fails to guide a non-native teacher, it might not be welcomed.

7c is included to find out the importance of teaching of English for Academic Purposes (EAP) in particular teaching situations. This is in fact very important for the context of the present study.

7d is related to the relevance of the coursebook to a given 'context', i.e. if the coursebook is suitable for EFL or ESL learners.

Comments

This allows the whole evaluation of the coursebook: evaluators are requested to comment on areas in which the coursebook is particularly strong or weak, and to elaborate on particular questions, if they wish to. There may be some areas, which are not included in the checklist and this section allows the evaluator teachers.

4. Supplementary Materials Checklist

This section is on the supplementary materials of the coursebook, and was prepared to find out if supplementary materials are necessary according to the teachers. The checklist was about the supplementary materials provided with the coursebook. It will also enable the teachers to assess the quality of these materials.

The Teacher's Book:

The statements for the teacher's book are essential. 1b and 1c are especially important in our teaching situation as teachers have different years of experience in language teaching, and all teachers are non-native speakers. Statement 1d in this section informs the teacher whether the given supplementary materials are described in details in terms of its use in the classroom environment.

The Workbook:

Workbooks generally contain exercises that are repetitious, and simply drill the work covered in the students' book. As workbooks are often used for self-study, they should be interesting for the students and have material which is not repetitive. Jones (1999) claims that many teachers prefer to check work in class, or set homework from the workbook, that is why no questions on the 'answer key' is included in the checklist. The researcher knowing that answer keys are available for the workbooks excluded this item as well.

Test:

Tests are not commonly provided as supplementary materials. Relatively few course books are accompanied by tests and *Cutting Edge* is one of these books. The questions used in the exams are generally taken from the test book prepared for the *Cutting Edge* series in the context we examine for the present study.

3.2.2.2. Student Questionnaire

In order to have an insight into the coursebook, the students' point of views were also examined by means of a questionnaire, which was based on the questionnaires suggested by Cunningsworth, (1984); Ur, (1996); Jones, (1999); Harmer, (2001), adapted by the researcher. The questionnaire was piloted prior to its usage. For this, 100 students were randomly chosen and they were given the questionnaire. STATISTICA 5.0 ® was used to measure the validity and the reliability of the questionnaire. The Alpha value was found 0,83 and for each item the alpha value is taken into consideration. All of the items have alpha values ranging from 0,82-083. This revealed that there exist no questions that should be removed from the questionnaire. The questionnaire is a self-scoring questionnaire consisting of 25 questions, the last of which was an open ended question aiming at finding out the students' views other than the earlier 24 ones. Students gave answers on a five-point scale (Likert's Scales) ranging from "1" to "5". Each number represents frequency phrases of agreement:

"1"   "strongly disagree"

"2"   "disagree"

"3"   "not sure"

"4"   "agree"

"5"   "strongly agree"

Since the main concern of this research was not evaluating the learners' proficiency in the target language, the questionnaire was given with the instructions in the mother tongue of the participants. We hoped that this would minimise the anxiety and the mistakes due to misunderstandings. The last item of the questionnaire was an open ended question, which was thought to be appropriate for the purpose of this study to support the quality of the data to be obtained (See Appendix B). What each item in the questionnaire is thought to measure is given below:

The first item aims at finding out the students' opinion on the necessity of using a coursebook while the second item is about evaluating the coursebook prior to their use in the classrooms. Items 3,4 and 5 offer different benefits of using a coursebook to find out whether the students agree with those reasons for using a coursebook or not. Items 6 and 8 inquire about the relevance of the coursebook to students' needs and interests. The usefulness of the methodology in the coursebook is inquired in terms of students' points of views through item 9. Item 10 and 16 are related to the suitability of the coursebook as a self-study and resource book. The activities in the coursebook are analysed through items 11 and 13, while the supplementary materials of the coursebook are assessed by items 14 and 15. Items 7, 12, 17, 18 and 20 are all related to the physical characteristics of the coursebook such as expense, obtainability, durability, having attractive visuals and easy to follow layout. Items 19, 21, 22, 23 and 24 mainly focus on the relevancy of the skills presented in the coursebook to students' needs and interests.

3.2.2.3. Students' achievement grades

In the one-year academic teaching period, the learners at Osmangazi University Prep School have some exams stated below. Their contribution to the general average is as follows:

In-term average: Mid-term1 (%10) + Mid-term2 (%10) + Mid-term3 (%10) + Announced Quiz average (%5)+ Quiz average (%5) + Exposure average (%10) +

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Mid-term4 (%15) + Mid-term5 (%15) + Quiz average (II. Term) (%5) + Announced Quiz average (II. Term) (%5) + Exposure average (II. Term) (%10)

Final average: Final test (%75) + Final Writing (%15) + Final Speaking (%10)

General Assessment: (In-term average + Final average) /2

3.3. Data analysis procedure

3.3.1. The coursebook evaluation checklist

In the present study qualitative and quantitative research methods were used to analyse the data. In order to inquire the teachers' attitudes towards the coursebook, a coursebook evaluation checklist was given to the 22 instructors.

The first step of the analysis was to examine each of the checklists to ensure that they had been properly completed. As a result of this examination, all data were found complete and the researcher included all the data into the analysis. Secondly, the data obtained were described by using descriptive statistics considering each item in the checklist. The results were presented in the form of graphs and tables. After being recorded in the Microsoft Office 2000 Excel Programme, the scores assessed per item were calculated in order to find out total scores granted per item and section. Then the percentage distribution for each item was calculated.

The researcher also needed qualitative methods when analysing the last part of the checklist because he wanted his respondents' free criticism, comments, and recommendations on the coursebook evaluated.

3.3.2. Student Questionnaire

As indicated in 3.2.2.2, the student questionnaire was piloted prior to the main data collection. Here, the students who were used in piloting procedure were not included in the main data collection procedure. Again, the data obtained was described by using descriptive statistics considering each item in the checklist. The results were presented in the form of graphs and tables. The researcher repeated the same statistical procedure that was applied to the coursebook evaluation checklist.

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3.3.3. The correlation between students' attitudes towards the coursebook and their achievement grades

First of all, for each participant a questionnaire score was determined. This was done by summing the scores students marked for each question then dividing the total score by 24, which is the number of the questions.

Secondly, within the statistical software STATISTICA 5.0 ®, correlations were sought for the variables *achievement scores* and the *questionnaire scores*. r value was found as 0,027733. In order to mention about a meaningful relation between the two variables, r must not equal to 0 (r≠0). If r is not equal to 0 (r≠0), there exists a meaningful relation between the variables. If r equals 0 (r=0) the correlation is not meaningful.

CHAPTER 4
PRESENTATION OF RESULTS

4.1 Introduction

This chapter is devoted to the analysis of the data collected for the purposes of the present research. In section 4.2, the analysis of the data on coursebook evaluation checklist was done item by item. Section 4.2 is followed by the analysis of the students' questionnaires item by item. In section 4.4, the correlations between the achievement scores of the learners and their questionnaire scores were analysed. In section 4.5, the qualitative data obtained from the teachers' checklist were evaluated. Following this section, the qualitative data gained from the students' questionnaires were evaluated.

4.2. The analysis of the data obtained from the coursebook evaluation checklist

This section describes the responses given by the instructors who participated in this research to each item in the macro, micro and supplementary sections in the checklist.

MACRO EVALUATION

Item1: The book is attractive in terms of design, illustrations, and typeface.

The following graph and table present the results obtained from responses to item1 in the material evaluation checklist.

Graph 4.2.1 The distribution of the participant instructors' responses to item 71 of the Macro Evaluation

Table 4.2.1 The frequencies and the percentages of the responses given for item 1 of the Macro Evaluation

Item 1	Number	%
1 Strongly Disagree	0	0
2 Disagree	0	0
3 Not Sure	0	0
4 Agree	11	50,00
5 Strongly Agree	11	50,00

All 22 instructors who participated in this research strongly believe that the book is appealing in terms of design, illustrations, and typeface. As the actual figures shown above, there were no negative or neutral responses to item1. These results show that instructors have approved the book in terms of its physical characteristics as stated in Chapter 2, literature review.

Item2: It is easy to obtain.

The following graph and table present the results obtained from responses to item2 in the material evaluation checklist.

Graph 4.2.2 The distribution of the participant instructors' responses to item 2 of the Macro Evaluation
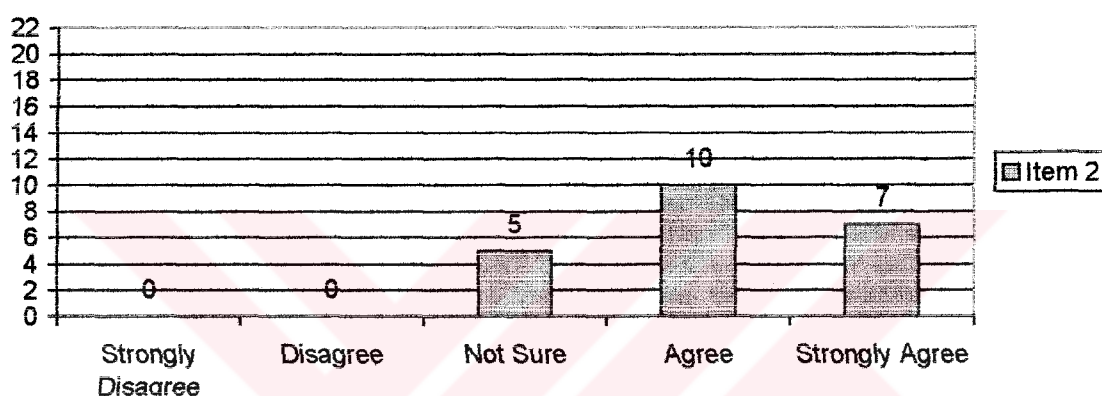
Table 4.2.2 The frequencies and the percentages of the responses given for item 2 of the Macro Evaluation

Item 2	Number	%
1 Strongly Disagree	0	0
2 Disagree	0	0
3 Not Sure	5	22,73
4 Agree	10	45,45
5 Strongly Agree	7	31,82

The values given above show that of 22 instructors, 77,27% agreed that the coursebook is easy to obtain. However, the remaining 72,73% had declared no clear opinion on the matter and remained hesitant. The reason for this may be due to the fact that the students are already provided with the coursebook at the beginning of the term by the school administration. Also, there was no negative response concerning this item.

Item3: The methodology basically suited to your teaching situation.

The following graph and table present the results obtained from responses to item3 in the material evaluation checklist.

Graph 4.2.3 The distribution of the participant instructors' responses to item 3 of the Macro Evaluation
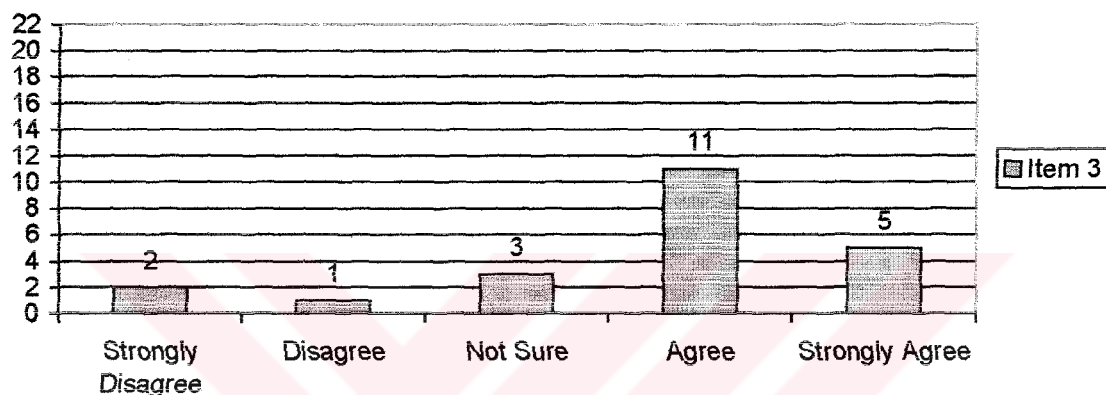
Table 4.2.3 The frequencies and the percentages of the responses given for item 3 of the Macro Evaluation

Item 3	Number	%
1 Strongly Disagree	2	9,09
2 Disagree	1	4,54
3 Not Sure	3	13,63
4 Agree	11	50,00
5 Strongly Agree	5	22,72

As seen from the graph above, 16 out of 22 instructors were positive in response to item3 which is related to the relevance of the methodology used in the coursebook to this particular language teaching situation. While 72,73% agreed on the opinion that the coursebook suits their teaching situation, 13,64% were negative in response. The remaining 13,64% were unsure. What becomes evident here is that the majority of the participants found the methodology of the coursebook relevant.

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Item4a: The coverage of the functions is adequate.

The following graph and table present the results obtained from responses to item4a in the material evaluation checklist.

Graph 4.2.4 The distribution of the participant instructors' responses to item 4a of the Macro Evaluation
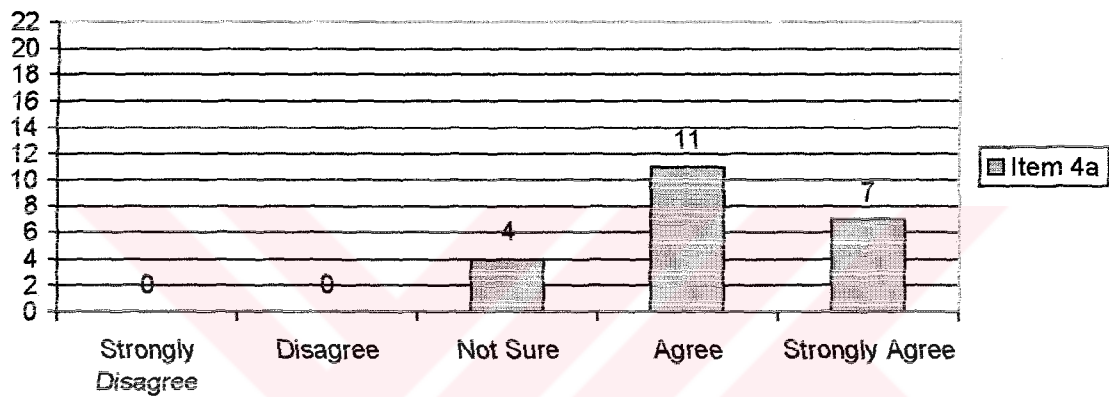
Table 4.2.4 The frequencies and the percentages of the responses given for item 4a of the Macro Evaluation

Item 4a	Number	%
1 Strongly Disagree	0	0
2 Disagree	0	0
3 Not Sure	4	18,18
4 Agree	11	50,00
5 Strongly Agree	7	31,82

In connection with item4a, most of the teachers (81,82%) agreed that the coursebook covers the functions adequately. While there was no one to disagree with the statement in item4a, 18,18% of the instructors were hesitant to decide and remained unsure.

Item4b: The coverage of the grammar is adequate.

The following graph and table present the results obtained from responses to item4b in the material evaluation checklist.

Graph 4.2.5 The distribution of the participant instructors' responses to item 4b of the Macro Evaluation
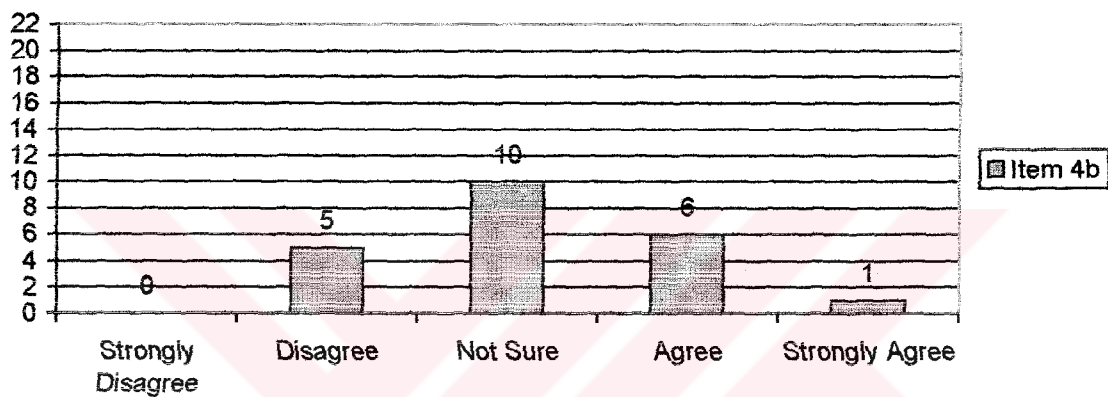
Table 4.2.5 The frequencies and the percentages of the responses given for item 4b of the Macro Evaluation

Item 4b	Number	%
1 Strongly Disagree	0	0
2 Disagree	5	22,73
3 Not Sure	10	45,45
4 Agree	6	27,27
5 Strongly Agree	1	4,55

According to the findings presented above, for item 4b, 7 out of 22 instructors (31,82%) believed that the grammar is dealt with sufficiently whereas 10 (45,55%) were not able to decide. On the other hand 5 (22,73%) of them didn't agree with those 31,82% and gave negative responses.

Item4c: The coverage of the vocabulary is adequate.

The following graph and table present the results obtained from responses to item4c in the material evaluation checklist.

Graph 4.2.6 The distribution of the participant instructors' responses to item 4c of the Macro Evaluation

Table 4.2.6 The frequencies and the percentages of the responses given for item 4c of the Macro Evaluation

Item 4c	Number	%
1 Strongly Disagree	0	0
2 Disagree	0	0
3 Not Sure	2	9,09
4 Agree	11	50,00
5 Strongly Agree	9	40,91

Concerning item 4c, a great majority of the participant instructors (90,91%) shared the same opinion that the vocabulary coverage of the coursebook is comprehensive while only the remaining 9,09% were not clear on that opinion. There was no one who disagrees with the statement in item 4c.

Item4d: The coverage of the discourse is adequate.

The following graph and table present the results obtained from responses to item4d in the material evaluation checklist.

Graph 4.2.7 The distribution of the participant instructors' responses to item 4d of the Macro Evaluation

Table 4.2.7 The frequencies and the percentages of the responses given for item 4d of the Macro Evaluation

Item 4d	Number	%
1 Strongly Disagree	0	0
2 Disagree	0	0
3 Not Sure	1	4,55
4 Agree	8	36,36
5 Strongly Agree	13	59,09

For item 4d, nearly all instructors (95,45%) thought that the discourse coverage of the coursebook is sufficient. Only 1 out of 22 instructor was not certain to decide. This means that they all agreed with item 4d.

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Item4e: The coverage of the pronunciation is adequate.

The following graph and table present the results obtained from responses to item4e in the material evaluation checklist.

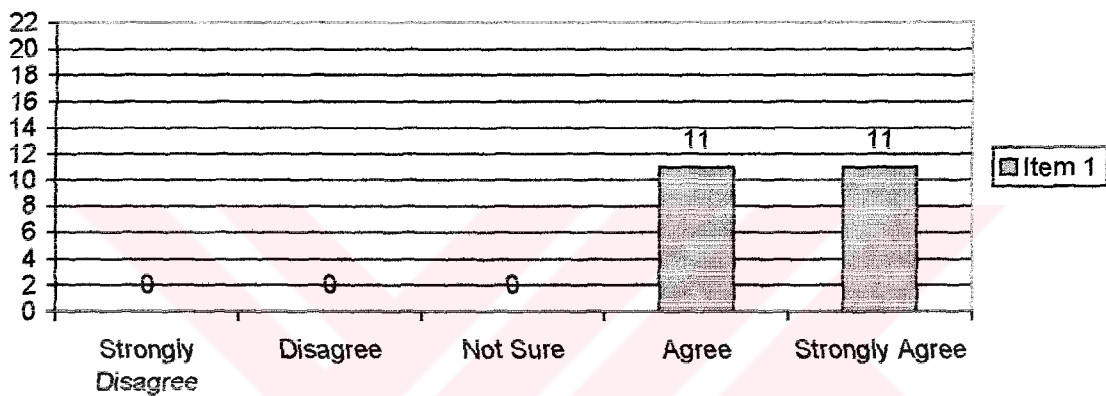**Graph 4.2.8 The distribution of the participant instructors' responses to item 4e of the Macro Evaluation**

Table 4.2.8 The frequencies and the percentages of the responses given for item 4e of the Macro Evaluation

Item 4e	Number	%
1 Strongly Disagree	0	0
2 Disagree	0	0
3 Not Sure	0	0
4 Agree	15	68,18
5 Strongly Agree	7	31,82

In terms of the coverage of pronunciation, all the participants strongly claimed that the coursebook deals enough with the pronunciation business. There was no unsure or negative response to that item in the materials evaluation checklist administered in the present study.

Item4f: The coverage of the register is adequate.

The following graph and table present the results obtained from responses to item4f in the material evaluation checklist.

**Graph 4.2.9 The distribution of the participant instructors' responses to item 4f of the Macro Evaluation**

Table 4.2.9 The frequencies and the percentages of the responses given for item 4f of the Macro Evaluation

Item 4f	Number	%
1 Strongly Disagree	0	0
2 Disagree	2	9,09
3 Not Sure	4	18,18
4 Agree	10	45,45
5 Strongly Agree	6	27,27

It is evident from the graph above that most of the instructors (72,73%) believed in the adequateness of the coverage of different styles of writing / speaking in the coursebook. While only 2 instructors (9,09%) thought the opposite, 4 participants (18,18%) were hesitant.

Item4g: The coverage of the communication strategies is adequate.

The following graph and table present the results obtained from responses to item4g in the material evaluation checklist.

**Graph 4.2.10 The distribution of the participant instructors' responses to item 4g of the Macro Evaluation**
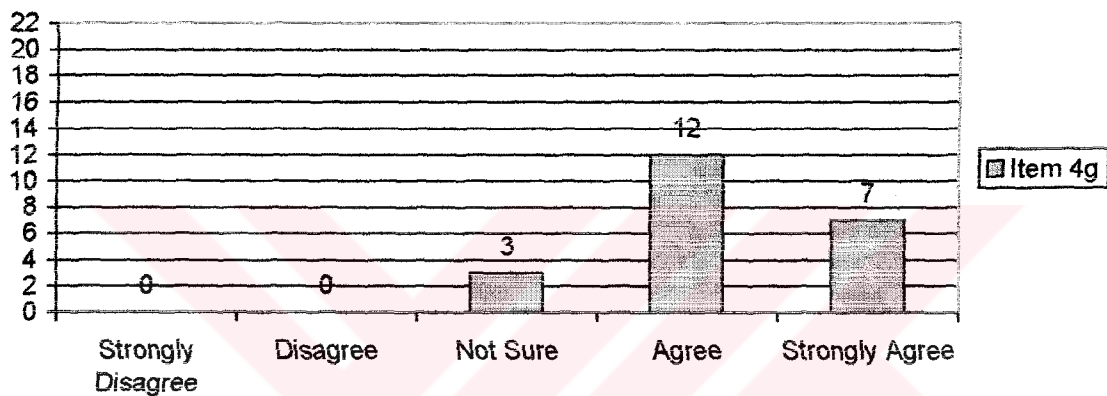
Table 4.2.10 The frequencies and the percentages of the responses given for item 4g of the Macro Evaluation

Item 4g	Number	%
1 Strongly Disagree	0	0
2 Disagree	0	0
3 Not Sure	3	13,64
4 Agree	12	54,55
5 Strongly Agree	7	31,82

With regard to the coverage of communication strategies in the coursebook, the majority (86,36%) agreed on the opinion that they are dealt with well. In comparison with this percentage, only 13,64% didn't decide either to agree or disagree.

Item5a: The proportion of the text devoted to reading skills is appropriate.

The following graph and table present the results obtained from responses to item5a in the material evaluation checklist.

Graph 4.2.11 The distribution of the participant instructors' responses to item 5a of the Macro Evaluation

Table 4.2.11 The frequencies and the percentages of the responses given for item 5a of the Macro Evaluation

Item 5a	Number	%
1 Strongly Disagree	0	0
2 Disagree	7	31,82
3 Not Sure	4	18,18
4 Agree	10	45,45
5 Strongly Agree	1	4,55

In terms of the amount of the text devoted to reading skill, half of the participant (50%) agreed that the proportion is appropriate and exact. However, 31,82% believed in the opposite indicating that they are not sufficient, and 18,18% were unsure.

Item5b: The proportion of the text devoted to writing skills is appropriate.

The following graph and table present the results obtained from responses to item5b in the material evaluation checklist.

**Graph 4.2.12 The distribution of the participant instructors' responses to item 5b of the Macro Evaluation**
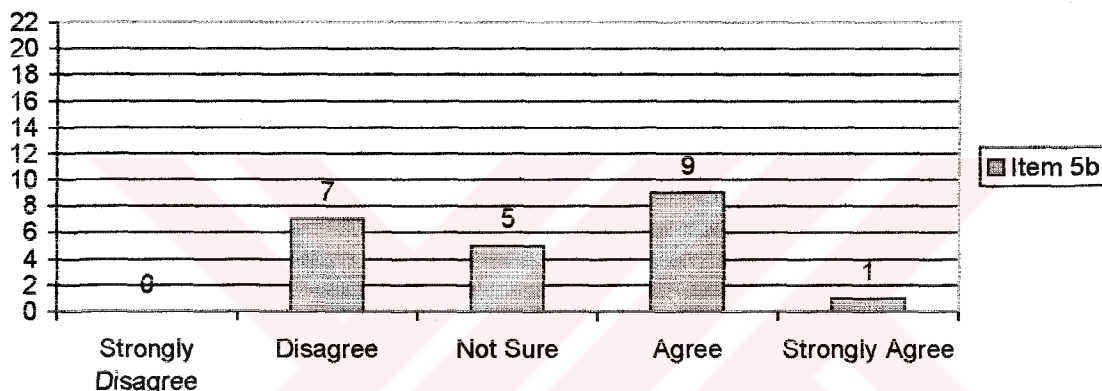
Table 4.2.12 The frequencies and the percentages of the responses given for item 5b of the Macro Evaluation

Item 5b	Number	%
1 Strongly Disagree	0	0
2 Disagree	7	31,82
3 Not Sure	5	22,73
4 Agree	9	40,91
5 Strongly Agree	1	4,55

As seen from the graph and table above, nearly half of the instructors (45,45%) found the devotion to writing sections in the coursebook sufficient. However, 31,82% claimed the opposite whereas 22,73% remained unsure. This may mean that writing, as it is the case for reading, needs to be supported with extra material according to the instructors.

Item5c: The proportion of the text devoted to speaking skills is appropriate.

The following graph and table present the results obtained from responses to item5c in the material evaluation checklist.

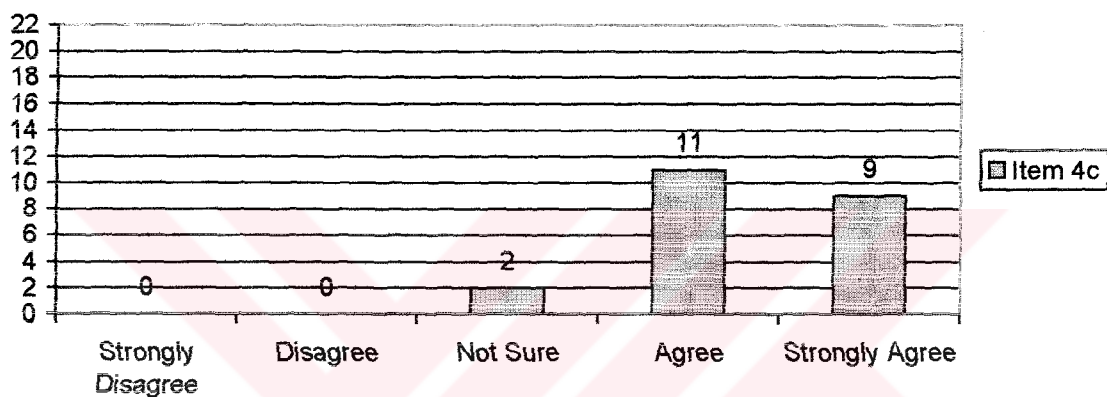**Graph 4.2.13 The distribution of the participant instructors' responses to item 5c of the Macro Evaluation**
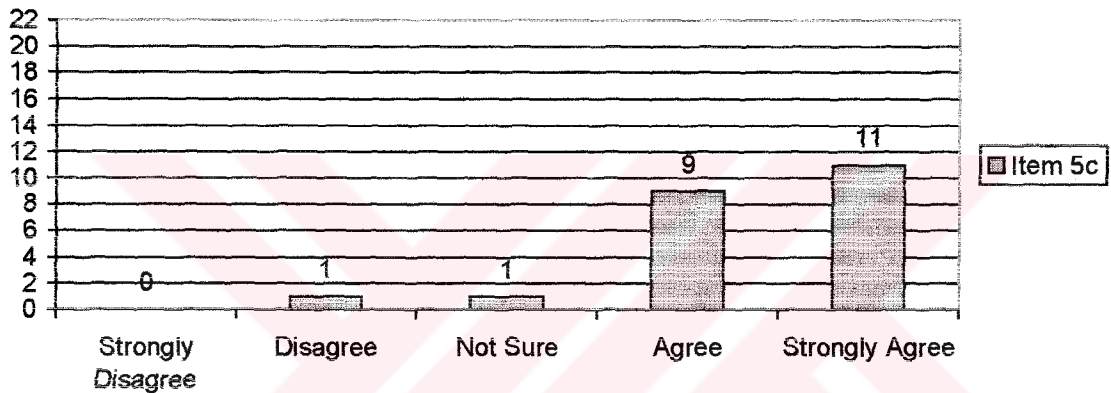
Table 4.2.13 The frequencies and the percentages of the responses given for item 5c of the Macro Evaluation

Item 5c	Number	%
1 Strongly Disagree	0	0
2 Disagree	1	5
3 Not Sure	1	5
4 Agree	9	41
5 Strongly Agree	11	50

In connection with item 5c, 20 out of 22 participants (90,91%) agreed with the statement and found the proportion devoted to speaking skill appropriate. While one participant disagreed, the remaining one was unable to decide.

Item5d: The proportion of the text devoted to listening skills is appropriate.

The following graph and table present the results obtained from responses to item5d in the material evaluation checklist.

Graph 4.2.14 The distribution of the participant instructors' responses to item 5d of the Macro Evaluation
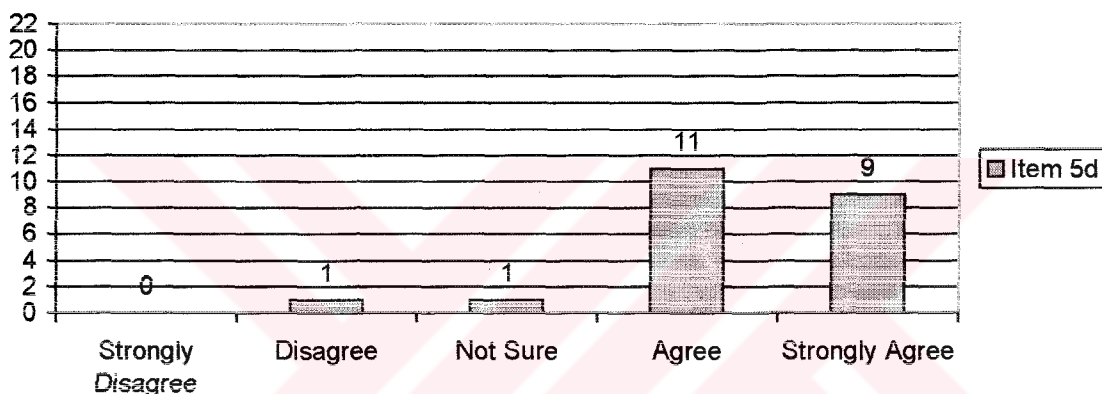
Table 4.2.14 The frequencies and the percentages of the responses given for item 5d of the Macro Evaluation

Item 5d	Number	%
1 Strongly Disagree	0	0
2 Disagree	1	4,55
3 Not Sure	1	4,55
4 Agree	11	50,00
5 Strongly Agree	9	40,91

Concerning the amount devoted to listening skill, most of the instructors (90,91%) believed the proportion of listening skill in the coursebook is sufficient. Only 4,55% thought the opposite and the remaining 4,55% were uncertain.

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Item6: The level of the language is appropriate.

The following graph and table present the results obtained from responses to item6 in the material evaluation checklist.

Graph 4.2.15 The distribution of the participant instructors' responses to item 6 of the Macro Evaluation
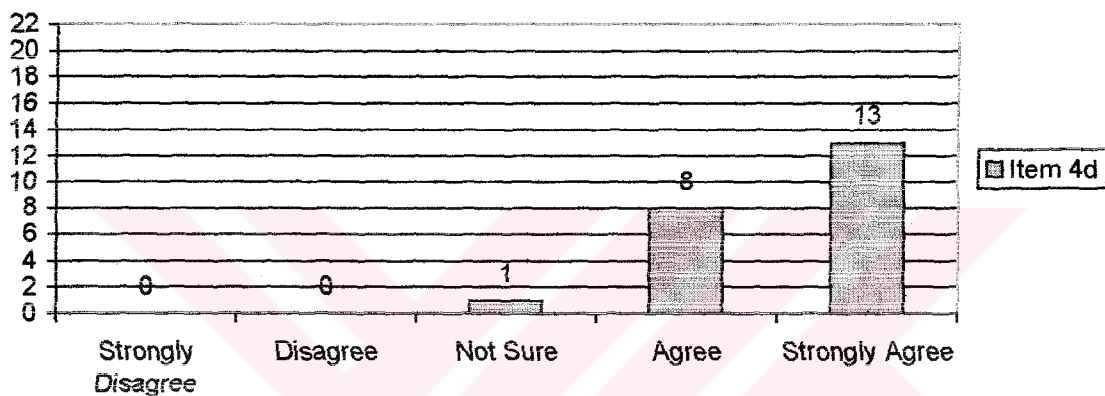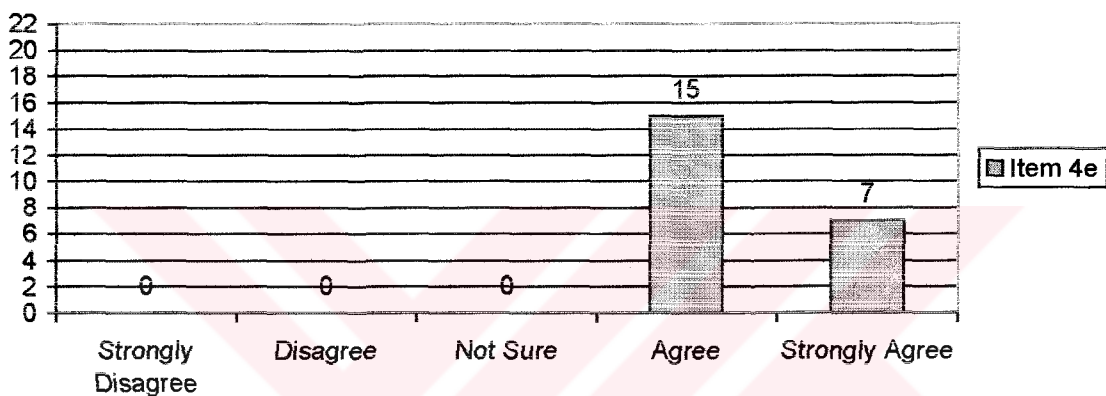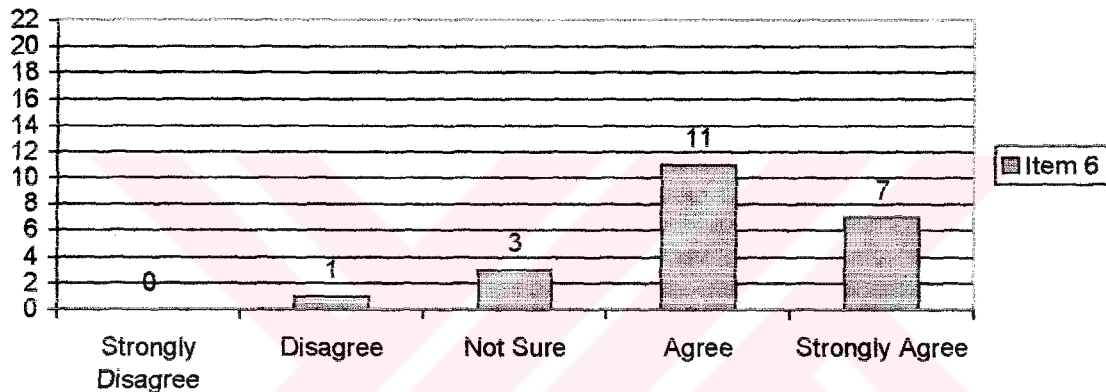

Table 4.2.15 The frequencies and the percentages of the responses given for item 6 of the Macro Evaluation

Item 6	Number	%
1 Strongly Disagree	0	0
2 Disagree	1	4,55
3 Not Sure	3	13,64
4 Agree	11	50,00
5 Strongly Agree	7	31,82

What becomes evident from the figures concerning item 6 is that 81,82% of the participants agreed on the idea that the language level of the coursebook is relevant. On the other hand, 4,55% gave negative responses while 13,64% were unable to decide.

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Item7: The topics are likely to be really interesting for the learners in terms of their age, interest, and educational backgrounds.

The following graph and table present the results obtained from responses to item7 in the material evaluation checklist.

Graph 4.2.16 The distribution of the participant instructors' responses to item 7 of the Macro Evaluation
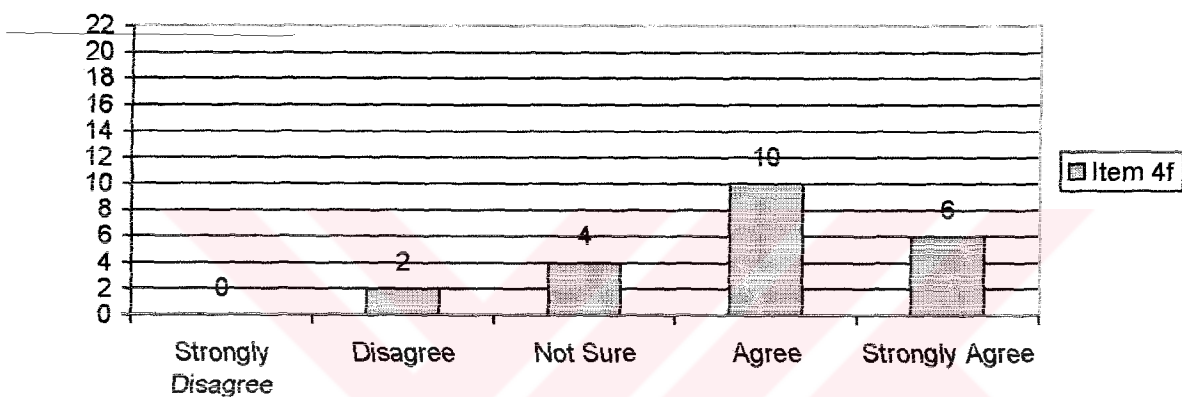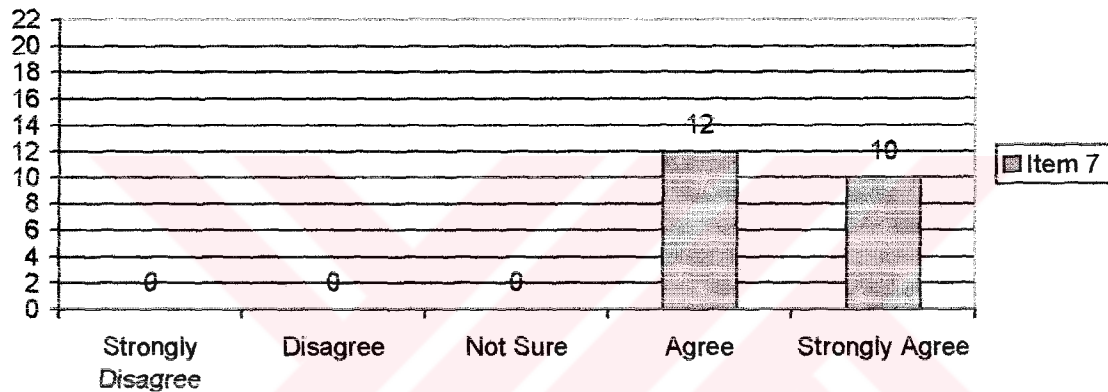

Table 4.2.16 The frequencies and the percentages of the responses given for item 7 of the Macro Evaluation

Item 7	Number	%
1 Strongly Disagree	0	0
2 Disagree	0	0
3 Not Sure	0	0
4 Agree	12	54,55
5 Strongly Agree	10	45,45

In relation to item 7, all the participants shared the same idea that the topics are likely to be of genuine interest to the learners in terms of age, interest, and educational backgrounds. This means that without any hesitation or opposition, the instructors find the topics interesting for the learners.

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Item 8a: There is a variety of exercise type.

The following graph and table present the results obtained from responses to item 8a in the material evaluation checklist.

**Graph 4.2.17 The distribution of the participant instructors' responses to item 8a of the Macro Evaluation**

Table 4.2.17 The frequencies and the percentages of the responses given for item 8a of the Macro Evaluation

Item 8a	Number	%
1 Strongly Disagree	0	0
2 Disagree	3	13,64
3 Not Sure	4	18,18
4 Agree	11	50,00
5 Strongly Agree	4	18,18

In connection with the various types of exercises, more than half of the participants (68,18%) agreed on the opinion that the coursebook includes a variety of exercise types. On the other hand, 13,64% gave negative responses and the remaining 18,18% remained uncertain.

Item 8b: There is a variety of text type.

The following graph and table present the results obtained from responses to item 9b in the material evaluation checklist.

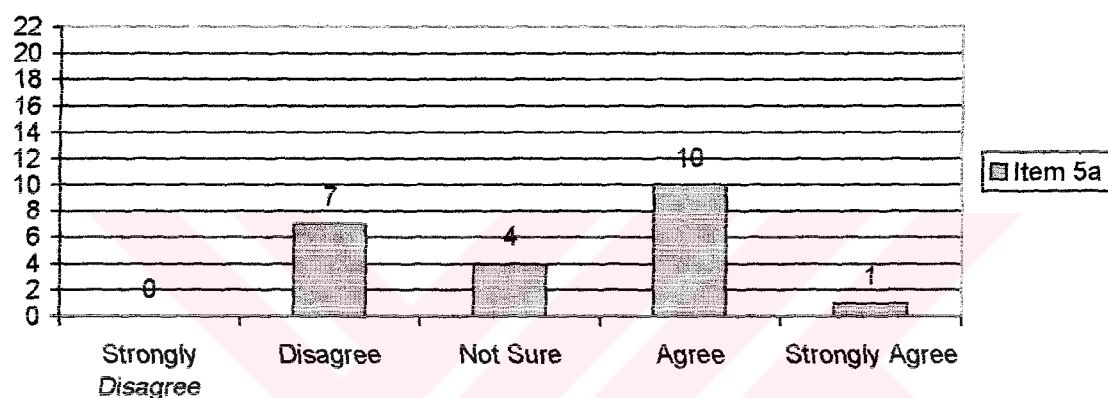**Graph 4.2.18 The distribution of the participant instructors' responses to item 8b of the Macro Evaluation**
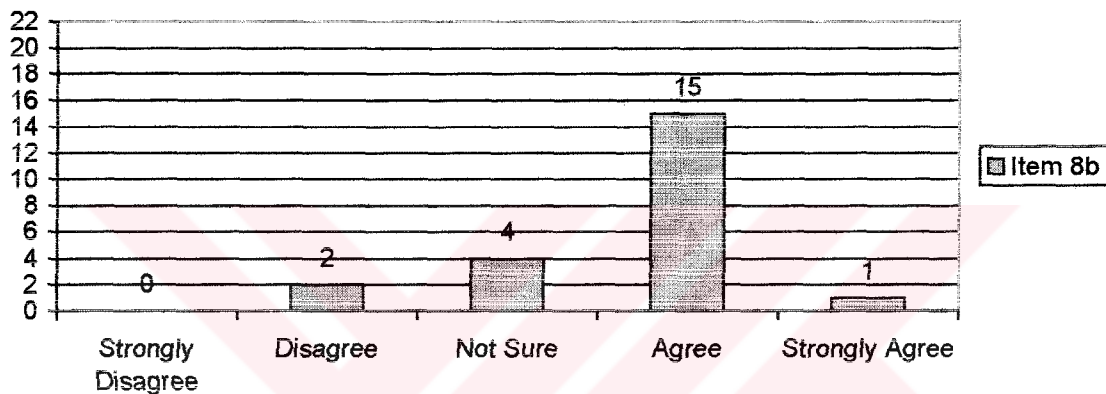
Table 4.2.18 The frequencies and the percentages of the responses given for item 8b of the Macro Evaluation

Item 8b	Number	%
1 Strongly Disagree	0	0
2 Disagree	2	9,09
3 Not Sure	4	18,18
4 Agree	15	68,18
5 Strongly Agree	1	4,55

As seen from the graph and the table above, what becomes evident is that 72,73% believed that the coursebook is rich in text types. However, 18,18% were hesitant to decide while 9,09% disagreed with item 8b implying that there is no variety of text type.

Item 8c: There is a variety of interaction.

The following graph and table present the results obtained from responses to item 8c in the material evaluation checklist.

**Graph 4.2.19 The distribution of the participant instructors' responses to item 8c of the Macro Evaluation**
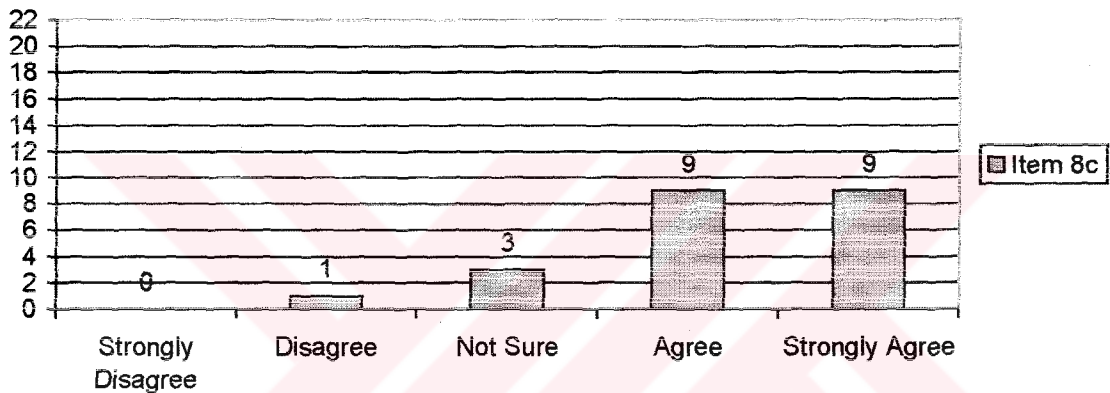
Table 4.2.19 The frequencies and the percentages of the responses given for item 8c of the Macro Evaluation

Item 8c	Number	%
1 Strongly Disagree	0	0
2 Disagree	1	4,55
3 Not Sure	3	13,64
4 Agree	9	40,91
5 Strongly Agree	9	40,91

Nearly most of the instructors, 18 out of 22, agree with the idea that various interaction types are included in the coursebook. There were 3 instructors to be unsure and 1 instructor to disagree with the statement in item 8c.

Item9: There is a cultural prejudice in the materials.

The following graph and table present the results obtained from responses to item9 in the material evaluation checklist.

Graph 4.2.20 The distribution of the participant instructors' responses to item 9 of the Macro Evaluation
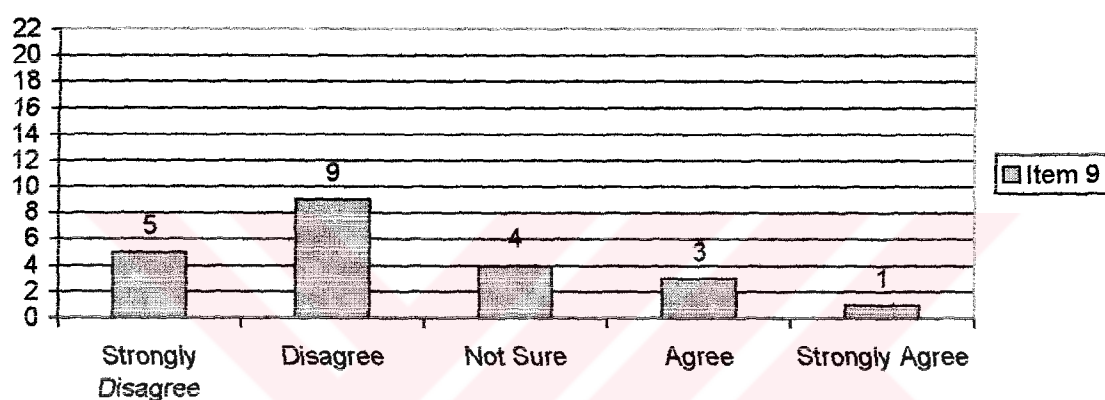
Table 4.2.20 The frequencies and the percentages of the responses given for item 9 of the Macro Evaluation

Item 9	Number	%
1 Strongly Disagree	5	22,73
2 Disagree	9	40,91
3 Not Sure	4	18,18
4 Agree	3	13,64
5 Strongly Agree	1	4,55

Concerning item9 inquiring how much cultural bias there is in the coursebook, 18,18% agreed that the coursebook includes a cultural prejudice. While 18,18% were not sure, more than half of them (63,64%) didn't believe that the coursebook includes a cultural prejudice.

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Item 9a: If there is a cultural prejudice in the materials, this is acceptable to the learners and the teachers.

The following graph and table present the results obtained from responses to item 9a in the material evaluation checklist.

**Graph 4.2.21 The distribution of the participant instructors' responses to item 9a of the Macro Evaluation**
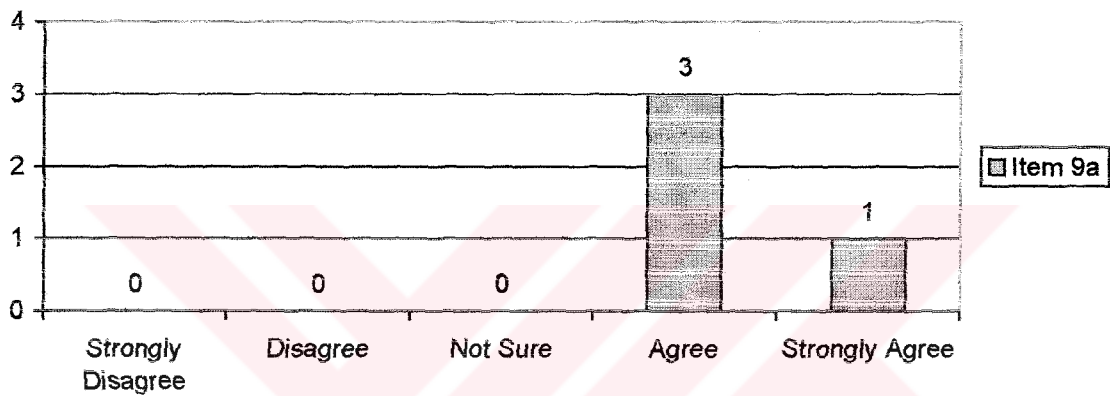
Table 4.2.21 The frequencies and the percentages of the responses given for item 9a of the Macro Evaluation

Item 9a	Number	% (4 instructors agreeing with item 10)
1 Strongly Disagree	0	0
2 Disagree	0	0
3 Not Sure	0	0
4 Agree	3	75
5 Strongly Agree	1	25

This item was analysed according to the positive responses given to item 9 (4 instructors among 22). The extent to which the cultural prejudice in the materials is welcomed was inquired by item 9a and according to the graph above, 100% thought that it is tolerable for the learners and the teachers.

Item 10: Certain equipments are required to make use of supplementary materials (i.e./ tape recorders, language labs).

The following graph and table present the results obtained from responses to item 10 in the material evaluation checklist.

**Graph 4.2.22 The distribution of the participant instructors' responses to item 10 of the Macro Evaluation**
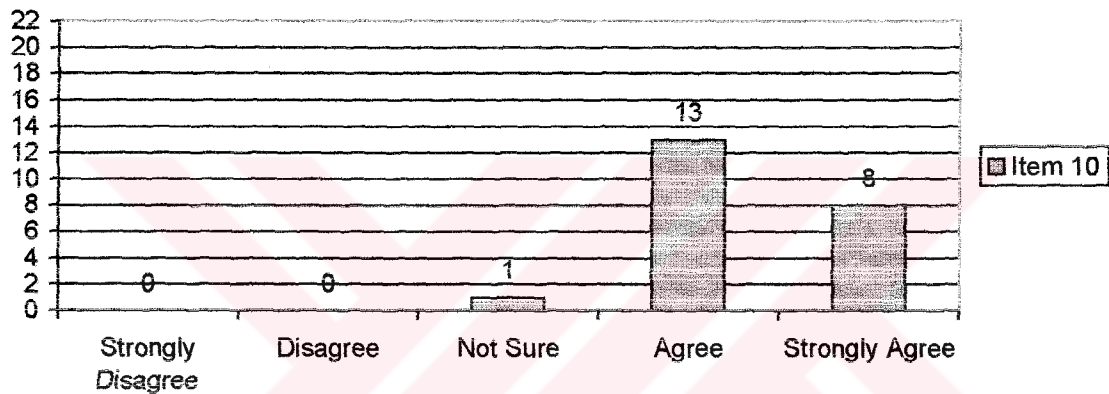
Table 4.2.22 The frequencies and the percentages of the responses given for item 10 of the Macro Evaluation

Item 10	Number	%
1 Strongly Disagree	0	0
2 Disagree	0	0
3 Not Sure	1	4,55
4 Agree	13	59,09
5 Strongly Agree	8	36,36

For item10, a great number of the participants (95,45%) agreed that in order to use supplementary materials, some equipment is needed. However, 4,55% remained unsure.

Item 10a: If certain equipments are required to make use of supplementary materials (i.e./ tape recorders, language labs), these equipments are available in your institution.

The following graph and table present the results obtained from responses to item 11a in the material evaluation checklist.

**Graph 4.2.23 The distribution of the participant instructors' responses to item 10a of the Macro Evaluation**
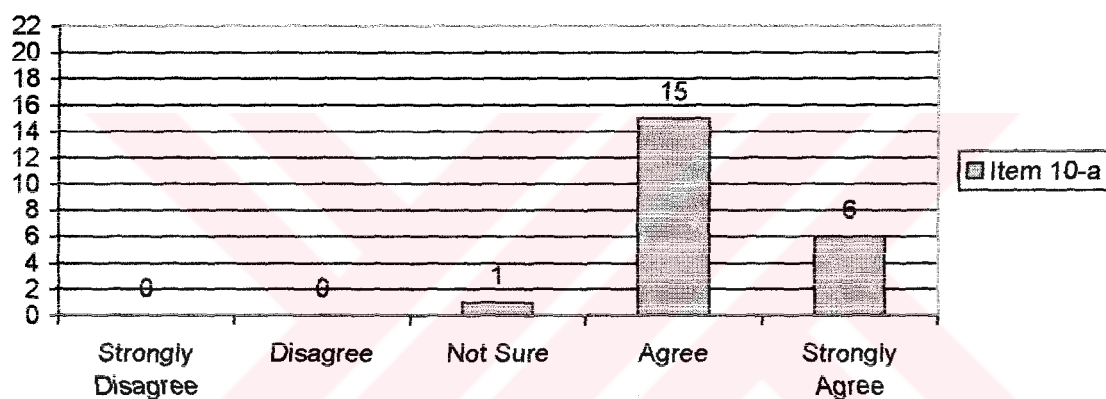
Table 4.2.23 The frequencies and the percentages of the responses given for item 10a of the Macro Evaluation

Item 10a	Number	%
1 Strongly Disagree	0	0
2 Disagree	0	0
3 Not Sure	1	4,55
4 Agree	15	68,18
5 Strongly Agree	6	27,27

In terms of the availability of the facilities required, as seen from the graph above, 95,45% thought that these necessary equipment are available in the institution. However, 4,55% remained unsure.

MICRO EVALUATION

Item 1a: This coursebook seems durable / long-lasting / permanent

The following graph and table present the results obtained from responses to item 1a in the material evaluation checklist.

Graph 4.2.24 The distribution of the participant instructors' responses to item 1a of the Micro Evaluation
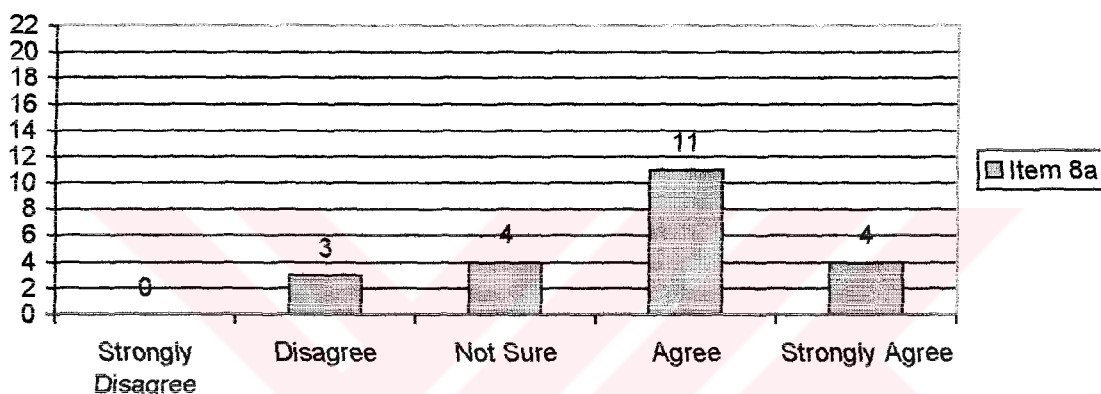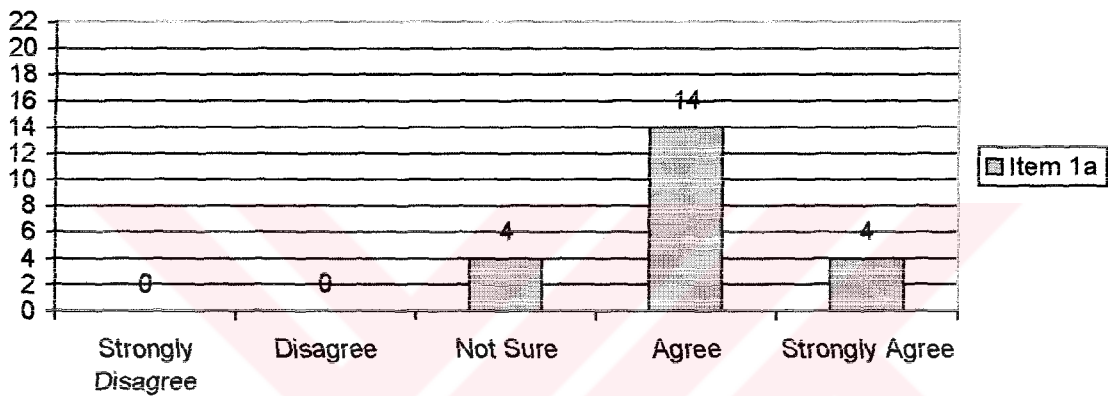

Table 4.2.24 The frequencies and the percentages of the responses given for item 1a of the Micro Evaluation

Item 1a	Number	%
1 Strongly Disagree	0	0
2 Disagree	0	0
3 Not Sure	4	18,18
4 Agree	14	63,64
5 Strongly Agree	4	18,18

In terms of *durability* of the coursebook, most of the participants (81,82%) agreed on the opinion that it is durable. Only 18,18% were hesitant to decide, while there was no one to disagree with the statement in item 1a.

Item 1b: This coursebook has attractive visuals.

The following graph and table present the results obtained from responses to item 1b in the material evaluation checklist.

Graph 4.2.25 The distribution of the participant instructors' responses to item 1b of the Micro Evaluation
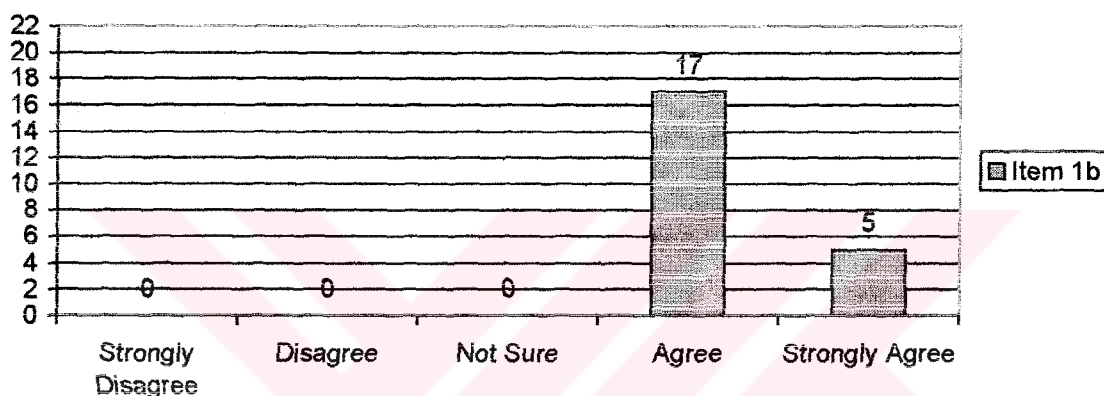
Table 4.2.25 The frequencies and the percentages of the responses given for item 1b of the Micro Evaluation

Item 1b	Number	%
1 Strongly Disagree	0	0
2 Disagree	0	0
3 Not Sure	0	0
4 Agree	17	77,27
5 Strongly Agree	5	22,73

What becomes obvious from the graph above is that all the instructors shared the same positive opinion in terms of the attractive visuals the coursebook has. There was no one to disagree or to remain unsure.

Item 1c: This coursebook has visuals which are relevant to the text.

The following graph and table present the results obtained from responses to item 1c in the material evaluation checklist.

**Graph 4.2.26 The distribution of the participant instructors' responses to item 1c of the Micro Evaluation**
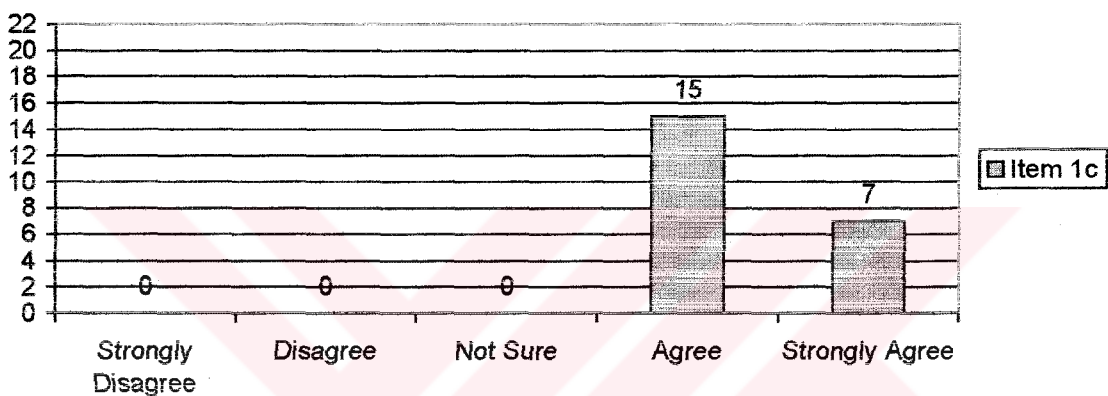
Table 4.2.26 The frequencies and the percentages of the responses given for item 1c of the Micro Evaluation

Item 1c	Number	%
1 Strongly Disagree	0	0
2 Disagree	0	0
3 Not Sure	0	0
4 Agree	15	68,18
5 Strongly Agree	7	31,82

As seen from the graph and the table above, the consensus was provided on item 1c which is related to the relevancy of the visuals to the texts in the coursebook. All the participants agreed with the statement and gave positive responses.

Item 1d: This coursebook has attractive design and allows space for students to write in the answers.

The following graph and table present the results obtained from responses to item 1d in the material evaluation checklist.

**Graph 4.2.27 The distribution of the participant instructors' responses to item 1d of the Micro Evaluation**
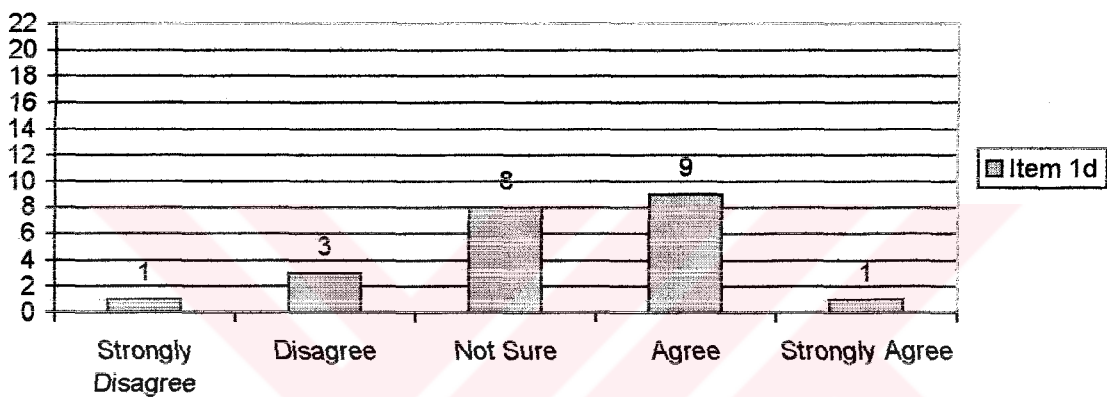
Table 4.2.27 The frequencies and the percentages of the responses given for item 1d of the Micro Evaluation

Item 1d	Number	%
1 Strongly Disagree	1	4,55
2 Disagree	3	13,64
3 Not Sure	8	36,36
4 Agree	9	40,91
5 Strongly Agree	1	4,55

Concerning the attractive design and the space provided for students to write in the answers, nearly half of the participants (45,45%) had positive opinion whereas 36,36% were hesitant to decide. The remaining 18,18% disagreed with the opinion in item 1d.

Item 1e: This coursebook has a useful contents page.

The following graph and table present the results obtained from responses to item 1e in the material evaluation checklist.

Graph 4.2.28 The distribution of the participant instructors' responses to item 1e of the Micro Evaluation
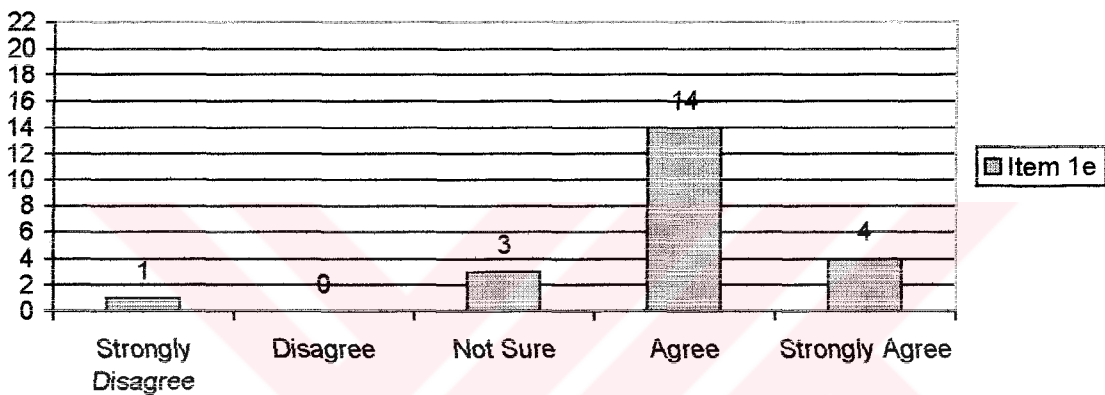
Table 4.2.28 The frequencies and the percentages of the responses given for item 1e of the Micro Evaluation

Item 1e	Number	%
1 Strongly Disagree	1	4,55
2 Disagree	0	0
3 Not Sure	3	13,64
4 Agree	14	63,64
5 Strongly Agree	4	18,18

In relation with the necessity of a useful contents page, most of the participants (81,82%) believed that the coursebook has a useful contents page while only 4,55% disagreed with them. Moreover, the remaining 13,64% were unable to decide.

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Item 1f: This coursebook has a list of new vocabulary.

The following graph and table present the results obtained from responses to item 1f in the material evaluation checklist.

**Graph 4.2.29 The distribution of the participant instructors' responses to item 1f of the Micro Evaluation**
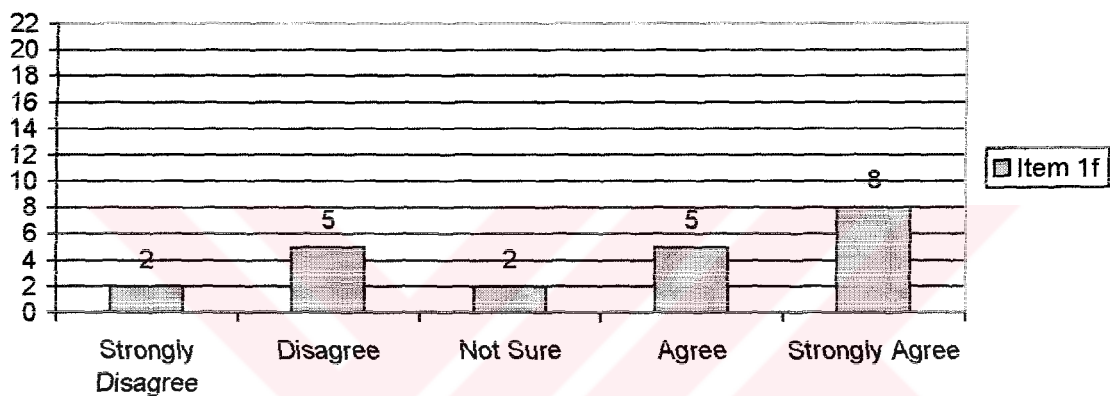
Table 4.2.29 The frequencies and the percentages of the responses given for item 1f of the Micro Evaluation

Item 1f	Number	%
1 Strongly Disagree	2	9,09
2 Disagree	5	22,73
3 Not Sure	2	9,09
4 Agree	5	22,73
5 Strongly Agree	8	36,36

In connection with item 1f, 13 participants (59,09%) thought that the coursebook has a list of new vocabulary while 7 (31,82%) disagreed with them adding that the book has a vocabulary list per unit but does not have a complete one. The remaining 2 (9,09%) were unsure.

Item 2a: This coursebook is based on a theory of learning which is suitable for your school.

The following graph and table present the results obtained from responses to item 2a in the material evaluation checklist.

**Graph 4.2.30 The distribution of the participant instructors' responses to item 2a of the Micro Evaluation**
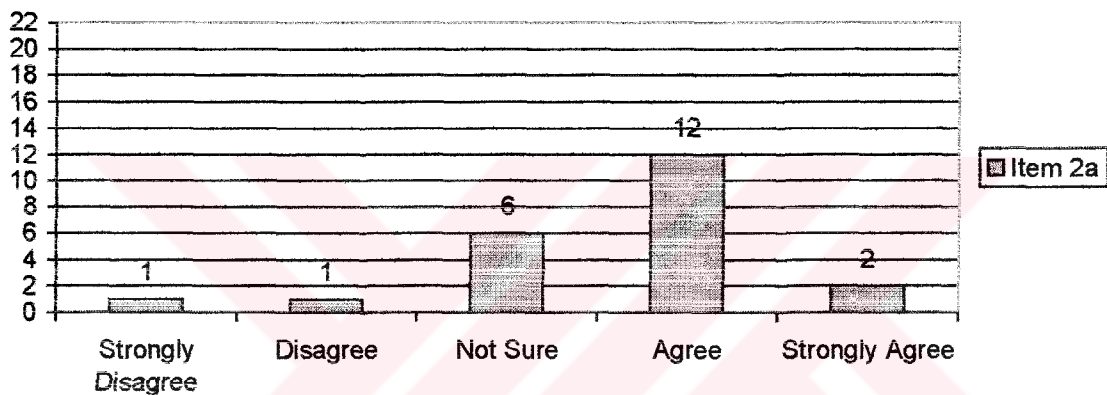
Table 4.2.30 The frequencies and the percentages of the responses given for item 2a of the Micro Evaluation

Item 2a	Number	%
1 Strongly Disagree	1	4,55
2 Disagree	1	4,55
3 Not Sure	6	27,27
4 Agree	12	54,55
5 Strongly Agree	2	9,09

Concerning the relevance of the learning theory of the coursebook to the school, more than half of the participants (63,64%) found it suitable for their teaching institution. However, 9,09% did not share the same opinion with them while 27,27% were uncertain.

Item 2b: This coursebook allows for a variety of learning and teaching styles.

The following graph and table present the results obtained from responses to item 2b in the material evaluation checklist.

**Graph 4.2.31 The distribution of the participant instructors' responses to item 2b of the Micro Evaluation**
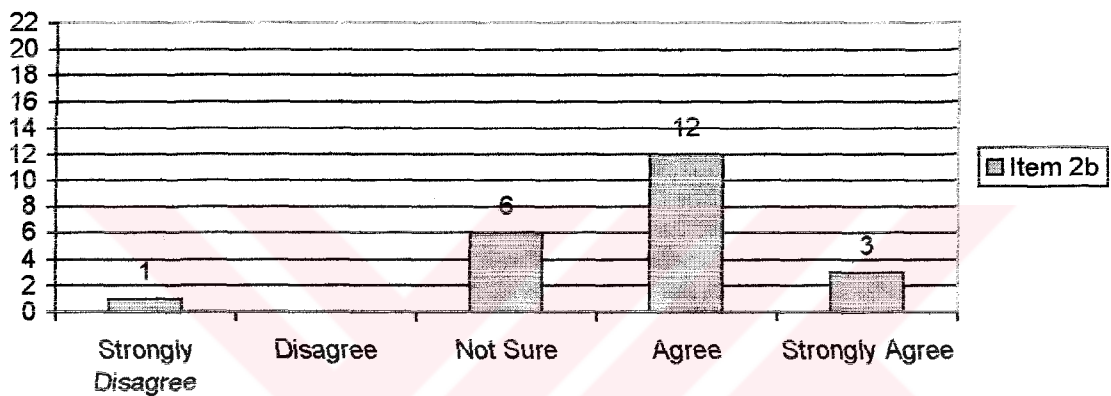
Table 4.2.31 The frequencies and the percentages of the responses given for item 2b of the Micro Evaluation

Item 2b	Number	%
1 Strongly Disagree	1	5
2 Disagree	0	0
3 Not Sure	6	27
4 Agree	12	55
5 Strongly Agree	3	14

What becomes clear from the graph and table given above, 68,18% gave positive responses in relation with the variety of learning and teaching styles the coursebook offers. While only 4,55% disagreed with the statement in item 2b, 27,27% were unsure.

Item 2c: This coursebook is suitable for self-study.

The following graph and table present the results obtained from responses to item 2c in the material evaluation checklist.

**Graph 4.2.32 The distribution of the participant instructors' responses to item 2c of the Micro Evaluation**
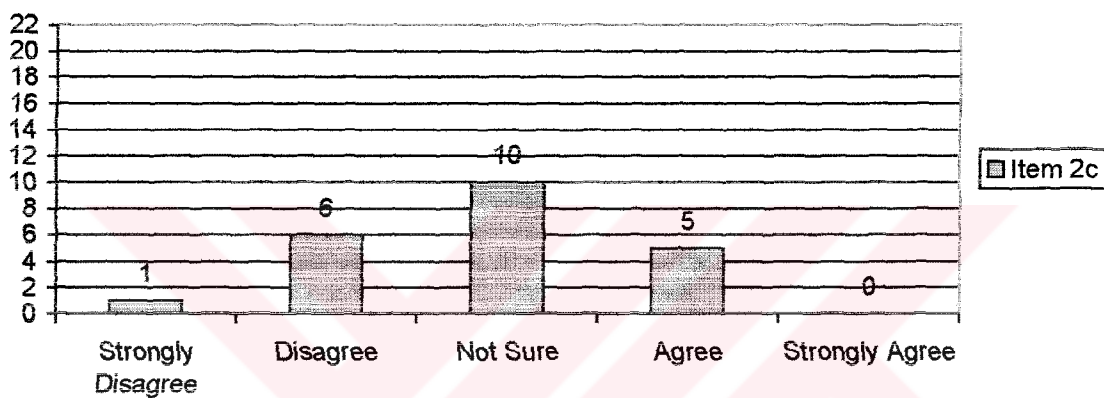
Table 4.2.32 The frequencies and the percentages of the responses given for item 2c of the Micro Evaluation

Item 2c	Number	%
1 Strongly Disagree	1	4,55
2 Disagree	6	27,27
3 Not Sure	10	45,45
4 Agree	5	22,73
5 Strongly Agree	0	0

For the suitability of the coursebook for self-study, only 22,73% believed that the coursebook could be used for self-study. However, 31,82% were negative in response claiming that it is not suitable and nearly half of them (45,45%) remained unsure.

Item 3a: This coursebook teaches structures which are relevant to your students' needs.

The following graph and table present the results obtained from responses to item 3a in the material evaluation checklist.

**Graph 4.2.33 The distribution of the participant instructors' responses to item 3a of the Micro Evaluation**

Table 4.2.33 The frequencies and the percentages of the responses given for item 3a of the Micro Evaluation

Item 3a	Number	%
1 Strongly Disagree	0	0
2 Disagree	1	4,55
3 Not Sure	3	13,64
4 Agree	15	68,18
5 Strongly Agree	3	13,64

Concerning item 3a, the majority of the participants (81,82%) found the coursebook appropriate with regard to the relevancy of the structures taught to the students' needs. While only 4,55% were negative in response, 13,64% remained hesitant.

Item 3b: This coursebook has systematic order of grammar.

The following graph and table present the results obtained from responses to item 3b in the material evaluation checklist.

**Graph 4.2.34 The distribution of the participant instructors' responses to item 3b of the Micro Evaluation**
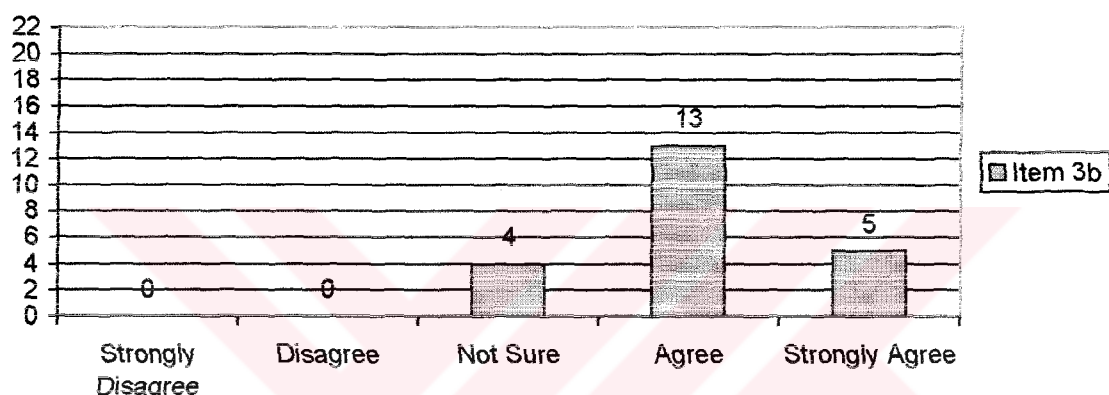
Table 4.2.34 The frequencies and the percentages of the responses given for item 3b of the Micro Evaluation

Item 3b	Number	%
1 Strongly Disagree	0	0
2 Disagree	0	0
3 Not Sure	4	18,18
4 Agree	13	59,09
5 Strongly Agree	5	22,73

As seen from the graph above, most of the instructors (81,82%) claimed that the coursebook has a systematic order of grammar. There were 4 (18,18%) who remained unsure but was no one to disagree with the opinion in item 3b.

Item 3c: This coursebook teaches grammar in context.

The following graph and table present the results obtained from responses to item 3c in the material evaluation checklist.

**Graph 4.2.35 The distribution of the participant instructors' responses to item 3c of the Micro Evaluation**

Table 4.2.35 The frequencies and the percentages of the responses given for item 3c of the Micro Evaluation

Item 3c	Number	%
1 Strongly Disagree	0	0
2 Disagree	0	0
3 Not Sure	0	0
4 Agree	16	72,73
5 Strongly Agree	6	27,27

What becomes obvious from the graph above is that the coursebook is totally (100%) approved by the instructors in terms of teaching grammar in context.

Item 3d: This coursebook uses a variety of techniques for the presentation of new language.

The following graph and table present the results obtained from responses to item 3d in the material evaluation checklist.

**Graph 4.2.36 The distribution of the participant instructors' responses to item 3d of the Micro Evaluation**

Table 4.2.36 The frequencies and the percentages of the responses given for item 3d of the Micro Evaluation

Item 3d	Number	%
1 Strongly Disagree	0	0
2 Disagree	2	9,09
3 Not Sure	4	18,18
4 Agree	12	54,55
5 Strongly Agree	4	18,18

The variety of techniques of the coursebook for teaching the new language was inquired through this item and as it can be seen, nearly three quarters (72,73%) of the participants thought that the coursebook suggests different ways to teach new language. While 18,18% remained unsure, only 9,09% were negative in response.

Item 3e: This coursebook teaches functions which are relevant to your students' needs.

The following graph and table present the results obtained from responses to item 3e in the material evaluation checklist.

**Graph 4.2.37 The distribution of the participant instructors' responses to item 3e of the Micro Evaluation**
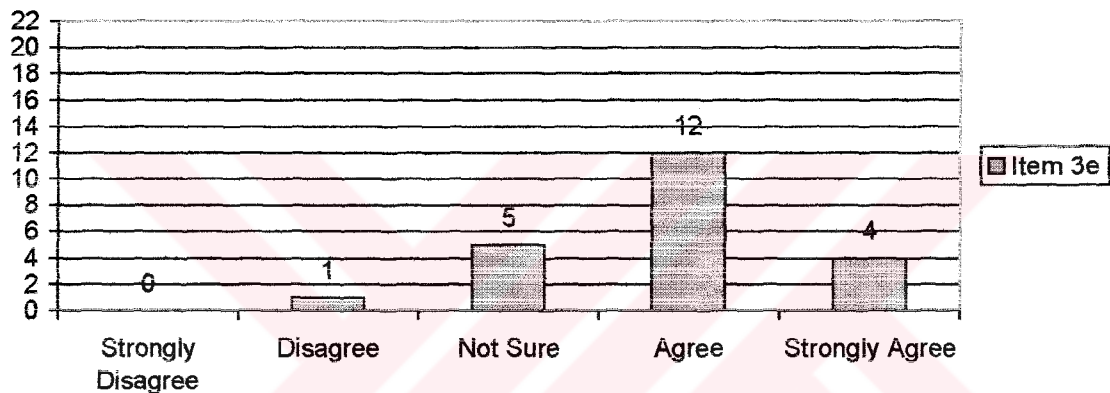
Table 4.2.37 The frequencies and the percentages of the responses given for item 3e of the Micro Evaluation

Item 3e	Number	%
1 Strongly Disagree	0	0
2 Disagree	1	4,55
3 Not Sure	5	22,73
4 Agree	12	54,55
5 Strongly Agree	4	18,18

In connection with the relevancy of the functions taught in the coursebook to the students' needs, nearly three quarters (72,73%) admitted that the coursebook teaches functions which are relevant to students' needs. Only 4,55% rejected this, while the remaining 22,73% was uncertain.

Item 3f: This coursebook teaches vocabulary which is relevant to your students' needs.

The following graph and table present the results obtained from responses to item 3f in the material evaluation checklist.

**Graph 4.2.38 The distribution of the participant instructors' responses to item 3f of the Micro Evaluation**
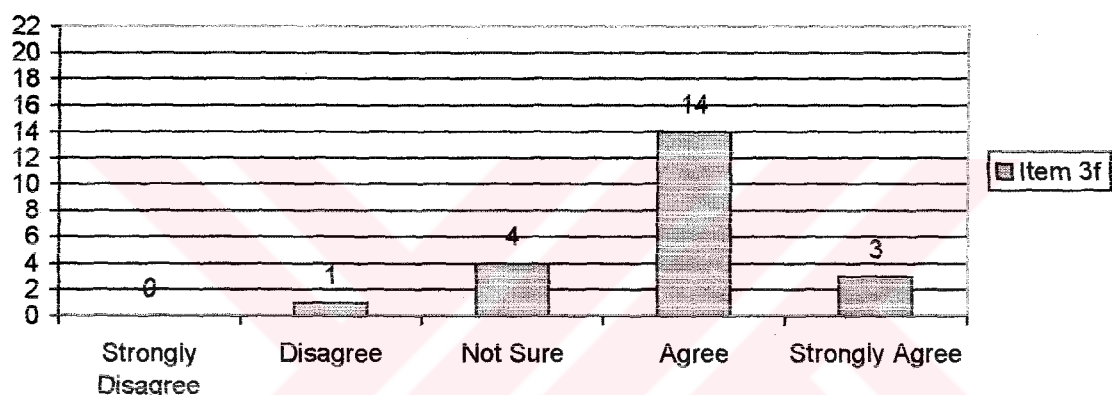
Table 4.2.38 The frequencies and the percentages of the responses given for item 3f of the Micro Evaluation

Item 3f	Number	%
1 Strongly Disagree	0	0
2 Disagree	1	4,55
3 Not Sure	4	18,18
4 Agree	14	63,64
5 Strongly Agree	3	13,64

As seen from the graph above, 77,27% agreed on the opinion that the vocabulary taught in the coursebook is relevant to the students' needs. Whereas 4,55% objected to the views of 77,27%, 18,18% were hesitant.

Item 3g: This coursebook selects vocabulary with regard to frequency load etc.

The following graph and table present the results obtained from responses to item 3g in the material evaluation checklist.

**Graph 4.2.39 The distribution of the participant instructors' responses to item 3g of the Micro Evaluation**
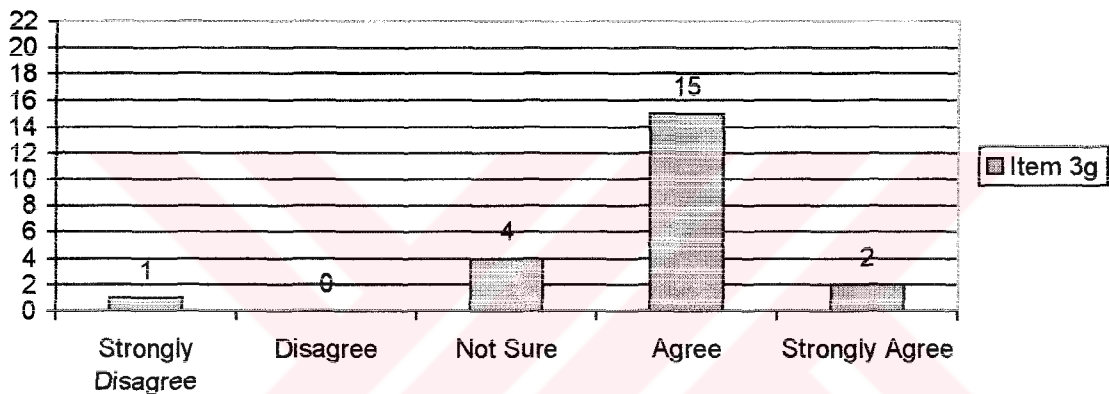
Table 4.2.39 The frequencies and the percentages of the responses given for item 3g of the Micro Evaluation

Item 3g	Number	%
1 Strongly Disagree	1	4,55
2 Disagree	0	0
3 Not Sure	4	18,18
4 Agree	15	68,18
5 Strongly Agree	2	9,09

For item 3g, 17 out of 22 participants (77,27%) thought that the coursebook selects the vocabulary with regard to their frequency, load, etc. While 4,55% disagreed with hem, 18,18% remained unsure.

Item 3h: This coursebook uses a variety of techniques for teaching the meaning of new vocabulary.

The following graph and table present the results obtained from responses to item 3h in the material evaluation checklist.

**Graph 4.2.40 The distribution of the participant instructors' responses to item 3h of the Micro Evaluation**
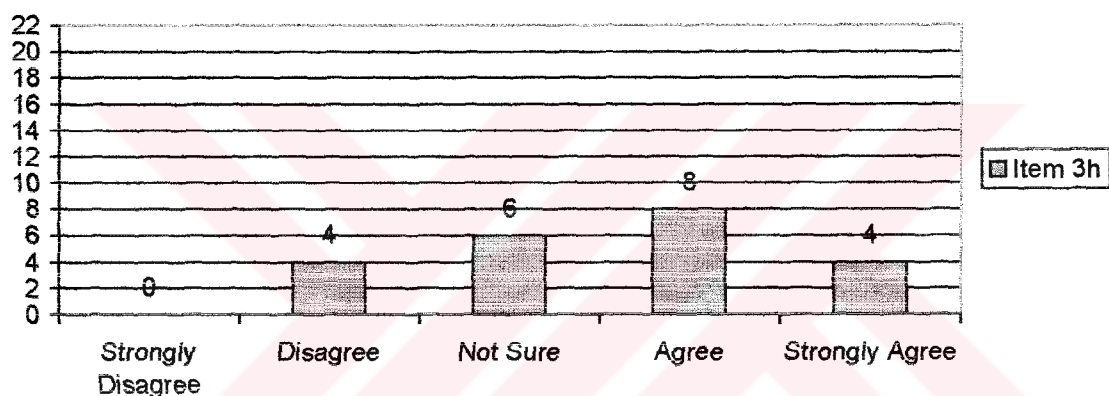
Table 4.2.40 The frequencies and the percentages of the responses given for item 3h of the Micro Evaluation

Item 3h	Number	%
1 Strongly Disagree	0	0
2 Disagree	4	18,18
3 Not Sure	6	27,27
4 Agree	8	36,36
5 Strongly Agree	4	18,18

In terms of a variety of techniques to teach the meaning of new vocabulary, 54,55% believed in the opinion that the coursebook uses different ways to teach students the new vocabulary, but 18,18% opposed them and gave negative responses. The remaining 27,27% were not certain.

Item 3i: This coursebook teaches recognition and production of phonemes.

The following graph and table present the results obtained from responses to item 3i in the material evaluation checklist.

Graph 4.2.41 The distribution of the participant instructors' responses to item 3i of the Micro Evaluation
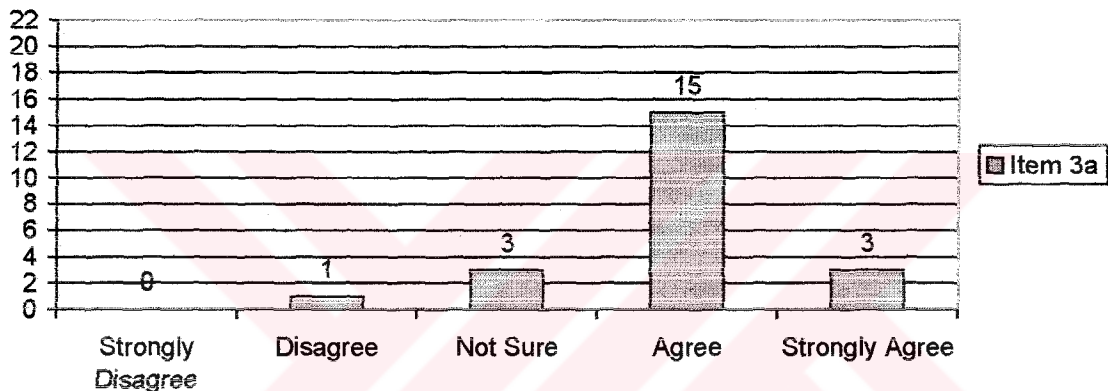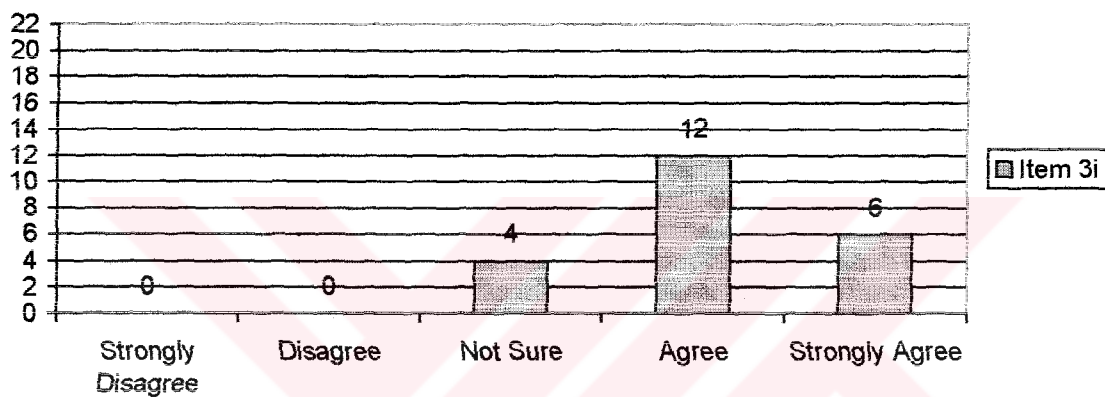

Table 4.2.41 The frequencies and the percentages of the responses given for item 3i of the Micro Evaluation

Item 3I	Number	%
1 Strongly Disagree	0	0
2 Disagree	0	0
3 Not Sure	4	18,18
4 Agree	12	54,55
5 Strongly Agree	6	27,27

Most of the participants (81,82%) agreed on the idea that the teaching of recognition and production of phonemes is fulfilled well by the coursebook. On the same item, there were only 18,18% who remained unsure.

Item 3j: This coursebook teaches recognition and production of stress and intonation patterns.

The following graph and table present the results obtained from responses to item 3j in the material evaluation checklist.

**Graph 4.2.42 The distribution of the participant instructors' responses to item 3j of the Micro Evaluation**
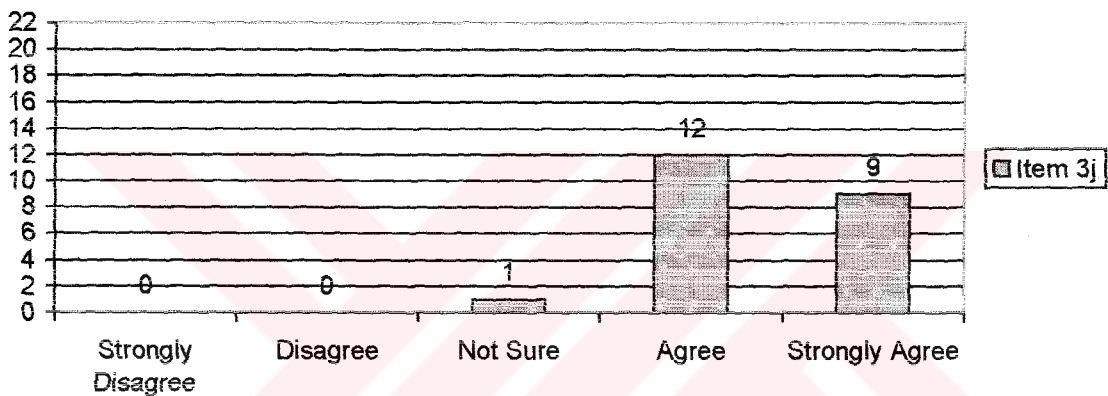
Table 4.2.42 The frequencies and the percentages of the responses given for item 3j of the Micro Evaluation

Item 3j	Number	%
1 Strongly Disagree	0	0
2 Disagree	0	0
3 Not Sure	1	4,55
4 Agree	12	54,55
5 Strongly Agree	9	40,91

Concerning item 3j, nearly all participants (95,45%) confirmed that the coursebook teaches the recognition and production of stress and intonation patterns. Only the remaining 4,55% was uncertain.

Item 3k: This coursebook teaches conversational strategies (asking for / giving clarifications, avoidance, etc.).

The following graph and table present the results obtained from responses to item 3k in the material evaluation checklist.

Graph 4.2.43 The distribution of the participant instructors' responses to item 3k of the Micro Evaluation
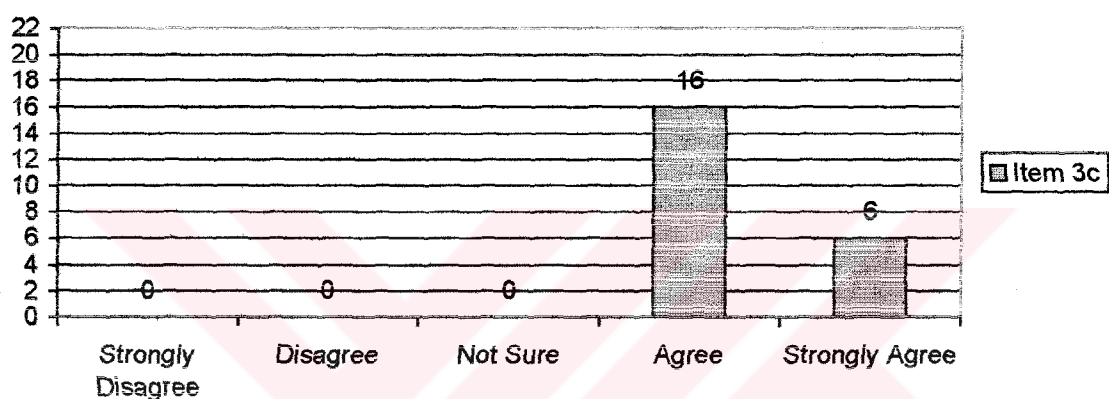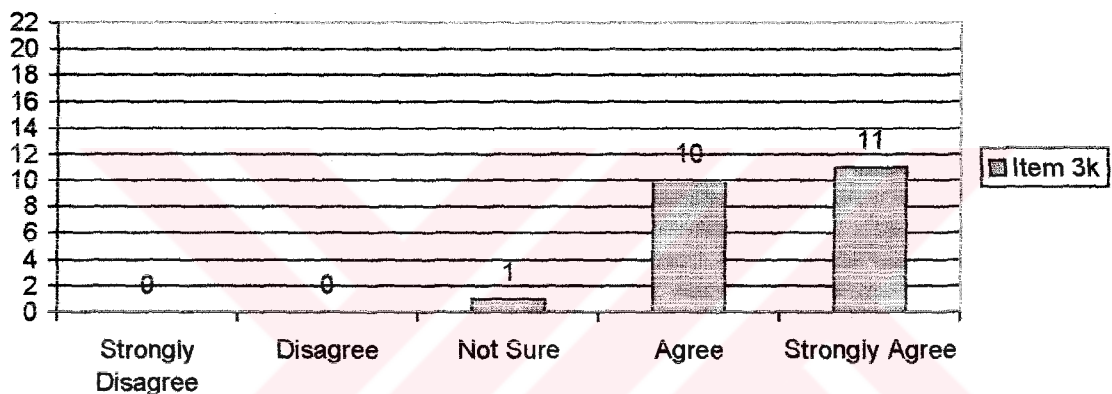

Table 4.2.43 The frequencies and the percentages of the responses given for item 3k of the Micro Evaluation

Item 3k	Number	%
1 Strongly Disagree	0	0
2 Disagree	0	0
3 Not Sure	1	4,55
4 Agree	10	45,45
5 Strongly Agree	11	50,00

95,45% of the participants gave a positive response to item 3k which is related to the conversational strategies thought in the coursebook. As seen from the graph and table above, only 4,55% remained hesitant.

Item 3l: This coursebook uses authentic or authentic sounding language.

The following graph and table present the results obtained from responses to item 3l in the material evaluation checklist.

Graph 4.2.44 The distribution of the participant instructors' responses to item 3l of the Micro Evaluation
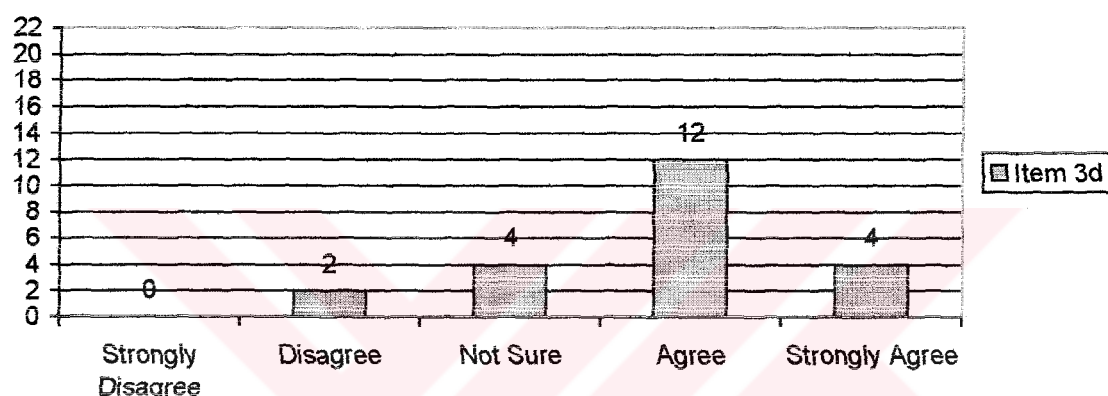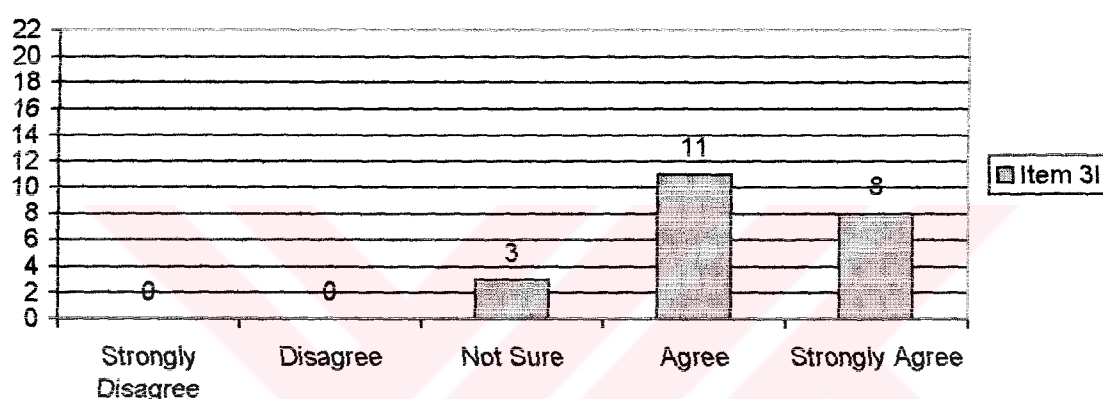

Table 4.2.44 The frequencies and the percentages of the responses given for item 3l of the Micro Evaluation

Item 3l	Number	%
1 Strongly Disagree	0	0
2 Disagree	0	0
3 Not Sure	3	13,64
4 Agree	11	50,00
5 Strongly Agree	8	36,36

In connection with the authenticity, more than three quarters (86,36%) agreed on the opinion that the coursebook uses authentic or authentic sounding language. While there was no one to disagree, 13,64% were unsure.

Item 4a: This coursebook has a variety of reading texts.

The following graph and table present the results obtained from responses to item 4a in the material evaluation checklist.

**Graph 4.2.45 The distribution of the participant instructors' responses to item 4a of the Micro Evaluation**

Table 4.2.45 The frequencies and the percentages of the responses given for item 4a of the Micro Evaluation

Item 4a	Number	%
1 Strongly Disagree	0	0
2 Disagree	4	18,18
3 Not Sure	4	18,18
4 Agree	11	50,00
5 Strongly Agree	3	13,64

More than half of the participants (63,64%) agreed with the statement in item 4a claiming that the coursebook has a variety of reading texts while only 18,18% were negative in response, the remaining 18,18% were hesitant to decide.

Item 4b: This coursebook has reading texts which are relevant and interesting for learners.

The following graph and table present the results obtained from responses to item 4b in the material evaluation checklist.

**Graph 4.2.46 The distribution of the participant instructors' responses to item 4b of the Micro Evaluation**

Table 4.2.46 The frequencies and the percentages of the responses given for item 4b of the Micro Evaluation

Item 4b	Number	%
1 Strongly Disagree	0	0
2 Disagree	2	9,09
3 Not Sure	2	9,09
4 Agree	16	72,73
5 Strongly Agree	2	9,09

Concerning the statement in item 4b, 18 out of 22 (81,82%) participants accepted that the reading texts in the coursebook are relevant and interesting for learners. However, 9,09% objected to them while the remaining 9,09% were not sure.

Item 4c: The coursebook has an appropriate amount of speaking activities.

The following graph and table present the results obtained from responses to item 4c in the material evaluation checklist.

**Graph 4.2.47 The distribution of the participant instructors' responses to item 4c of the Micro Evaluation**

Table 4.2.47 The frequencies and the percentages of the responses given for item 4c of the Micro Evaluation

Item 4c	Number	%
1 Strongly Disagree	0	0
2 Disagree	0	0
3 Not Sure	2	9,09
4 Agree	14	63,64
5 Strongly Agree	6	27,27

For item 4c, almost all participants (90,91%) agreed on the opinion that the coursebook has an appropriate amount of speaking activities. While 2 out of 22 (9,09%) were unable to decide, there was no negative response to this item.

Item 4d: This coursebook has a variety of listening texts.

The following graph and table present the results obtained from responses to item 4d in the material evaluation checklist.

**Graph 4.2.48 The distribution of the participant instructors' responses to item 4d of the Micro Evaluation**

Table 4.2.48 The frequencies and the percentages of the responses given for item 4d of the Micro Evaluation

Item 4d	Number	%
1 Strongly Disagree	0	0
2 Disagree	1	4,55
3 Not Sure	1	4,55
4 Agree	14	63,64
5 Strongly Agree	6	27,27

In relation with the variety of the listening texts, 20 out of 22 (90,91%) participants gave positive response while 1 (4,55%) participant disagreed with the statement in item 4d and the remaining 1 (4,55%) was not sure.

Item 4e: This coursebook has listening texts which are relevant and interesting for learners.

The following graph and table present the results obtained from responses to item 4e in the material evaluation checklist.

**Graph 4.2.49 The distribution of the participant instructors' responses to item 4e of the Micro Evaluation**

Table 4.2.49 The frequencies and the percentages of the responses given for item 4e of the Micro Evaluation

Item 4e	Number	%
1 Strongly Disagree	0	0
2 Disagree	4	18,18
3 Not Sure	1	4,55
4 Agree	12	54,55
5 Strongly Agree	5	22,73

Concerning item 4e, 77,27% of the instructors found the listening texts relevant and interesting whereas 18,18% gave negative responses. The remaining 4,55% was unsure.

Item 4f: This coursebook has an appropriate amount of authentic listening texts.

The following graph and table present the results obtained from responses to item 4f in the material evaluation checklist.

**Graph 4.2.50 The distribution of the participant instructors' responses to item 4f of the Micro Evaluation**

Table 4.2.50 The frequencies and the percentages of the responses given for item 4f of the Micro Evaluation

Item 4f	Number	%
1 Strongly Disagree	0	0
2 Disagree	1	4,55
3 Not Sure	5	22,73
4 Agree	12	54,55
5 Strongly Agree	4	18,18

What becomes evident from the graph above, 72,73% of the participants gave positive responses to item 4f indicating that the coursebook has appropriate amount of authentic listening texts. While 22,73% remained unsure, 4,55% disagreed with the statement and gave negative responses.

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Item 4g: This coursebook has a variety of relevant and authentic writing texts.

The following graph and table present the results obtained from responses to item 4g in the material evaluation checklist.

**Graph 4.2.51 The distribution of the participant instructors' responses to item 4g of the Micro Evaluation**

Table 4.2.51 The frequencies and the percentages of the responses given for item 4g of the Micro Evaluation

Item 4g	Number	%
1 Strongly Disagree	0	0
2 Disagree	5	22,73
3 Not Sure	9	40,91
4 Agree	6	27,27
5 Strongly Agree	2	9,09

In terms of the variety of relevant and authentic writing text, only 36,36% gave positive responses while 40,91% were unable to decide. Moreover, 22,73% claimed the opposite, rejecting that the coursebook has a variety of relevant and authentic writing texts.

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Item 4h: This coursebook has an appropriate amount of integrated skills activities.

The following graph and table present the results obtained from responses to item 4h in the material evaluation checklist.

**Graph 4.2.52 The distribution of the participant instructors' responses to item 4h of the Micro Evaluation**

Table 4.2.52 The frequencies and the percentages of the responses given for item 4h of the Micro Evaluation

Item 4h	Number	%
1 Strongly Disagree	0	0
2 Disagree	2	9,09
3 Not Sure	4	18,18
4 Agree	8	36,36
5 Strongly Agree	8	36,36

What becomes evident from the figures above is that nearly three quarters (72,73%) thought the coursebook has enough amounts of integrated skills activities. While 18,18% were not sure, the remaining 9,09% disagreed with the statement and gave negative responses to item 4h.

Item 5a: This coursebook has activities which are relevant and useful.

The following graph and table present the results obtained from responses to item 5a in the material evaluation checklist.

Graph 4.2.53 The distribution of the participant instructors' responses to item 5a of the Micro Evaluation
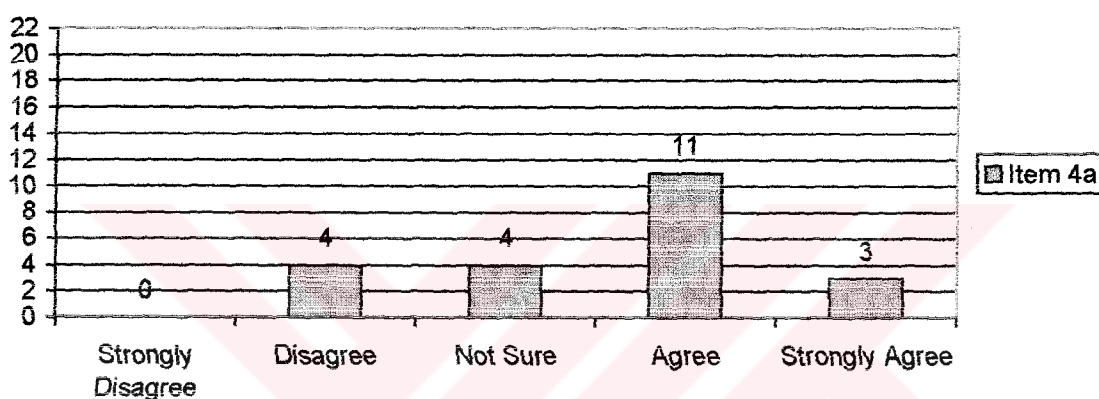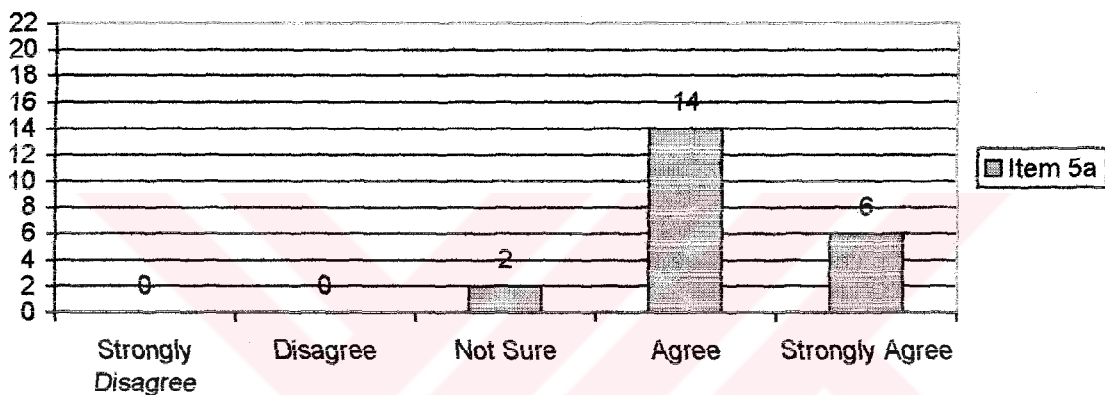

Table 4.2.53 The frequencies and the percentages of the responses given for item 5a of the Micro Evaluation

Item 5a	Number	%
1 Strongly Disagree	0	0
2 Disagree	0	0
3 Not Sure	2	9,09
4 Agree	14	63,64
5 Strongly Agree	6	27,27

90,91% of the participants, as seen form the graph above, thought that the activities in the coursebook are relevant and useful, and the remaining 9,09% were unable to decide. There was no negative response.

Item 5b: This coursebook contains activities from controlled to free.

The following graph and table present the results obtained from responses to item 5b in the material evaluation checklist.

Graph 4.2.54 The distribution of the participant instructors' responses to item 5b of the Micro Evaluation
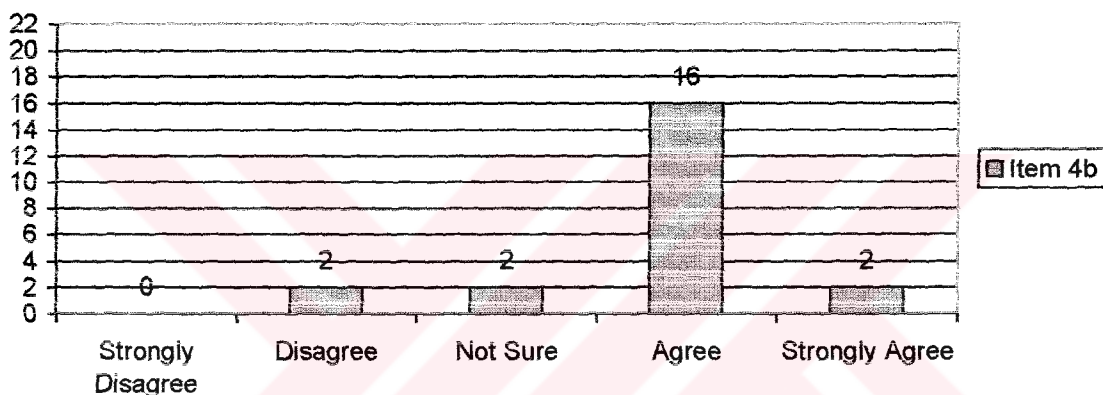

Table 4.2.54 The frequencies and the percentages of the responses given for item 5b of the Micro Evaluation

Item 5b	Number	%
1 Strongly Disagree	0	0
2 Disagree	0	0
3 Not Sure	1	4,55
4 Agree	17	77,27
5 Strongly Agree	4	18,18

It is agreed on by a great majority of the participants (95,45%) that the coursebook has both controlled and free activities. Only 1 out of 22 participant (4,55%) remained unsure.

Item 5c: This coursebook has pace.

The following graph and table present the results obtained from responses to item 5c in the material evaluation checklist.

Graph 4.2.55 The distribution of the participant instructors' responses to item 5c of the Micro Evaluation
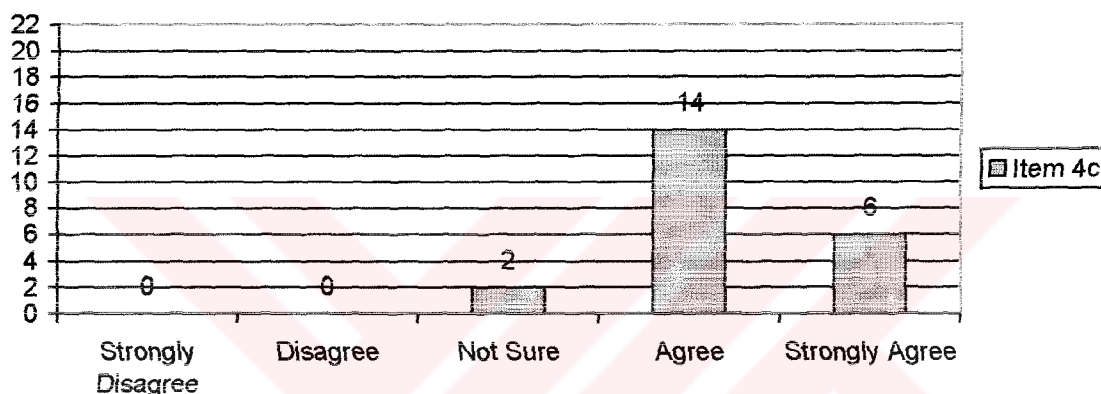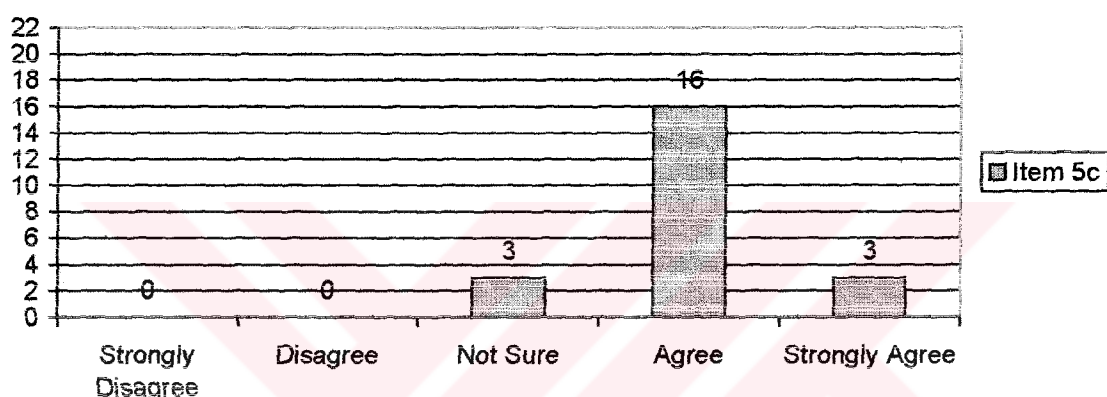

Table 4.2.55 The frequencies and the percentages of the responses given for item 5c of the Micro Evaluation

Item 5c	Number	%
1 Strongly Disagree	0	0
2 Disagree	0	0
3 Not Sure	3	13,64
4 Agree	16	72,73
5 Strongly Agree	3	13,64

In connection with the pace the coursebook has 19 out of 22 participants (86,36%) claimed that it has a pace whereas only 3 participants (13,64%) were not sure.

Item 5d: This coursebook has activities with a problem-solving element.

The following graph and table present the results obtained from responses to item 5d in the material evaluation checklist.

Graph 4.2.56 The distribution of the participant instructors' responses to item 5d of the Micro Evaluation
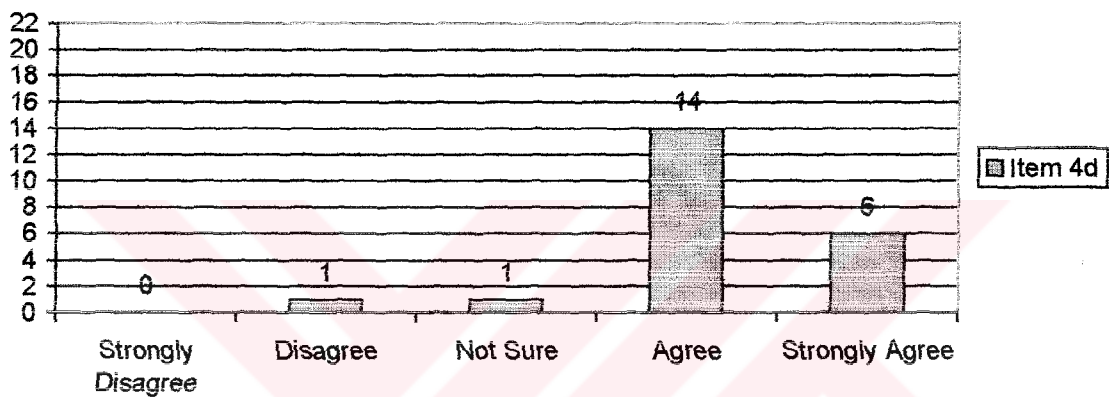

Table 4.2.56 The frequencies and the percentages of the responses given for item 5d of the Micro Evaluation

Item 5d	Number	%
1 Strongly Disagree	0	0
2 Disagree	0	0
3 Not Sure	2	9,09
4 Agree	15	68,18
5 Strongly Agree	5	22,73

90,91% of the participants had positive views on item 5d. While 9,09% was unsure, there was no negative response.

Item 5e: This coursebook has exercises which may be set for homework.

The following graph and table present the results obtained from responses to item 5e in the material evaluation checklist.

Graph 4.2.57 The distribution of the participant instructors' responses to item 5e of the Micro Evaluation
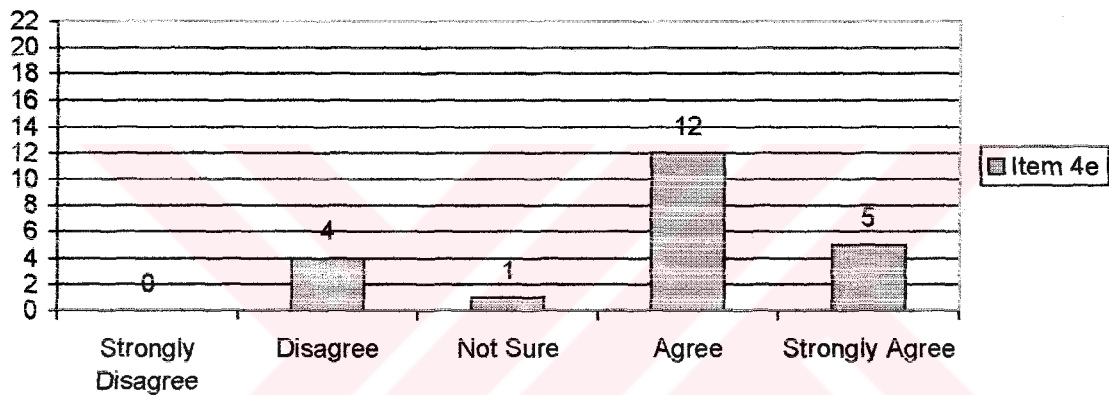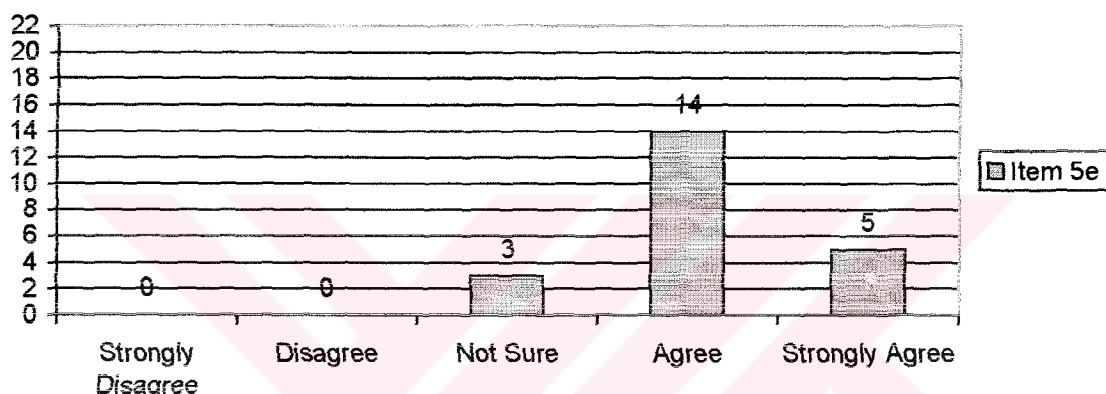

Table 4.2.57 The frequencies and the percentages of the responses given for item 5e of the Micro Evaluation

Item 5e	Number	%
1 Strongly Disagree	0	0
2 Disagree	0	0
3 Not Sure	3	13,64
4 Agree	14	63,64
5 Strongly Agree	5	22,73

With regard to item 5e, a great majority of the instructors (86,36%) agreed that the coursebook includes exercises that are available for homework. While 13,64% of the instructors remained uncertain, there was no one to disagree.

Item 5f: This coursebook has activities which should be enjoyable for students.

The following graph and table present the results obtained from responses to item 5f in the material evaluation checklist.

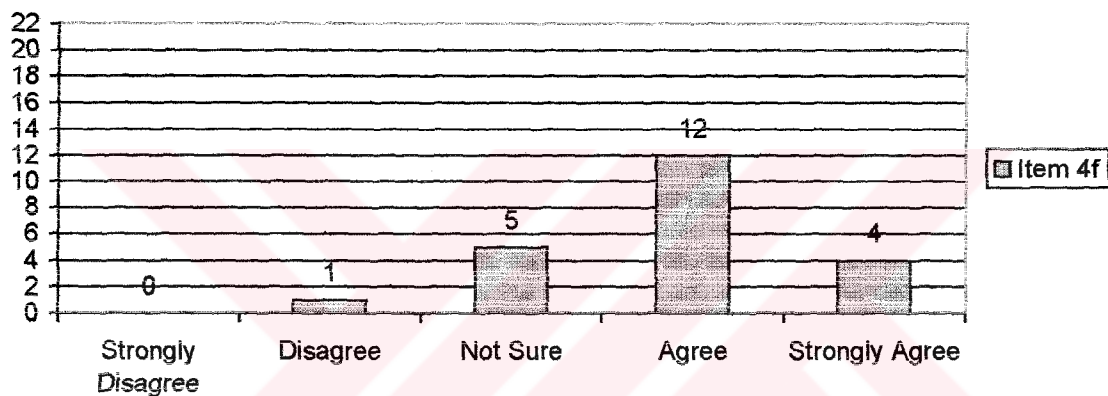**Graph 4.2.58 The distribution of the participant instructors' responses to item 5f of the Micro Evaluation**
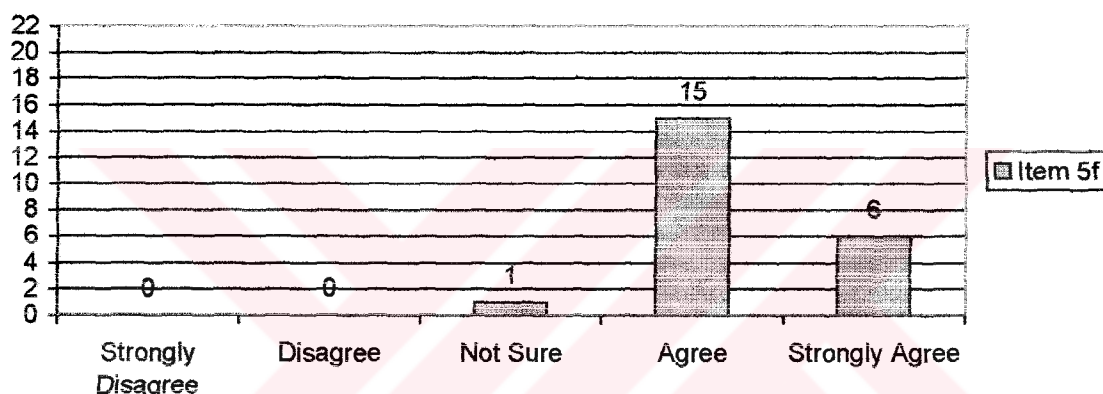
Table 4.2.58 The frequencies and the percentages of the responses given for item 5f of the Micro Evaluation

Item 5f	Number	%
1 Strongly Disagree	0	0
2 Disagree	0	0
3 Not Sure	1	4,55
4 Agree	15	68,18
5 Strongly Agree	6	27,27

Just like the previous item, item 5f has the votes of the majority of the participant (86,36%). There was again no one to disagree with regard to item 5f; however, (13,64%) participant remained hesitant.

Item 5g: This coursebook has simple, clear instructions for activities.

The following graph and table present the results obtained from responses to item 5g in the material evaluation checklist.

Graph 4.2.59 The distribution of the participant instructors' responses to item 5g of the Micro Evaluation
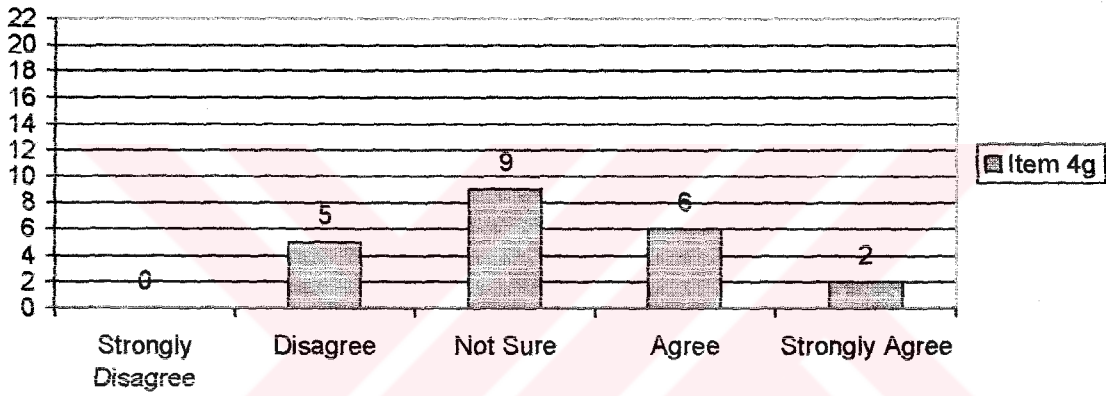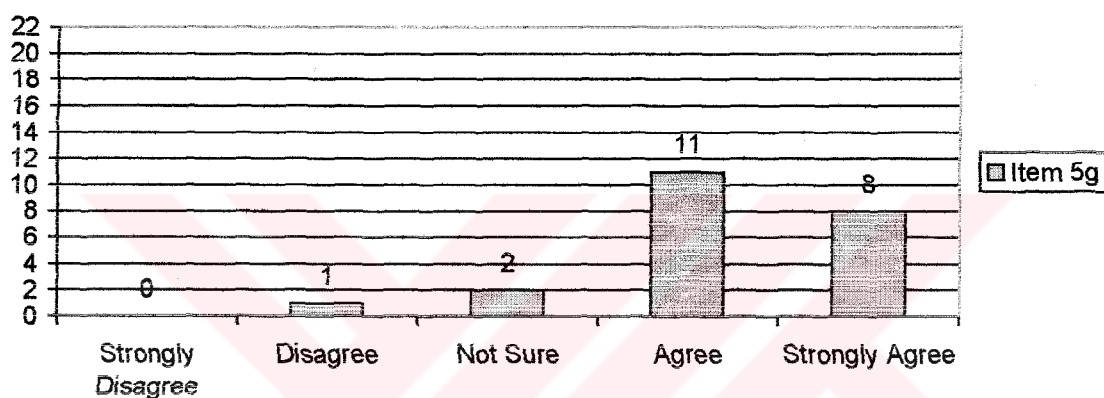

Table 4.2.59 The frequencies and the percentages of the responses given for item 5g of the Micro Evaluation

Item 5g	Number	%
1 Strongly Disagree	0	0
2 Disagree	1	4,55
3 Not Sure	2	9,09
4 Agree	11	50,00
5 Strongly Agree	8	36,36

When we handle item 5g, as seen from the figures above, 86,36% of the instructors had positive views on the statement. On the other hand, 2 (9,09%) instructors remained uncertain while 1 (4,55%) objected to item 5g.

Item 5h: This coursebook uses situations which are relevant and realistic.

The following graph and table present the results obtained from responses to item 5h in the material evaluation checklist.

Graph 4.2.60 The distribution of the participant instructors' responses to item 5h of the Micro Evaluation
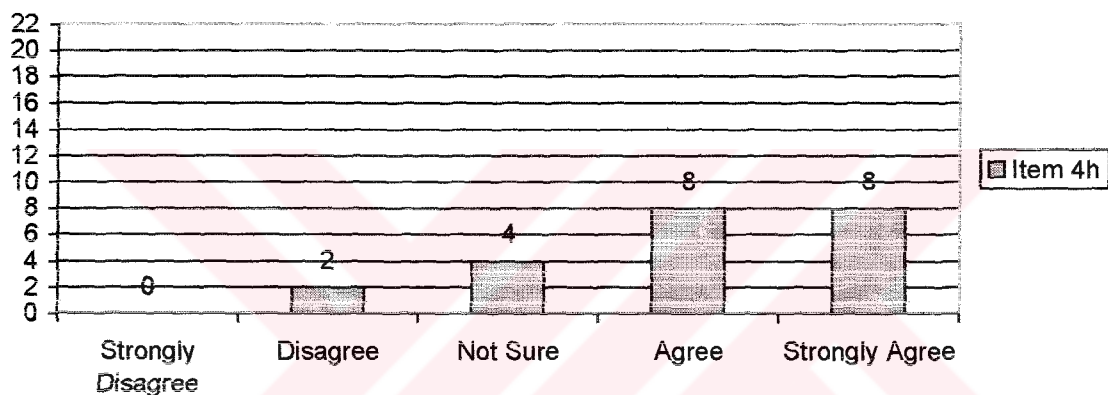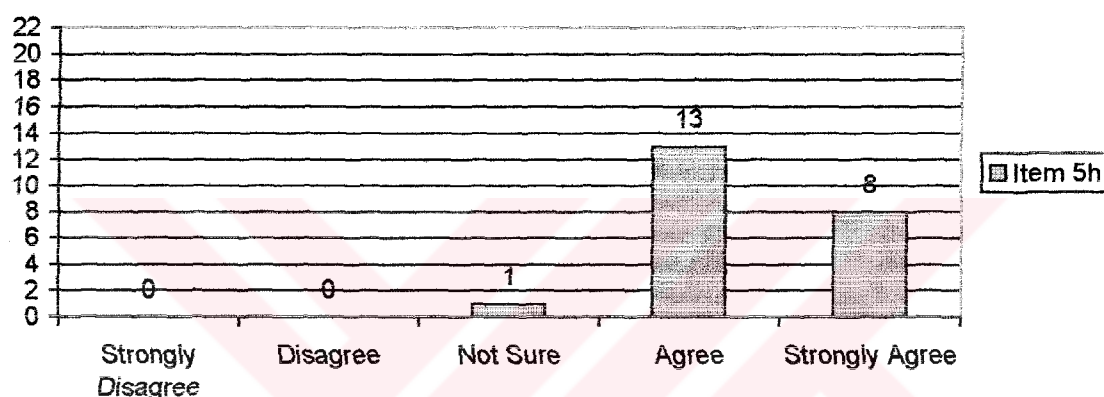

Table 4.2.60 The frequencies and the percentages of the responses given for item 5h of the Micro Evaluation

Item 5h	Number	%
1 Strongly Disagree	0	0
2 Disagree	0	0
3 Not Sure	1	4,55
4 Agree	13	59,09
5 Strongly Agree	8	36,36

With regard to item 5h, 21 instructors (95,45%) agreed that the coursebook uses situations that are relevant and realistic. While there was only 1 (4,55%) instructor who remained hesitant, no one had negative views concerning this item.

Item 5i: This coursebook has relevant and appropriate role-plays / simulations.

The following graph and table present the results obtained from responses to item 5i in the material evaluation checklist.

**Graph 4.2.61 The distribution of the participant instructors' responses to item 5i of the Micro Evaluation**

Table 4.2.61 The frequencies and the percentages of the responses given for item 5i of the Micro Evaluation

Item 5I	Number	%
1 Strongly Disagree	0	0
2 Disagree	0	0
3 Not Sure	0	0
4 Agree	14	63,64
5 Strongly Agree	8	36,36

With the whole instructors' choice, item 5i has 22 (100%) supporters. No one was hesitant or disagreed.

Item 6a: This coursebook serves for different and appropriate religious and social environment.

The following graph and table present the results obtained from responses to item 6a in the material evaluation checklist.

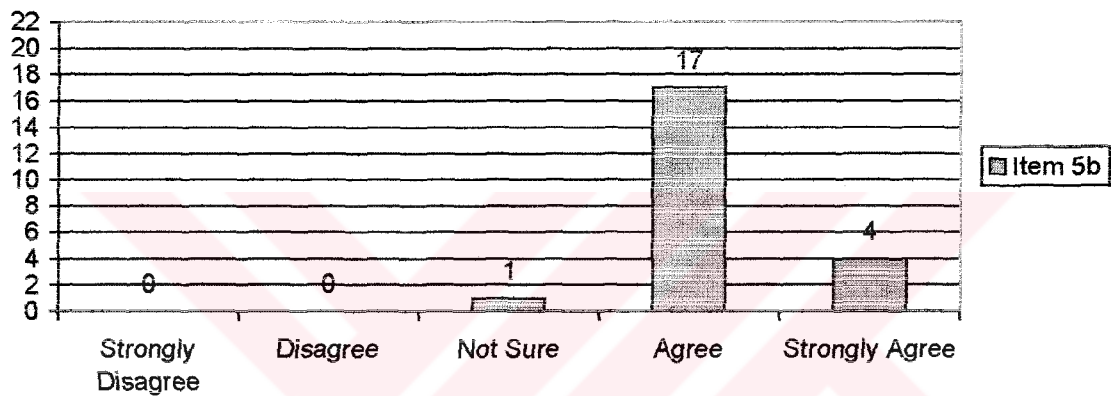**Graph 4.2.62 The distribution of the participant instructors' responses to item 6a of the Micro Evaluation**

Table 4.2.62 The frequencies and the percentages of the responses given for item 6a of the Micro Evaluation

Item 6a	Number	%
1 Strongly Disagree	0	0
2 Disagree	2	9,09
3 Not Sure	2	9,09
4 Agree	13	59,09
5 Strongly Agree	5	22,73

Concerning item 6a, 18 instructors (81,82%) agreed on the statement in item 6a. On the other hand, 2 (9,09%) instructors remained unsure and the remaining 2 (9,09%) disagreed.

Item 6b: This coursebook does not show standardised, inaccurate or offensive views of gender, race, class, etc.

The following graph and table present the results obtained from responses to item 6b in the material evaluation checklist.

**Graph 4.2.63 The distribution of the participant instructors' responses to item 6b of the Micro Evaluation**

Table 4.2.63 The frequencies and the percentages of the responses given for item 6b of the Micro Evaluation

Item 6b	Number	%
1 Strongly Disagree	0	0
2 Disagree	1	4,55
3 Not Sure	1	4,55
4 Agree	9	40,91
5 Strongly Agree	11	50,00

20 (90,91%) instructors agreed that the coursebook does not show standardised, inaccurate or offensive views of gender, race, class, etc. While 1 (4,55%) participant remained hesitant, the other 1 (4,55%) disagreed on this item.

Item 6c: This coursebook has material to help cross-cultural awareness.

The following graph and table present the results obtained from responses to item 6c in the material evaluation checklist.

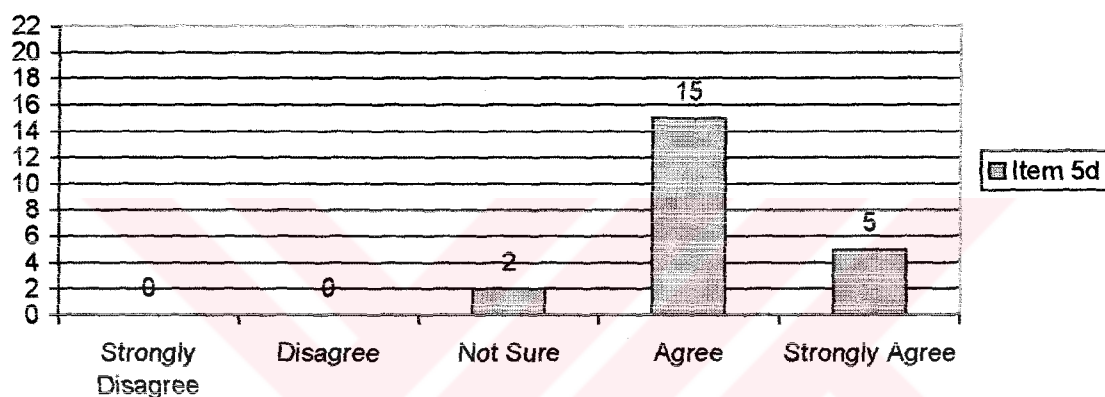**Graph 4.2.64 The distribution of the participant instructors' responses to item 6c of the Micro Evaluation**
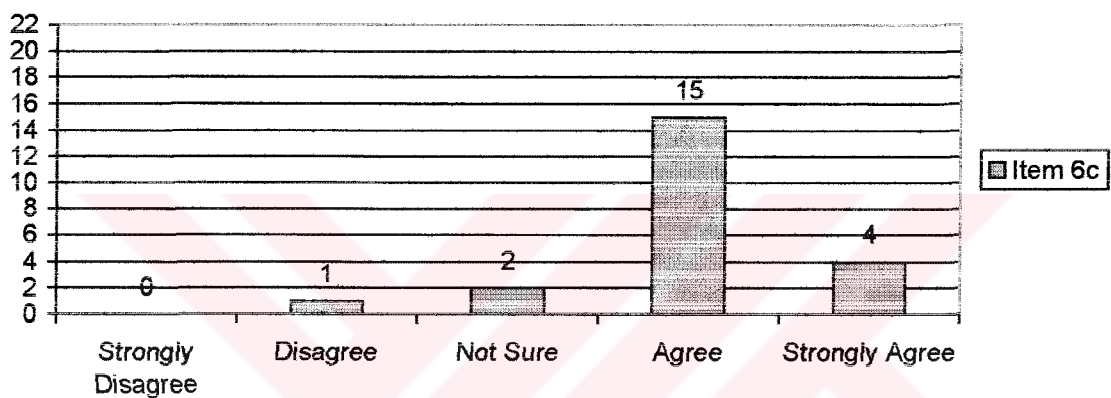
Table 4.2.64 The frequencies and the percentages of the responses given for item 6c of the Micro Evaluation

Item 6c	Number	%
1 Strongly Disagree	0	0
2 Disagree	1	4,55
3 Not Sure	2	9,09
4 Agree	15	68,18
5 Strongly Agree	4	18,18

In terms of item 6c, 19 instructors (86,36%) were positive towards the statement in item 6c. 2 participants (9,09%) were uncertain and 1 participant (4,55%) had negative views on item 6c.

Item 6d: This coursebook teaches relevant and appropriate styles of writing and speech.

The following graph and table present the results obtained from responses to item 6d in the material evaluation checklist.

**Graph 4.2.65 The distribution of the participant instructors' responses to item 6d of the Micro Evaluation**
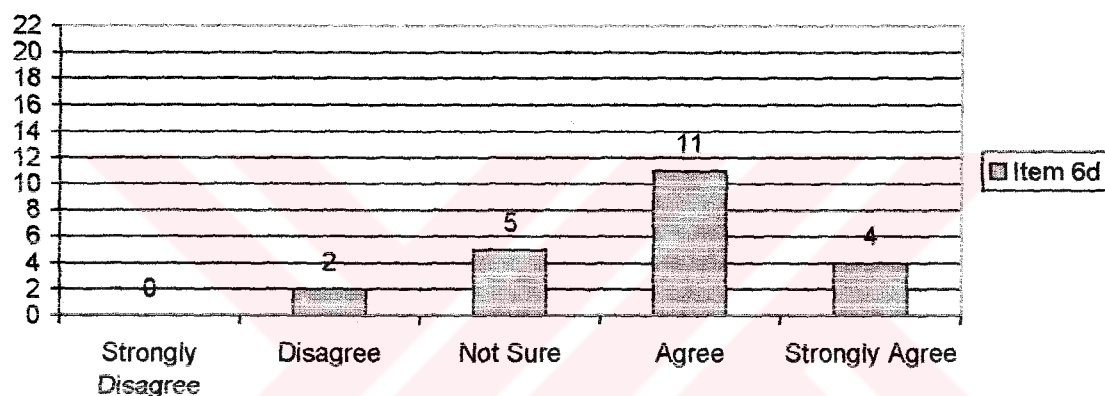
Table 4.2.65 The frequencies and the percentages of the responses given for item 6d of the Micro Evaluation

Item 6d	Number	%
1 Strongly Disagree	0	0
2 Disagree	2	9,09
3 Not Sure	5	22,73
4 Agree	11	50,00
5 Strongly Agree	4	18,18

With regard to the relevant and appropriate styles of writing and speech that the coursebook teaches, 68,18% of the instructors had positive views. While 5 (22,73%) instructors unable to decide, 2 (9,09%) instructors did not share the same opinion with those of 15.

Item 7a: This coursebook requires a high degree of input from the teacher.

The following graph and table present the results obtained from responses to item 7a in the material evaluation checklist.

**Graph 4.2.66 The distribution of the participant instructors' responses to item 7a of the Micro Evaluation**
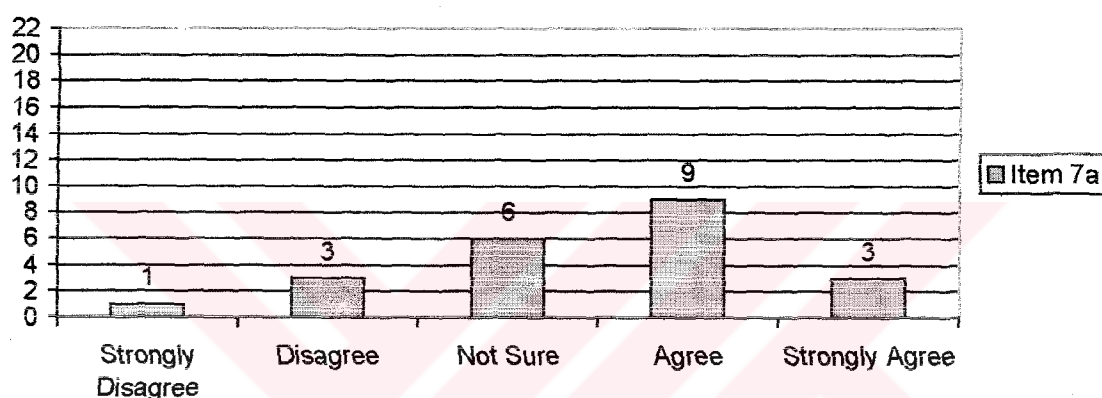
Table 4.2.66 The frequencies and the percentages of the responses given for item 7a of the Micro Evaluation

Item 7a	Number	%
1 Strongly Disagree	1	5
2 Disagree	3	14
3 Not Sure	6	27
4 Agree	9	41
5 Strongly Agree	3	14

With regard to item 7a, 4 (18,18%) instructors disagreed while 6 (27,27%) remained unsure. 12 (54,55%) instructors agreed on the statement that the coursebook requires a high degree of input from the teacher.

Item 7b: This coursebook is suitable for a teacher who is not a native speaker of the English language.

The following graph and table present the results obtained from responses to item 7b in the material evaluation checklist.

**Graph 4.2.67 The distribution of the participant instructors' responses to item 7b of the Micro Evaluation**
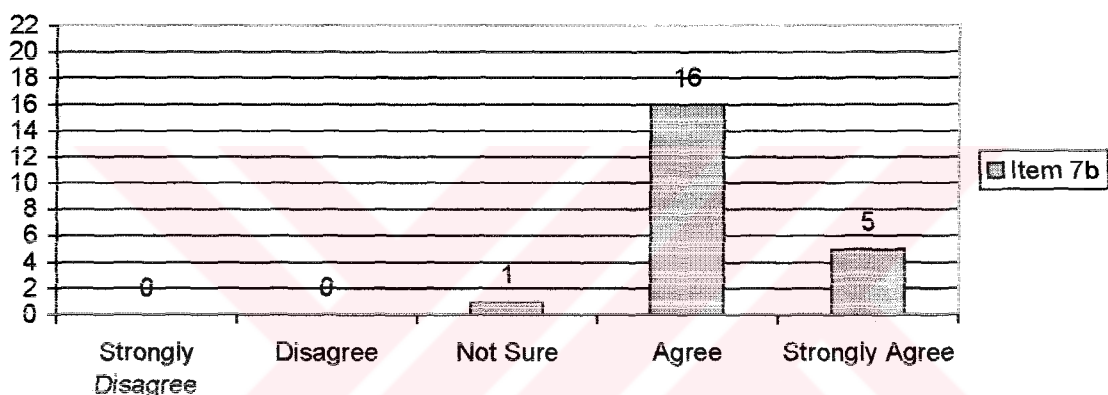
Table 4.2.67 The frequencies and the percentages of the responses given for item 7b of the Micro Evaluation

Item 7b	Number	%
1 Strongly Disagree	0	0
2 Disagree	0	0
3 Not Sure	1	4,55
4 Agree	16	72,73
5 Strongly Agree	5	22,73

A great majority of the instructors (95,45%) agreed on item 7b, while 1 (4,55%) remained hesitant. There was no one to disagree regarding the statement on item 7b.

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Item 7c: This coursebook provides necessary basis for EAP.

The following graph and table present the results obtained from responses to item 7c in the material evaluation checklist.

**Graph 4.2.68 The distribution of the participant instructors' responses to item 7c of the Micro Evaluation**

Table 4.2.68 The frequencies and the percentages of the responses given for item 7c of the Micro Evaluation

Item 7c	Number	%
1 Strongly Disagree	0	0
2 Disagree	6	27,27
3 Not Sure	10	45,45
4 Agree	5	22,73
5 Strongly Agree	1	4,55

Concerning item 7c, which is related the basis for EAP, 27,27% of the instructors agreed. While 10 (45,45%) were unable to decide, the remaining 27,27% disagreed.

Item 7d: This coursebook is not specifically produced for foreign learners.

The following graph and table present the results obtained from responses to item 7d in the material evaluation checklist.

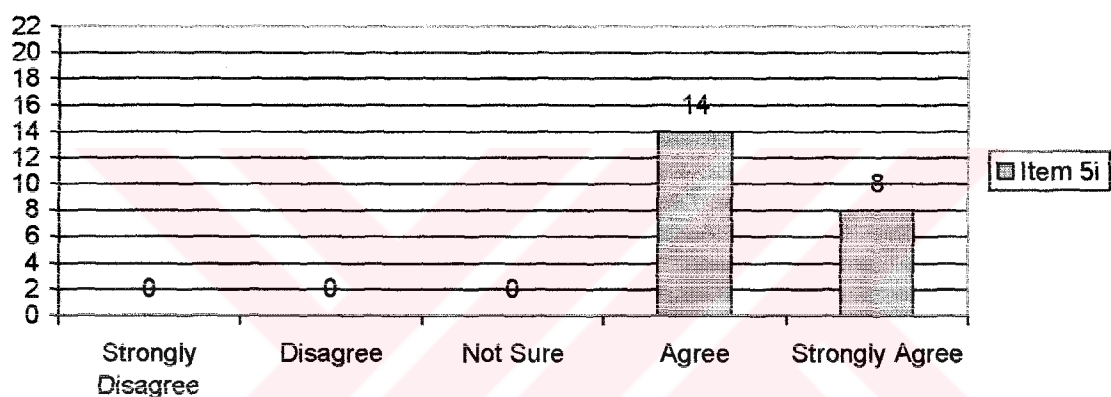**Graph 4.2.69 The distribution of the participant instructors' responses to item 7d of the Micro Evaluation**

Table 4.2.69 The frequencies and the percentages of the responses given for item 7d of the Micro Evaluation

Item 7d	Number	%
1 Strongly Disagree	4	18,18
2 Disagree	13	59,09
3 Not Sure	1	4,55
4 Agree	3	13,64
5 Strongly Agree	1	4,55

In terms of item 7d, 17 (77,27%) instructors disagreed indicating that they do not agree that the coursebook is not specifically produced for foreign learners. While 1 (4,55%) remained uncertain, the remaining 4 (18,18%) did not share the same opinion with those who agreed.

SUPPLEMENTARY MATERIALS

Item 1a: The teachers' book is necessary.

The following graph and table present the results obtained from responses to item 1a in the supplementary material evaluation checklist.

Graph 4.2.70 The distribution of the participant instructors' responses to item 1a of the Supplementary Materials Evaluation
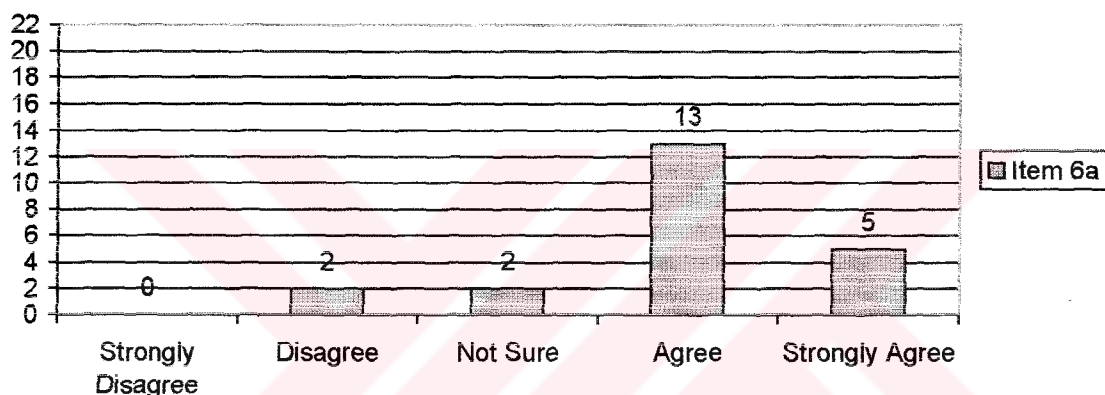

Table 4.2.70 The frequencies and the percentages of the responses given for item 1a of the Supplementary Materials Evaluation

Item 1a	Number	%
1 Strongly Disagree	0	0
2 Disagree	0	0
3 Not Sure	0	0
4 Agree	7	31,82
5 Strongly Agree	15	68,18

As seen from the table and the graph above, all of the instructors (100%) agreed that the teachers' book is necessary. There was no one either unsure or who disagreed.

Item 1b: The teachers' book gives guidance for the needs of both experienced and novice teachers.

The following graph and table present the results obtained from responses to item 1b in the supplementary material evaluation checklist.

Graph 4.2.71 The distribution of the participant instructors' responses to item 1b of the Supplementary Materials Evaluation
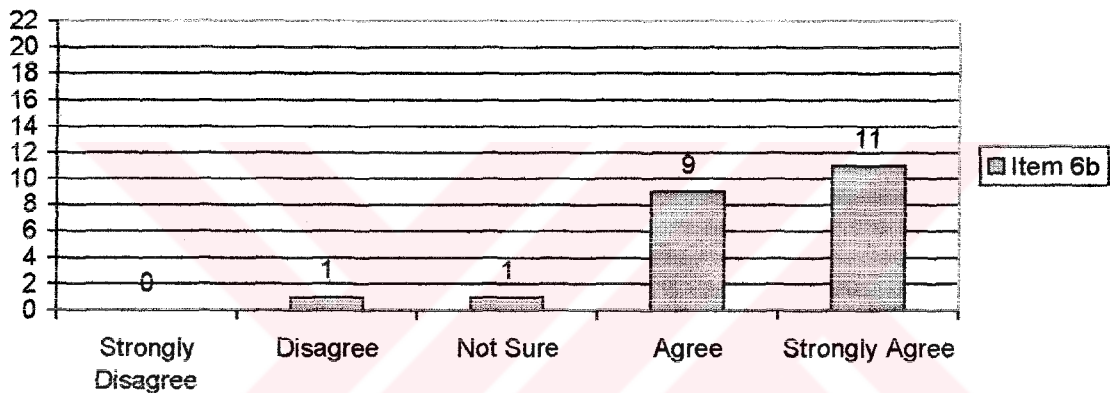

Table 4.2.71 The frequencies and the percentages of the responses given for item 1b of the Supplementary Materials Evaluation

Item 1b	Number	%
1 Strongly Disagree	0	0
2 Disagree	0	0
3 Not Sure	2	9,09
4 Agree	7	31,82
5 Strongly Agree	13	59,09

20 (90,91%) instructors agreed on the statement in item 1b. While 2 (9,09%) instructors unsure, there was no one to disagree concerning item 1b.

Item 1c: The teachers' book gives enough guidance to the teacher who is not a native speaker on lesson plan, classroom management, etc.

The following graph and table present the results obtained from responses to item 1c in the supplementary material evaluation checklist.

**Graph 4.2.72 The distribution of the participant instructors' responses to item 1c of the Supplementary Materials Evaluation**

Table 4.2.72 The frequencies and the percentages of the responses given for item 1c of the Supplementary Materials Evaluation

Item 1c	Number	%
1 Strongly Disagree	0	0
2 Disagree	0	0
3 Not Sure	2	9,09
4 Agree	11	50,00
5 Strongly Agree	9	40,91

With regard to item 1c, 20 (90,91%) instructors indicate positive views while only 2 (9,09%) were uncertain. There was no one to disagree on the statement.

Item 1d: The teachers' book gives advice about how to supplement the material or to present the lessons in different ways.

The following graph and table present the results obtained from responses to item 1d in the supplementary material evaluation checklist.

**Graph 4.2.73 The distribution of the participant instructors' responses to item 1d of the Supplementary Materials Evaluation**

Table 4.2.73 The frequencies and the percentages of the responses given for item 1d of the Supplementary Materials Evaluation

Item 1d	Number	%
1 Strongly Disagree	0	0
2 Disagree	0	0
3 Not Sure	2	9,09
4 Agree	7	31,82
5 Strongly Agree	13	59,09

In connection with item 1d, as in the same numbers in the previous item, 20 (90,91%) instructors gave positive responses while only 2 (9,09%) were unsure. Again, there was no one to indicate negative views concerning this issue.

Item 1e: The teachers' book contains correct and suggested answers to the exercises.

The following graph and table present the results obtained from responses to item 1e in the supplementary material evaluation checklist.

**Graph 4.2.74 The distribution of the participant instructors' responses to item 1e of the Supplementary Materials Evaluation**

Table 4.2.74 The frequencies and the percentages of the responses given for item 1e of the Supplementary Materials Evaluation

Item 1f	Number	%
1 Strongly Disagree	1	4,55
2 Disagree	1	4,55
3 Not Sure	4	18,18
4 Agree	10	45,45
5 Strongly Agree	6	27,27

A great majority of the instructors (72,73%) indicated positive responses for item 1f. While 4 (18,18%) instructors remained hesitant; the other 2 (9,09%) disagreed on the statement.

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Item 2a: The cassettes have good sound quality.

The following graph and table present the results obtained from responses to item 2a in the supplementary material evaluation checklist.

**Graph 4.2.75 The distribution of the participant instructors' responses to item 2a of the Supplementary Materials Evaluation**

Table 4.2.75 The frequencies and the percentages of the responses given for item 2a of the Supplementary Materials Evaluation

Item 2a	Number	%
1 Strongly Disagree	0	0
2 Disagree	0	0
3 Not Sure	2	9,09
4 Agree	10	45,45
5 Strongly Agree	10	45,45

Concerning item 2a, which is about the sound quality of the cassettes, nearly all of the instructors (90,91%) indicated positive views. Only 2 (9,09%) remained unsure.

Item 2b: The cassettes sound natural.

The following graph and table present the results obtained from responses to item 2b in the supplementary material evaluation checklist.

Graph 4.2.76 The distribution of the participant instructors' responses to item 2b of the Supplementary Materials Evaluation
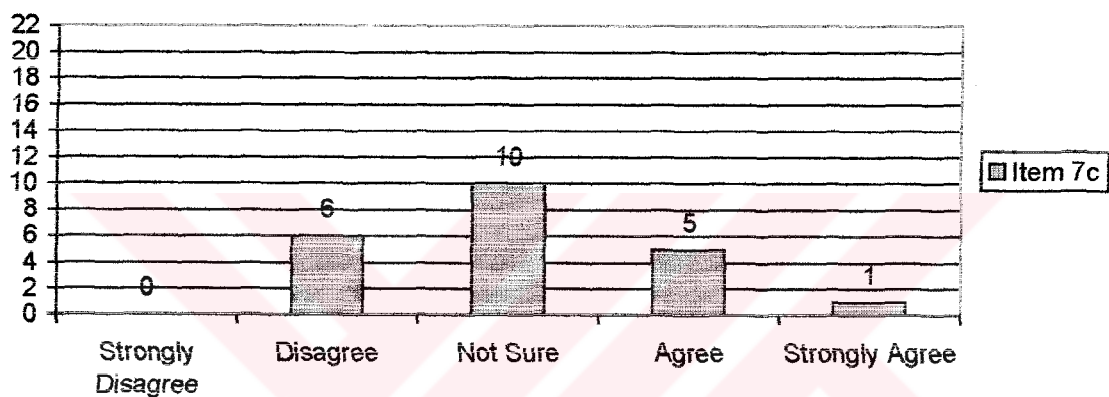

Table 4.2.76 The frequencies and the percentages of the responses given for item 2b of the Supplementary Materials Evaluation

Item 2b	Number	%
1 Strongly Disagree	0	0
2 Disagree	0	0
3 Not Sure	1	4,55
4 Agree	12	54,55
5 Strongly Agree	9	40,91

For item 2b, 21 (95,45%) instructors agreed that the recording is natural. While 1 (4,55%) instructor was uncertain, there was no one to disagree on this item.

Item 2c: The cassettes have a variety of non-native accents.

The following graph and table present the results obtained from responses to item 2c in the supplementary material evaluation checklist.

Graph 4.2.77 The distribution of the participant instructors' responses to item 2c of the Supplementary Materials Evaluation
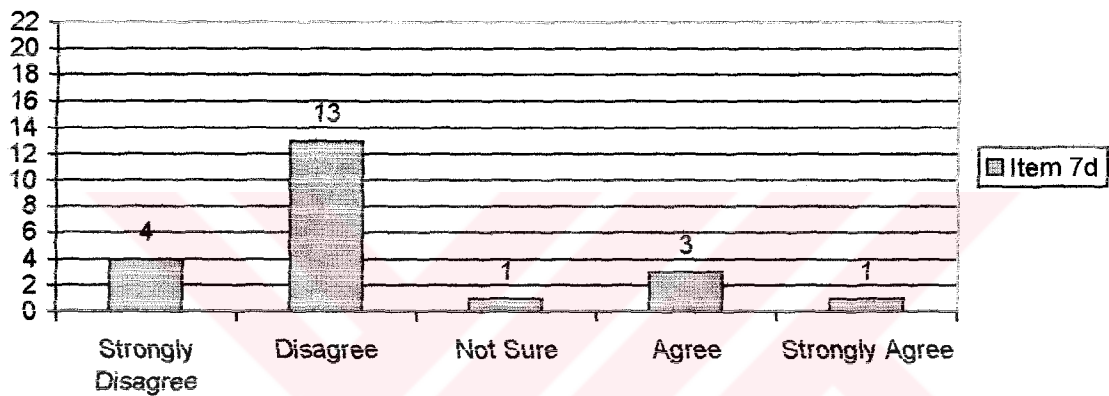

Table 4.2.77 The frequencies and the percentages of the responses given for item 2c of the Supplementary Materials Evaluation

Item 2c	Number	%
1 Strongly Disagree	1	4,55
2 Disagree	1	4,55
3 Not Sure	6	27,27
4 Agree	9	40,91
5 Strongly Agree	5	22,73

In terms of the variety of non-native accents the cassettes offer, more than half of the participants (63,64%) agreed that the cassettes include different non-native accents. However, 27,27% remained unsure and the remaining 9,09% disagreed with those 63,64% of the participants.

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Item 2d: The cassettes are easy to cue (i.e. the unit and exercise numbers are given).

The following graph and table present the results obtained from responses to item 2d in the supplementary material evaluation checklist.

Graph 4.2.78 The distribution of the participant instructors' responses to item 2d of the Supplementary Materials Evaluation
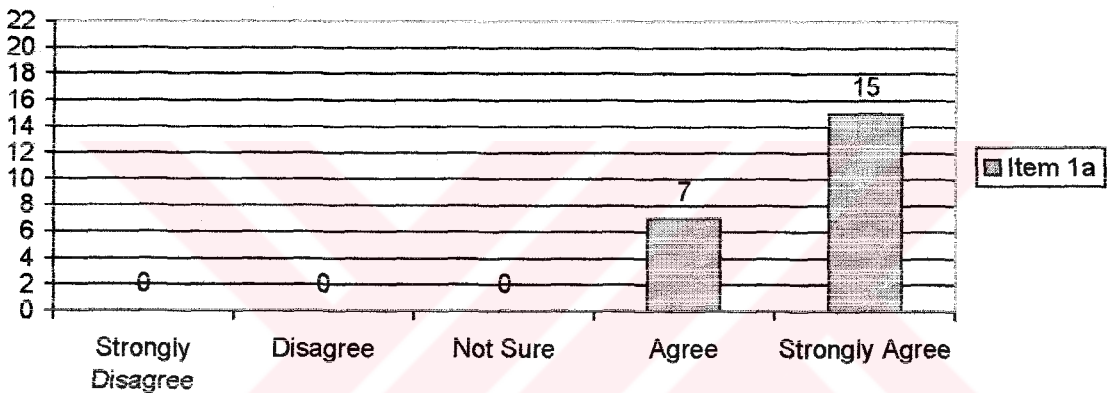

Table 4.2.78 The frequencies and the percentages of the responses given for item 2d of the Supplementary Materials Evaluation

Item 2d	Number	%
1 Strongly Disagree	0	0
2 Disagree	2	9,09
3 Not Sure	1	4,55
4 Agree	10	45,45
5 Strongly Agree	9	40,91

Concerning item 2d, most of the participants (86,36%) believed that the cassettes are easy to follow while only 9,09% were negative in response and the remaining 4,55% were unsure.

Item 3a: The workbook is suitable for self-study.

The following graph and table present the results obtained from responses to item 3a in the supplementary material evaluation checklist.

Graph 4.2.79 The distribution of the participant instructors' responses to item 3a of the Supplementary Materials Evaluation
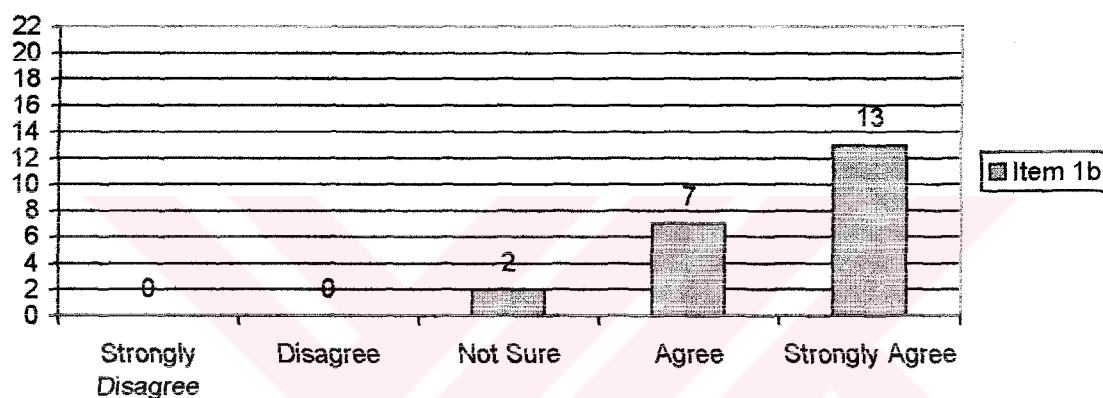

Table 4.2.79 The frequencies and the percentages of the responses given for item 3a of the Supplementary Materials Evaluation

Item 3a	Number	%
1 Strongly Disagree	0	0
2 Disagree	2	9,09
3 Not Sure	1	4,55
4 Agree	13	59,09
5 Strongly Agree	6	27,27

A great majority of the participants (86,36%) thought that the workbook is suitable for self-study whereas 9,09% disagreed with the statement and 4,55% were unsure in response to item 3a.

Item 3b: The workbook contains material which complements but does not repeat the material in the coursebook.

The following graph and table present the results obtained from responses to item 3b in the supplementary material evaluation checklist.

Graph 4.2.80 The distribution of the participant instructors' responses to item 3b of the Supplementary Materials Evaluation
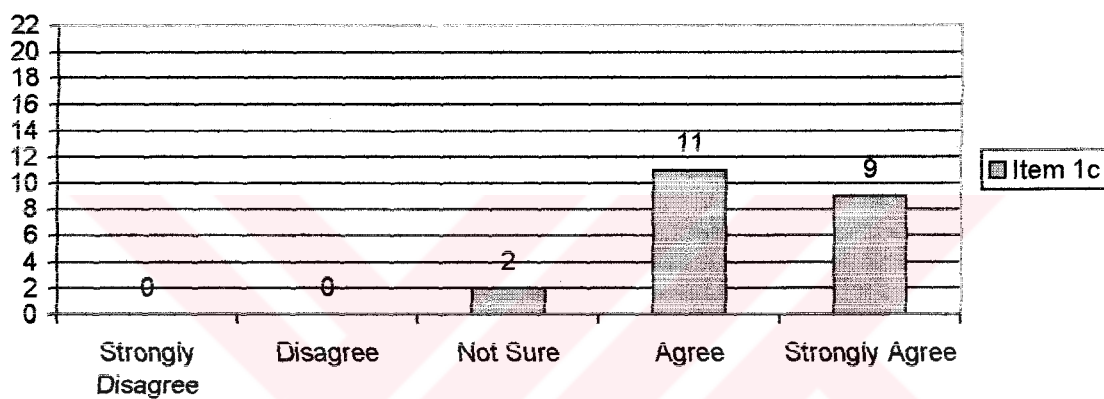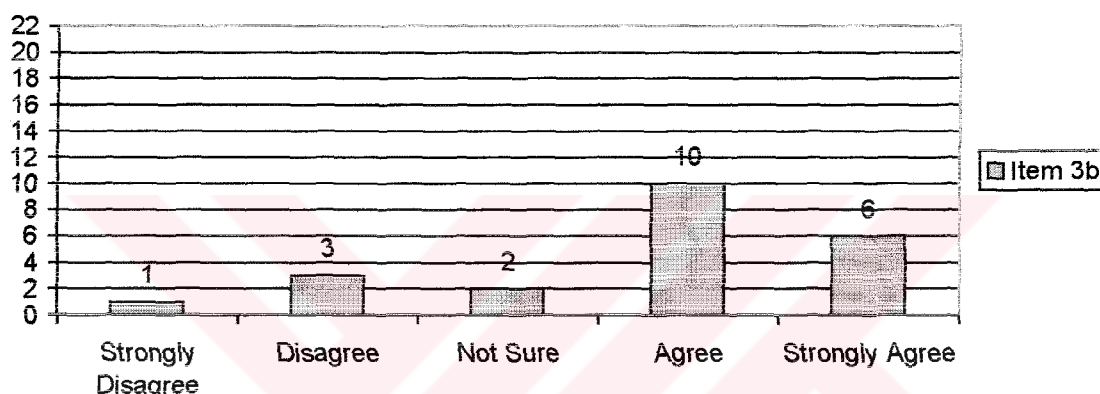

Table 4.2.80 The frequencies and the percentages of the responses given for item 3b of the Supplementary Materials Evaluation

Item 3b	Number	%
1 Strongly Disagree	1	4,55
2 Disagree	3	13,64
3 Not Sure	2	9,09
4 Agree	10	45,45
5 Strongly Agree	6	27,27

Nearly three quarters (72,73%) agreed on the opinion that the workbook has materials that are complementary to the main coursebook. While 18,18% thought that it just repeats the material in the coursebook, 9,09% were unable to decide.

Item 3c: The workbook contains useful and interesting activities.

The following graph and table present the results obtained from responses to item 3c in the supplementary material evaluation checklist.

Graph 4.2.81 The distribution of the participant instructors' responses to item 3c of the Supplementary Materials Evaluation
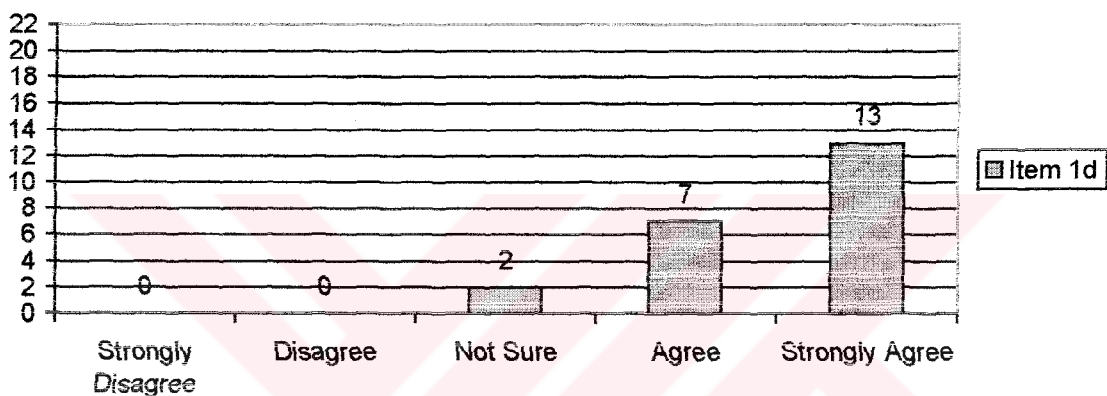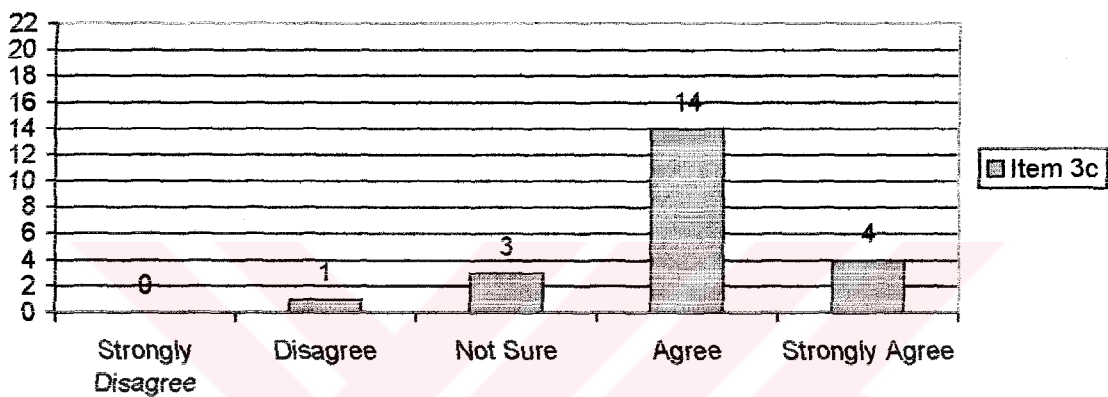

Table 4.2.81 The frequencies and the percentages of the responses given for item 3c of the Supplementary Materials Evaluation

Item 3c	Number	%
1 Strongly Disagree	0	0
2 Disagree	1	4,55
3 Not Sure	3	13,64
4 Agree	14	63,64
5 Strongly Agree	4	18,18

With regard to item 3c, 81,82% of the participants shared the same positive opinion that the workbook includes useful and interesting activities. Only 3 out of 22 participants (13,64%) remained unsure while 4,55% gave negative response to this item.

Item 4a: The tests are discrete items.

The following graph and table present the results obtained from responses to item 4a in the supplementary material evaluation checklist.

Graph 4.2.82 The distribution of the participant instructors' responses to item 4a of the Supplementary Materials Evaluation
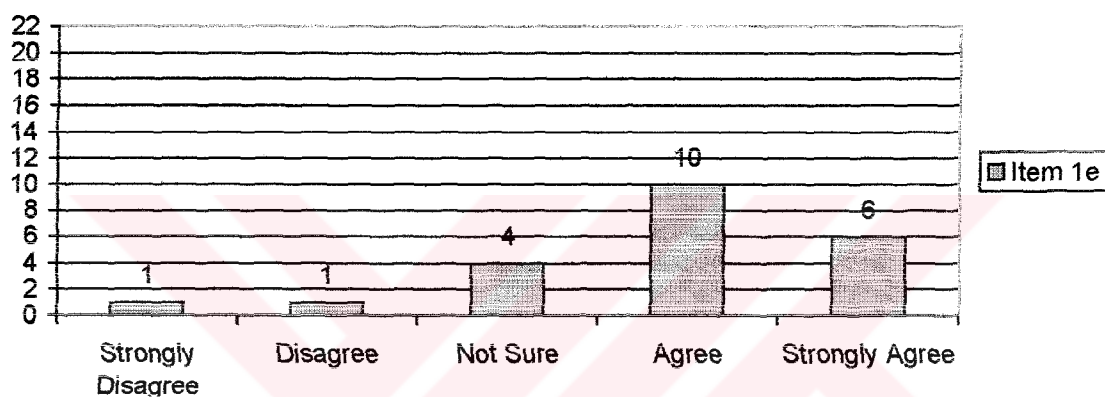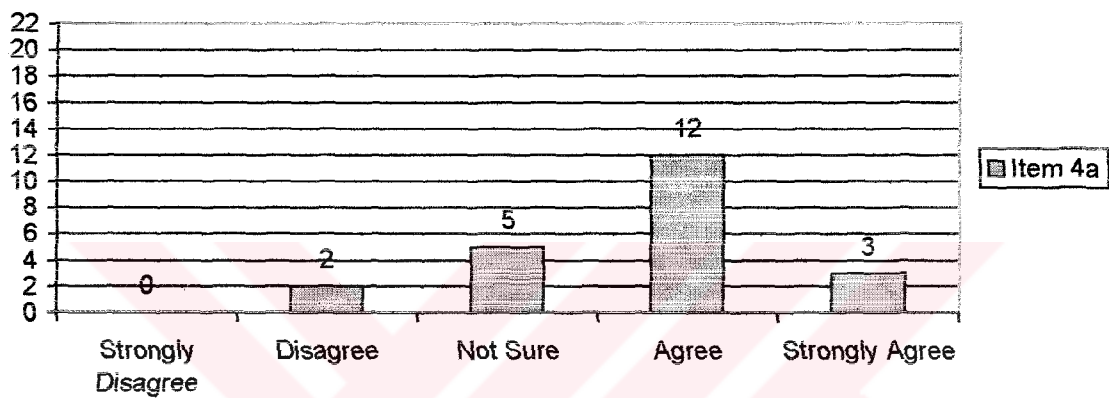

Table 4.2.82 The frequencies and the percentages of the responses given for item 4a of the Supplementary Materials Evaluation

Item 4a	Number	%
1 Strongly Disagree	0	0
2 Disagree	2	9,09
3 Not Sure	5	22,73
4 Agree	12	54,55
5 Strongly Agree	3	13,64

In connection with the tests the coursebook offers, 68,18% of the instructors agreed that they consist of discrete items. However, 9,09% disagreed with them and 22,73% were hesitant.

Item 4b: The tests are communicative.

The following graph and table present the results obtained from responses to item 4b in the supplementary material evaluation checklist.

Graph 4.2.83 The distribution of the participant instructors' responses to item 4b of the Supplementary Materials Evaluation
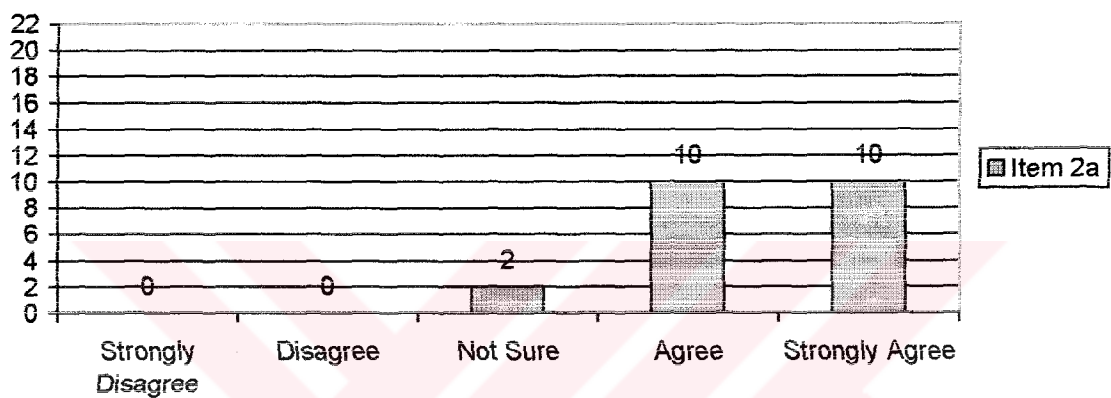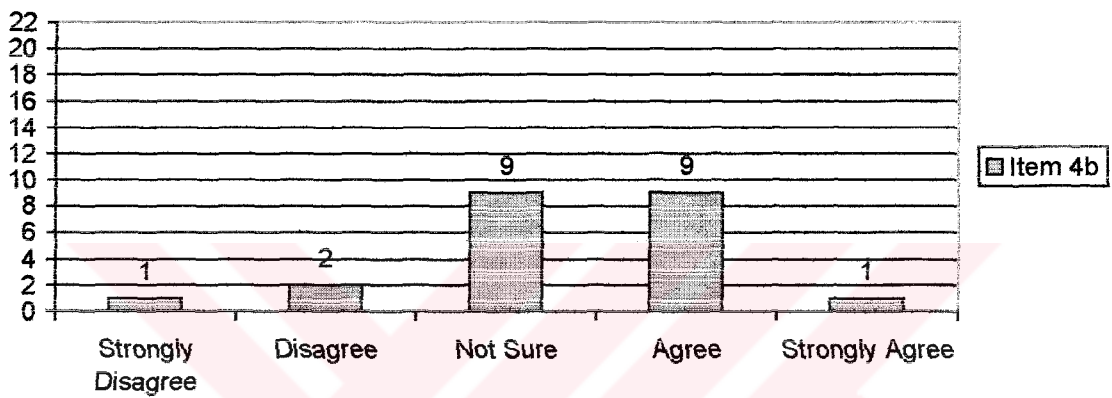

Table 4.2.83 The frequencies and the percentages of the responses given for item 4b of the Supplementary Materials Evaluation

Item 4b	Number	%
1 Strongly Disagree	1	4,55
2 Disagree	2	9,09
3 Not Sure	9	40,91
4 Agree	9	40,91
5 Strongly Agree	1	4,55

10 out of 22 participants (45,45%) believed that the tests are communicative. 9 participants (40,91%) were not sure, and 3 (13,64%) disagreed that they are communicative.

Item 4c: The tests are combination of both.

The following graph and table present the results obtained from responses to item 4c in the supplementary material evaluation checklist.

Graph 4.2.84 The distribution of the participant instructors' responses to item 4c of the Supplementary Materials Evaluation
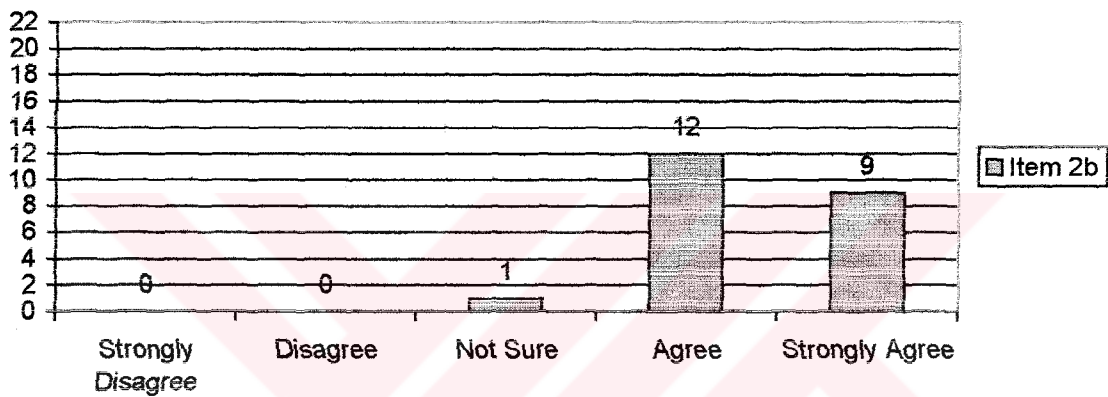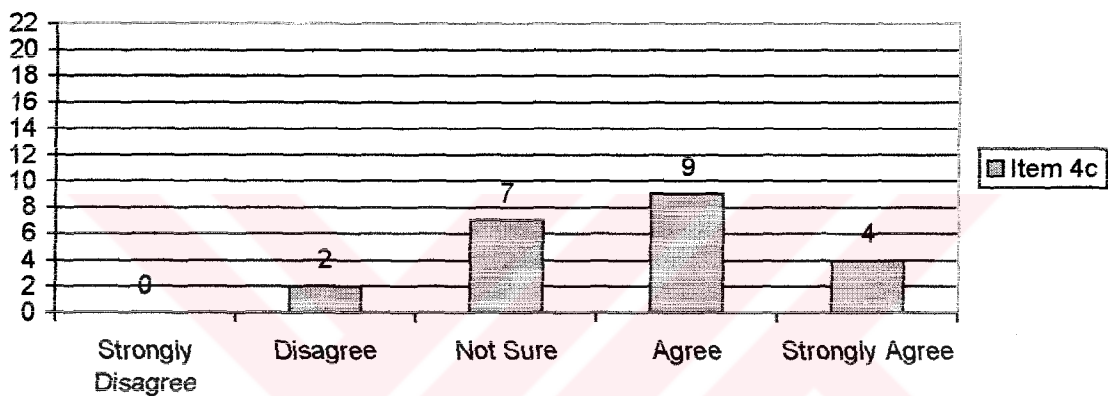

Table 4.2.84 The frequencies and the percentages of the responses given for item 4c of the Supplementary Materials Evaluation

Item 4c	Number	%
1 Strongly Disagree	0	0
2 Disagree	2	9,09
3 Not Sure	7	31,82
4 Agree	9	40,91
5 Strongly Agree	4	18,18

13 participants (59,09%) thought that the tests are combination of both discrete items and communicative elements. While 7 (31,82%) were unable to decide, 2 (9,09%) were negative in response to item 4c.

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Item 4d: The tests relate well to the learners' communicative needs.

The following graph and table present the results obtained from responses to item 4d in the supplementary material evaluation checklist.

Graph 4.2.85 The distribution of the participant instructors' responses to item 4d of the Supplementary Materials Evaluation
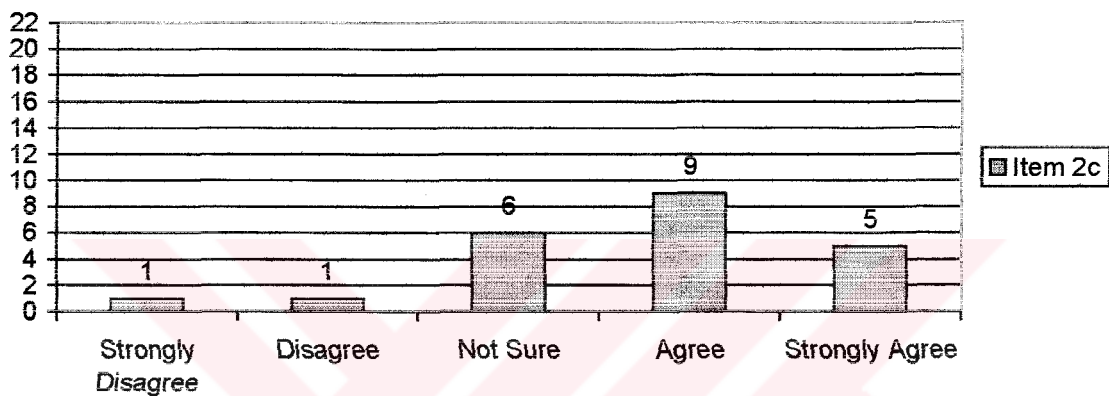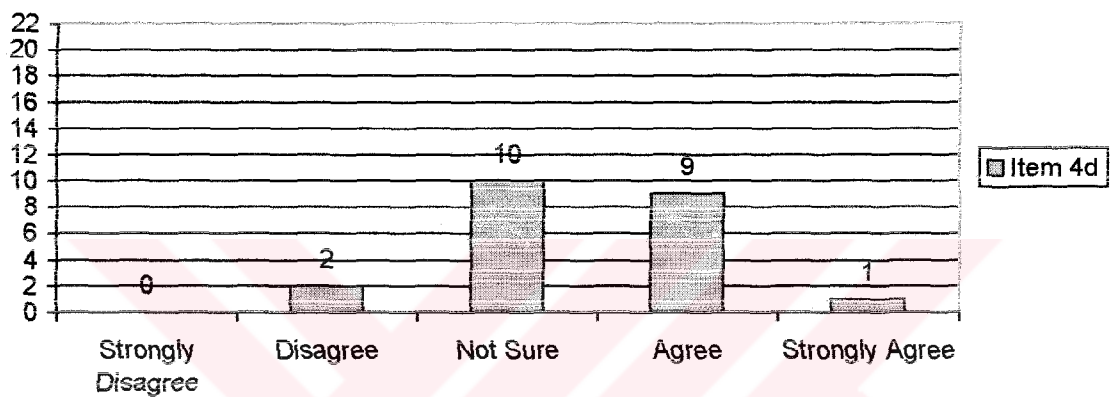

Table 4.2.85 The frequencies and the percentages of the responses given for item 4d of the Supplementary Materials Evaluation

Item 4d	Number	%
1 Strongly Disagree	0	0
2 Disagree	2	9,09
3 Not Sure	10	45,45
4 Agree	9	40,91
5 Strongly Agree	1	4,55

Concerning item 4d, 45,45% of the participant thought that the tests relate well to the learners' communicative needs. However, 45,45% were unsure and the remaining 9,09% disagreed with the statement in item 4d.

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Item 4e: The tests relate well to what is taught by the course materials.

The following graph and table present the results obtained from responses to item 4e in the supplementary material evaluation checklist.

Graph 4.2.86 The distribution of the participant instructors' responses to item 4e of the Supplementary Materials Evaluation
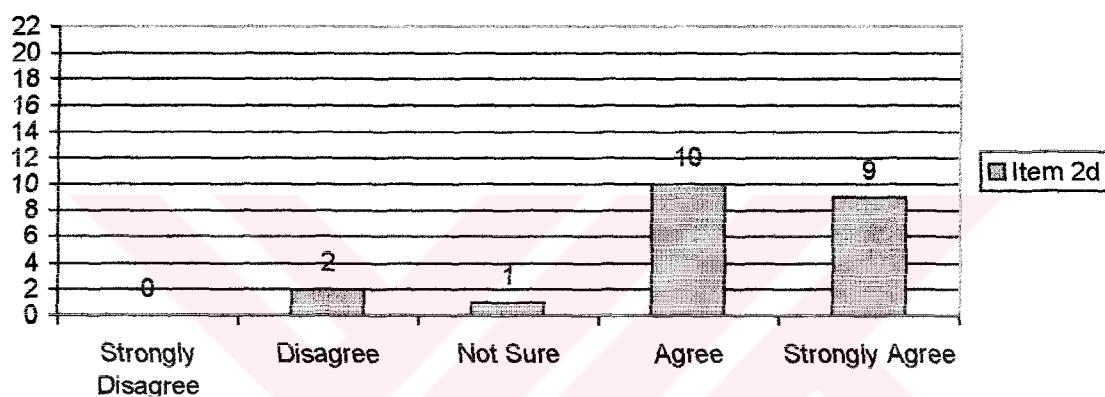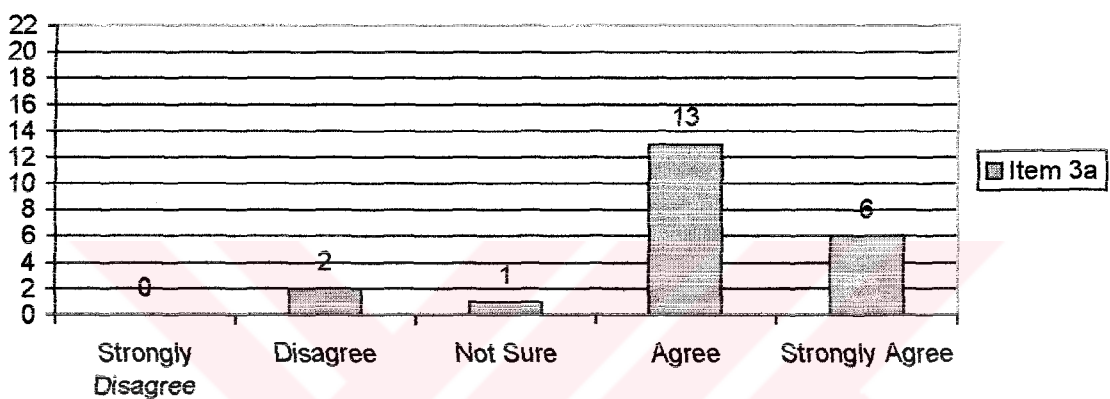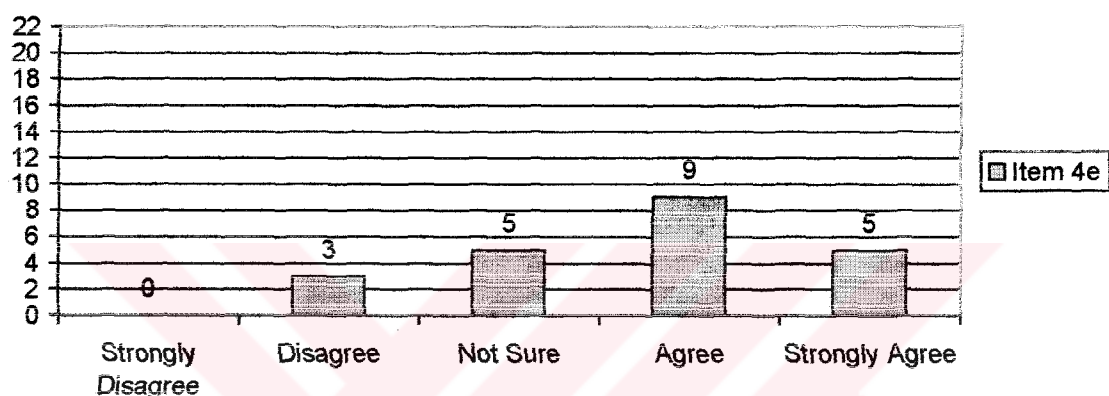

Table 4.2.86 The frequencies and the percentages of the responses given for item 4e of the Supplementary Materials Evaluation

Item 4e	Number	%
1 Strongly Disagree	0	0
2 Disagree	3	13,64
3 Not Sure	5	22,73
4 Agree	9	40,91
5 Strongly Agree	5	22,73

For item 4e, 14 participants (63,64%) agreed with the opinion that the tests are related to what is thought by the course materials. While only 3 (13,64%) disagreed with item, 5 participants (22,73%) were unsure.

4.3. The analysis of the data obtained from the students' questionnaires

This section describes the responses given by the students who participated in this research to the each item in the questionnaire.

Item1: A Coursebook should be followed in language classes

Graph 4.3.1: The distribution of the responses for Item1 in the students' questionnaires
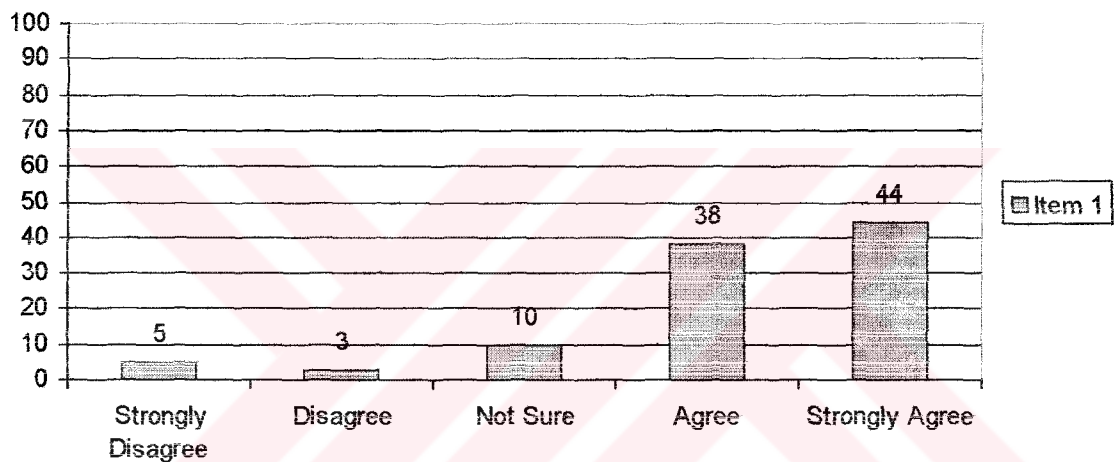
Table4.3.1 The frequencies and the percentages of the responses given for item 1 of the Student Questionnaire

	Number	%
1 Strongly Disagree	5	5
2 Disagree	3	3
3 Not Sure	10	10
4 Agree	38	38
5 Strongly Agree	44	44
TOTAL	100	100%

In connection with the first item in the questionnaire, a great majority of the students (82%) agreed on the idea that a coursebook should be followed in language classes. 10 out of 100 were not sure while only 8 percent did not believe in the necessity of the coursebook use in learning English.

Item2: Coursebooks should definitely be evaluated by the instructors / administrators prior to their usages in language classes.

Graph 4.3.2: The distribution of the responses for Item2 in the students' questionnaires
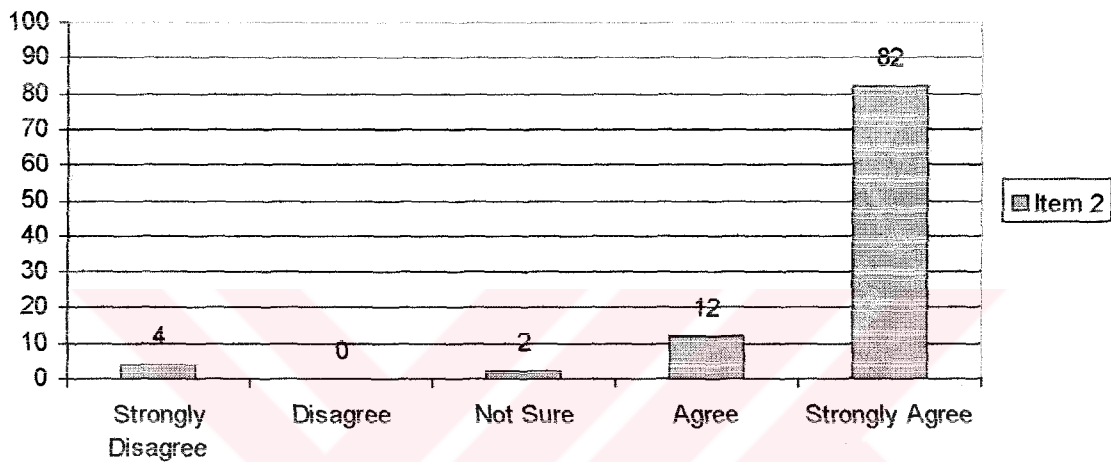
Table4.3.2 The frequencies and the percentages of the responses given for item 2 of the Student Questionnaire

	Number	%
1 Strongly Disagree	4	4
2 Disagree	0	0
3 Not Sure	2	2
4 Agree	12	12
5 Strongly Agree	82	82
TOTAL	100	100%

Concerning item2, as seen above, 94% of the students believed that the instructors or administrators should definitely evaluate the coursebooks prior to their use in the classrooms. With regard to this statement, only 2% of the students remained unsure while 4% of them strongly disagreed with that item.

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Item3: Coursebooks should be used because they are written by experts.

Graph 4.3.3: The distribution of the responses for Item3 in the students' questionnaires
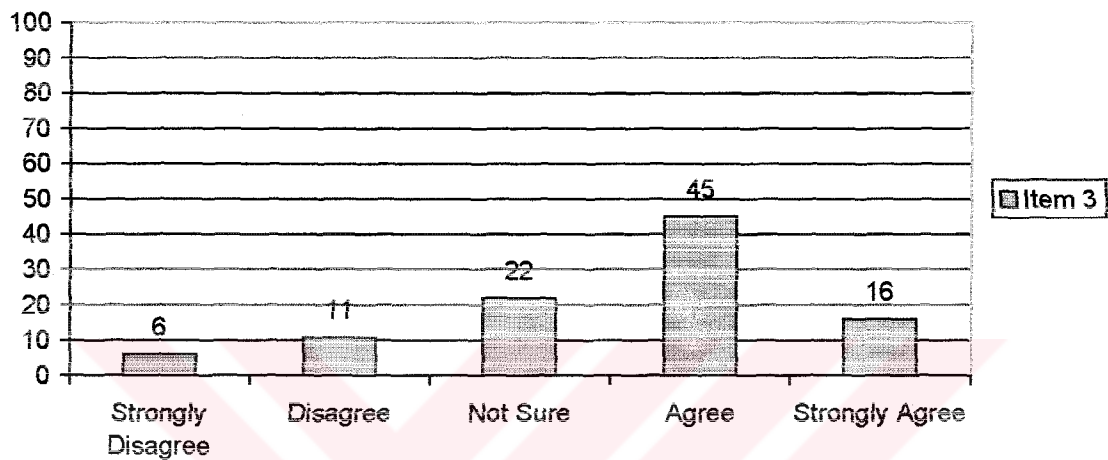
Table4.3.3 The frequencies and the percentages of the responses given for item 3 of the Student Questionnaire

	Number	%
1 Strongly Disagree	6	6
2 Disagree	11	11
3 Not Sure	22	22
4 Agree	45	45
5 Strongly Agree	16	16
TOTAL	100	100%

Regarding the third item of the questionnaire, 61% of the students thought that coursebooks should be used since they are written by experts in comparison with 17% who did not share the same idea. Nearly a quarter of the students (22%) neither agreed nor disagreed on the idea, but remained hesitant.

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Item4: Coursebooks are systematic resources for the learners.

Graph 4.3.4: The distribution of the responses for Item4 in the students' questionnaires
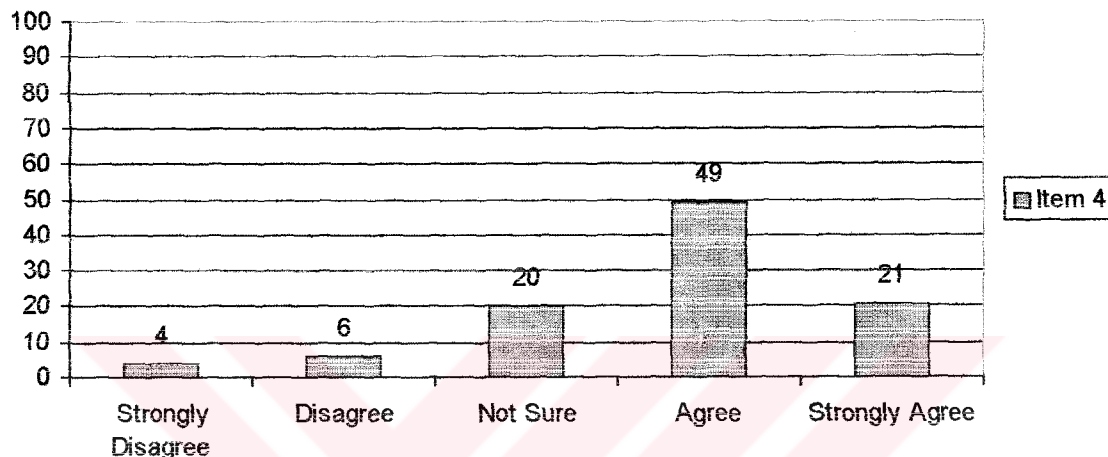
Table4.3.4 The frequencies and the percentages of the responses given for item 4 of the Student Questionnaire

	Number	%
1 Strongly Disagree	4	4
2 Disagree	6	6
3 Not Sure	20	20
4 Agree	49	49
5 Strongly Agree	21	21
TOTAL	100	100%

What becomes evident from the table and graph 4.3.4 is 70 students had positive attitudes towards item4 saying that coursebooks are systematic resources for the learners. Less than a quarter (20) were not sure while only 10 students disagreed with this item in the questionnaire.

Item5: Coursebooks provide learners with self-confidence.

Graph 4.3.5: The distribution of the responses for Item5 in the students' questionnaires
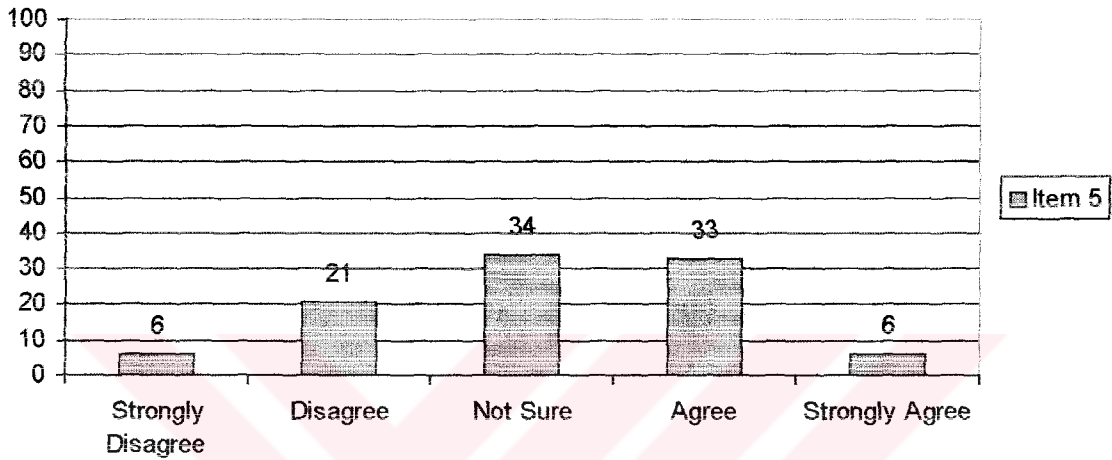
Table4.3.5 The frequencies and the percentages of the responses given for item 5 of the Student Questionnaire

	Number	%
1 Strongly Disagree	6	6
2 Disagree	21	21
3 Not Sure	34	34
4 Agree	33	33
5 Strongly Agree	6	6
TOTAL	100	100%

With regard to item5, 39% of the students agreed on the statement that coursebooks enable learners to feel secure. However, 34% of the participants were unable to decide whether they agreed or not, while 27% had negative responses towards the idea in item5.

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Item6: Our coursebook makes the classes boring and monotonous.

Graph 4.3.6: The distribution of the responses for Item6 in the students' questionnaires
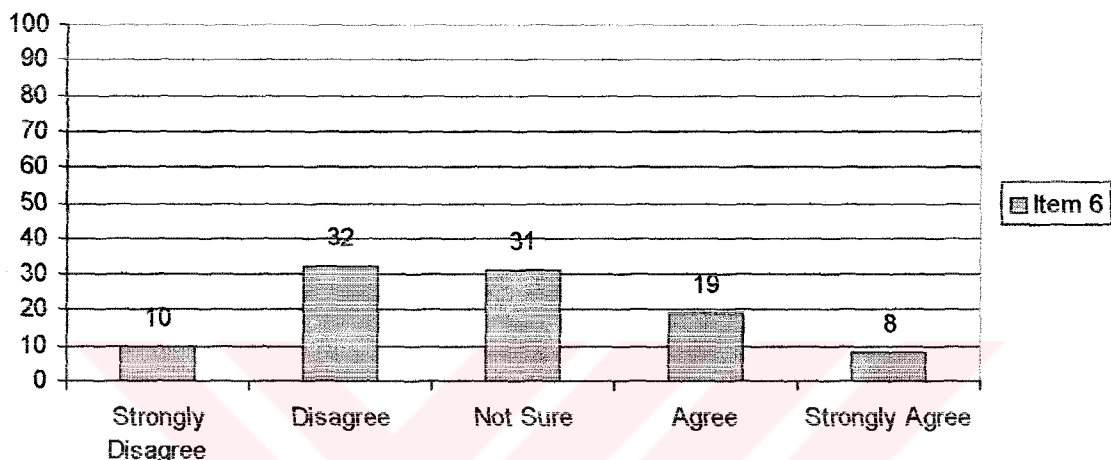
Table4.3.6 The frequencies and the percentages of the responses given for item 6 of the Student Questionnaire

	Number	%
1 Strongly Disagree	10	10
2 Disagree	32	32
3 Not Sure	31	31
4 Agree	19	19
5 Strongly Agree	8	8
TOTAL	100	100%

In connection with item6, 27 students thought that their coursebook made the classes boring and monotonous while 31 students were not sure of their feelings about this statement in the questionnaire. On the other hand, nearly half of them (42) believed that was not true. Simply put, the coursebook did not bring about boredom and monotony in the classroom.

Item7: Our coursebook is very expensive.

Graph 4.3.7: The distribution of the responses for Item7 in the students' questionnaires
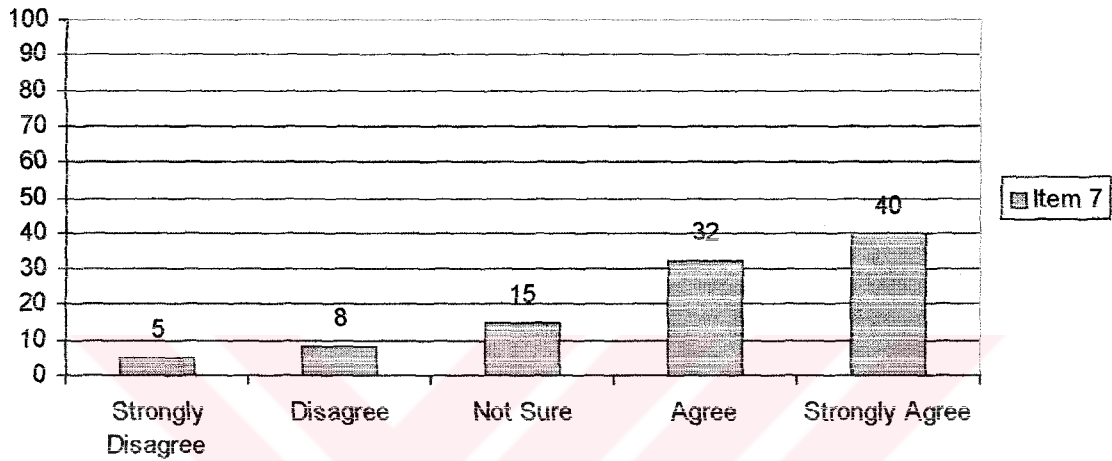
Table4.3.7 The frequencies and the percentages of the responses given for item 7 of the Student Questionnaire

	Number	%
1 Strongly Disagree	5	5
2 Disagree	8	8
3 Not Sure	15	15
4 Agree	32	32
5 Strongly Agree	40	40
TOTAL	100	100%

For item 7, which is related to the price of the coursebook, 72 students agreed that their coursebook is very expensive, whereas 15 students neither agreed nor disagreed. 13 of the students thought that it is not expensive.

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Item8: Our coursebook is not relevant to my own needs.

Graph 4.3.8: The distribution of the responses for Item8 in the students' questionnaires
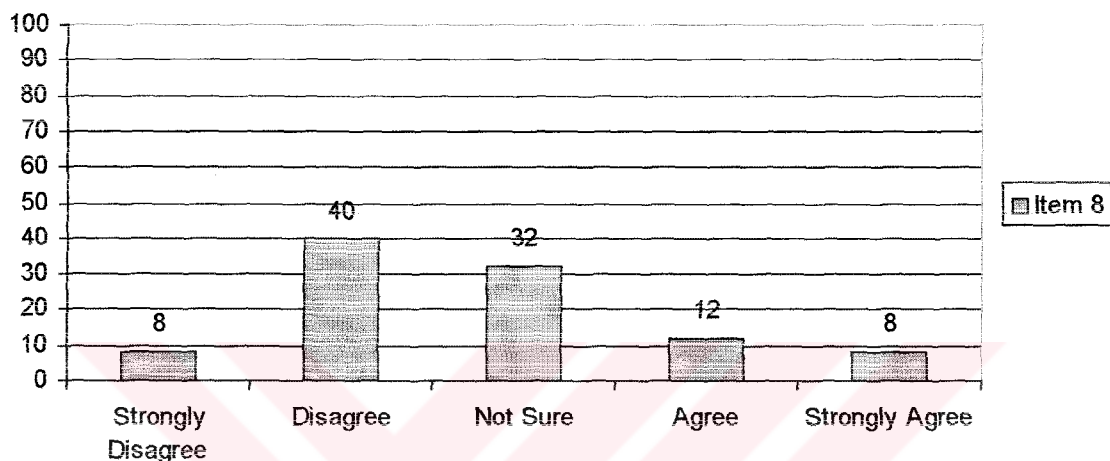
Table4.3.8 The frequencies and the percentages of the responses given for item 8 of the Student Questionnaire

	Number	%
1 Strongly Disagree	8	8
2 Disagree	40	40
3 Not Sure	32	32
4 Agree	12	12
5 Strongly Agree	8	8
TOTAL	100	100%

As seen from graph and table 4.3.8, 20 students had negative attitudes towards the fact in item8 that their coursebook is relevant to their needs. While they agreed on the irrelevancy of their coursebook to their needs, 48 students, nearly half of them, thought it was relevant by disagreeing with the statement in item8. 32 of them were hesitant to decide and remained unsure.

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Item9: The teaching method(s) / technique(s) used in our coursebook is /are not helpful.

Graph 4.3.9: The distribution of the responses for Item9 in the students' questionnaires
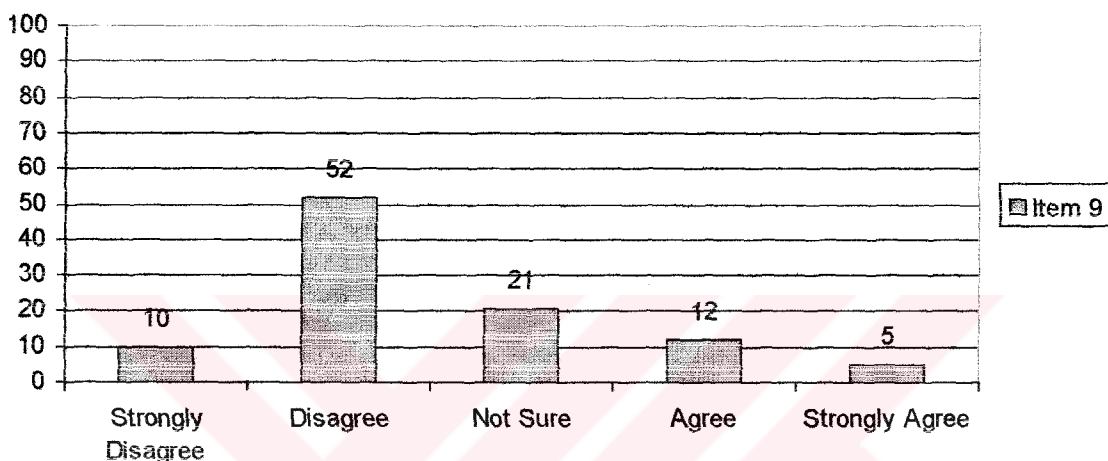
Table4.3.9 The frequencies and the percentages of the responses given for item 9 of the Student Questionnaire

	Number	%
1 Strongly Disagree	10	10
2 Disagree	52	52
3 Not Sure	21	21
4 Agree	12	12
5 Strongly Agree	5	5
TOTAL	100	100%

As graph and table 4.3.9 suggest, for 17 students that the method(s) and technique(s) used in the coursebook are not helpful. 21 didn't have a clear idea about it; however, more than half of them (62) thought that the coursebook includes helpful and useful method(s) and technique(s) for their learning.

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Item10: Our coursebook is suitable for self-study.

Graph 4.3.10: The distribution of the responses for Item10 in the students' questionnaires

Table4.3.10 The frequencies and the percentages of the responses given for item 10 of the Student Questionnaire

	Number	%
1 Strongly Disagree	13	13
2 Disagree	42	42
3 Not Sure	19	19
4 Agree	21	21
5 Strongly Agree	5	5
TOTAL	100	100%

With regard to item10, the aim is to get the students ideas about whether they find their coursebook easy for self-study or not. 26 students agreed that they can easily use their coursebook for self study while more than half of the students (55) found it is not suitable. On the other hand, 19 students were not able to decide whether to agree or not.

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Item11: Activities in our coursebook are enjoyable and useful.

Graph 4.3.11: The distribution of the responses for Item11 in the students' questionnaires

Table4.3.11 The frequencies and the percentages of the responses given for item 11 of the Student Questionnaire

	Number	%
1 Strongly Disagree	6	6
2 Disagree	21	21
3 Not Sure	15	15
4 Agree	34	34
5 Strongly Agree	24	24
TOTAL	100	100%

Concerning item11, the researcher tries to find out if the students find the activities in the coursebook enjoyable and useful. 58 students believed that the activities are enjoyable and useful while 27 disagreed with them. The neutral responses were 15.

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Item12: Our coursebook has attractive and interesting visuals.

Graph 4.3.12: The distribution of the responses for Item12 in the students' questionnaires

Table4.3.12 The frequencies and the percentages of the responses given for item 12 of the Student Questionnaire

	Number	%
1 Strongly Disagree	6	6
2 Disagree	14	14
3 Not Sure	19	19
4 Agree	51	51
5 Strongly Agree	10	10
TOTAL	100	100%

Item12 is related to the attractive and interesting visuals the coursebook has. 61 students found the visuals interesting and attractive as seen from the table4.3.12. Only 20 of the students disagreed with the statement and found them not interesting and attractive. However, 19 out of 100 students were hesitant to either agree or disagree.

Item13: Our coursebook has simple and clear instructions and easy to understand explanations.

Graph 4.3.13: The distribution of the responses for Item13 in the students' questionnaires

Table4.3.13 The frequencies and the percentages of the responses given for item 13 of the Student Questionnaire

	Number	%
1 Strongly Disagree	3	3
2 Disagree	17	17
3 Not Sure	23	23
4 Agree	46	46
5 Strongly Agree	11	11
TOTAL	100	100%

What becomes evident from graph and table 4.3.13 is that more than half of the students (57) agreed on the statement that their coursebook has clear and simple instructions and easy to understand explanations. However, 23 were unsure and 20 had negative attitudes about the statement in the questionnaire.

Item14: The workbook and other supplementary materials are complementary to the coursebook.

Graph 4.3.14: The distribution of the responses for Item14 in the students' questionnaires
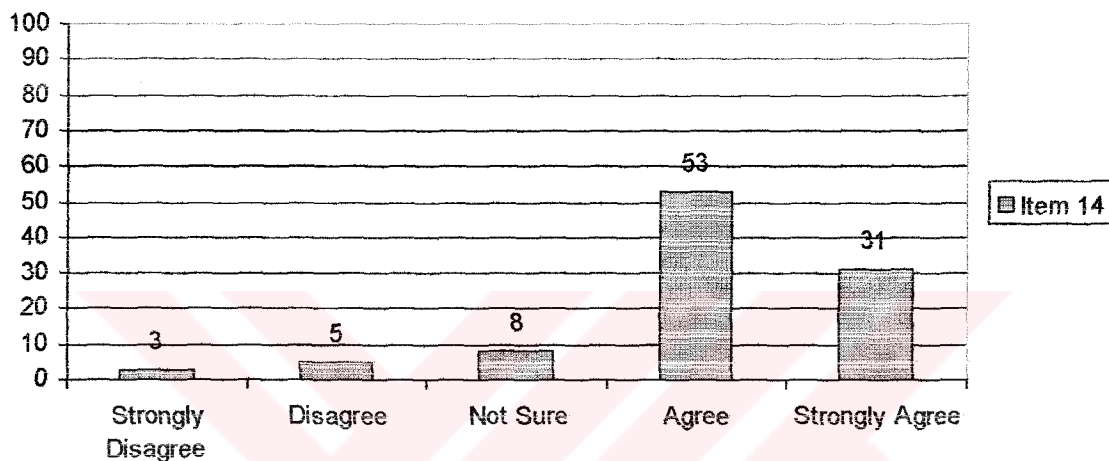
Table4.3.14 The frequencies and the percentages of the responses given for item 14 of the Student Questionnaire

	Number	%
1 Strongly Disagree	3	3
2 Disagree	5	5
3 Not Sure	8	8
4 Agree	53	53
5 Strongly Agree	31	31
TOTAL	100	100%

In connection with item14, the graph and the table above claim that the majority of the students (84%) believe that the supplementary materials are complementary to the coursebook. 8 remained unsure, while the other 8 students disagreed with the statement above, indicating that there is no co-ordination between the workbooks, supplementary materials of the coursebook.

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Item15: The questions in exams and quizzes are relevant to the coursebook.

Graph 4.3.15: The distribution of the responses for Item15 in the students' questionnaires
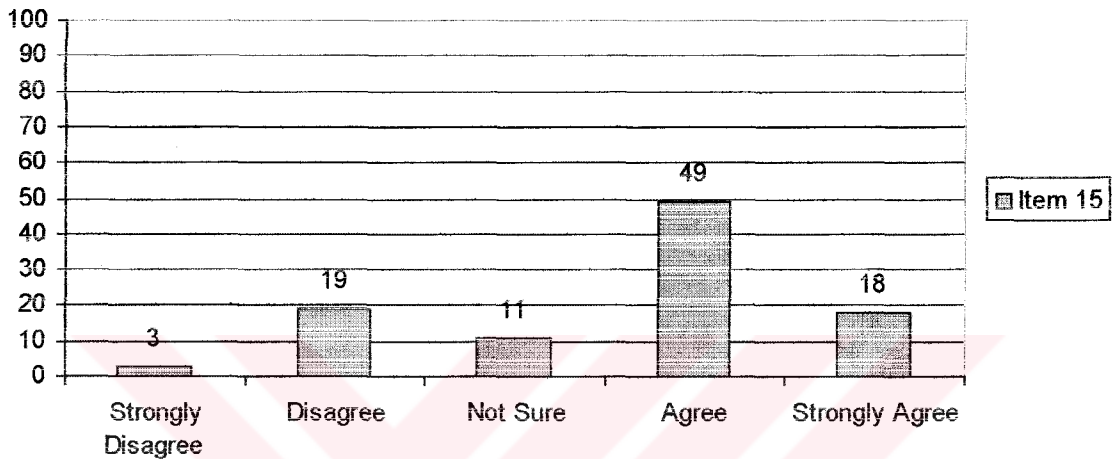
Table4.3.15 The frequencies and the percentages of the responses given for item 15 of the Student Questionnaire

	Number	%
1 Strongly Disagree	3	3
2 Disagree	19	19
3 Not Sure	11	11
4 Agree	49	49
5 Strongly Agree	18	18
TOTAL	100	100%

As seen form the graph and table 4.3.15, most of the students (67) believe that the questions in exams and quizzes are related to what they all learn through the coursebook. With regard to the same item, 22 students expressed the opposite and disagreed with the statement. 11 students were not sure about the relevancy of the exam questions to the coursebook.

Item16: Our coursebook is a useful resource in my learning.

Graph 4.3.16: The distribution of the responses for Item16 in the students' questionnaires
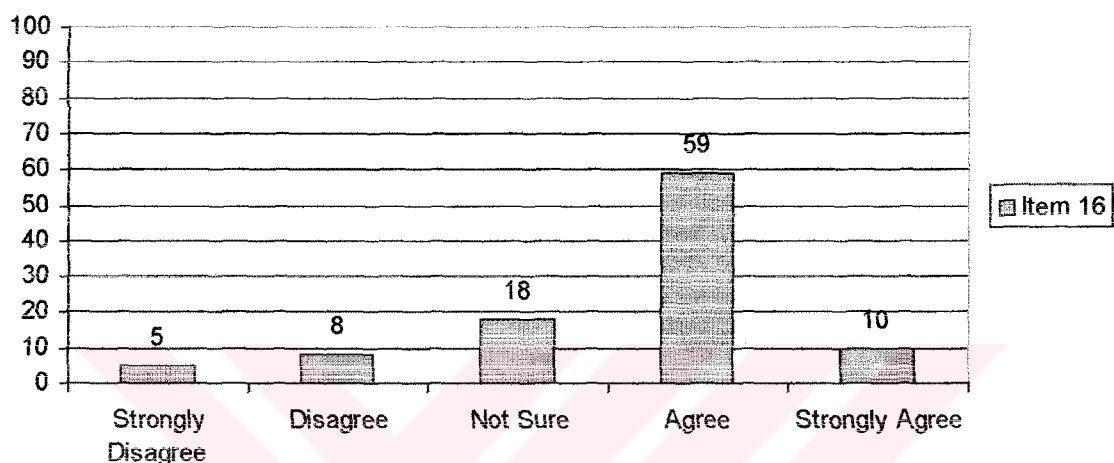
Table4.3.16 The frequencies and the percentages of the responses given for item 16 of the Student Questionnaire

	Number	%
1 Strongly Disagree	5	5
2 Disagree	8	8
3 Not Sure	18	18
4 Agree	59	59
5 Strongly Agree	10	10
TOTAL	100	100%

Item16 is related to whether the coursebook is a helpful resource in language learning or not, as seen from the graph above, 69% of the students thought that it a useful resource for them to learn English. While 18 students were unsure, 12 of them did not think so, by disagreeing with the statement in item16.

Item17: Our coursebook is easy to obtain.

Graph 4.3.17: The distribution of the responses for Item17 in the students' questionnaires
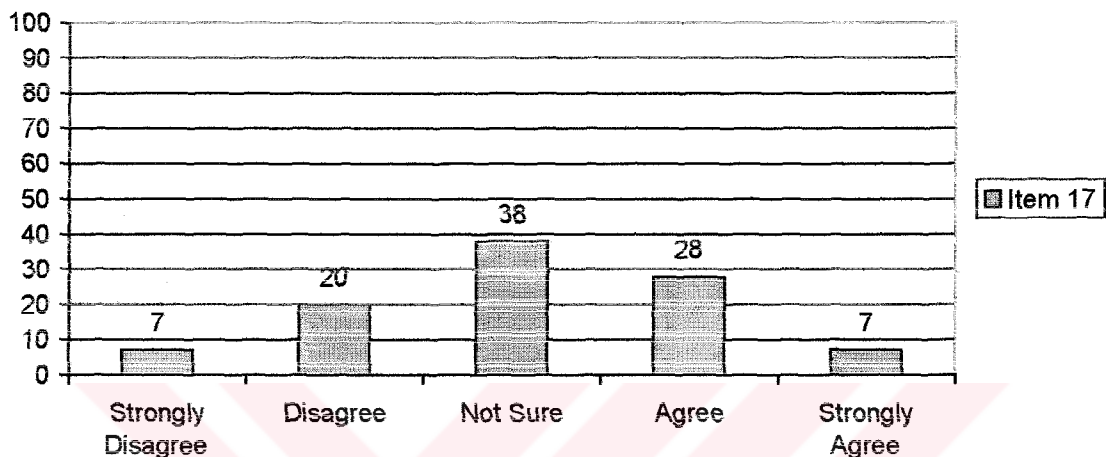
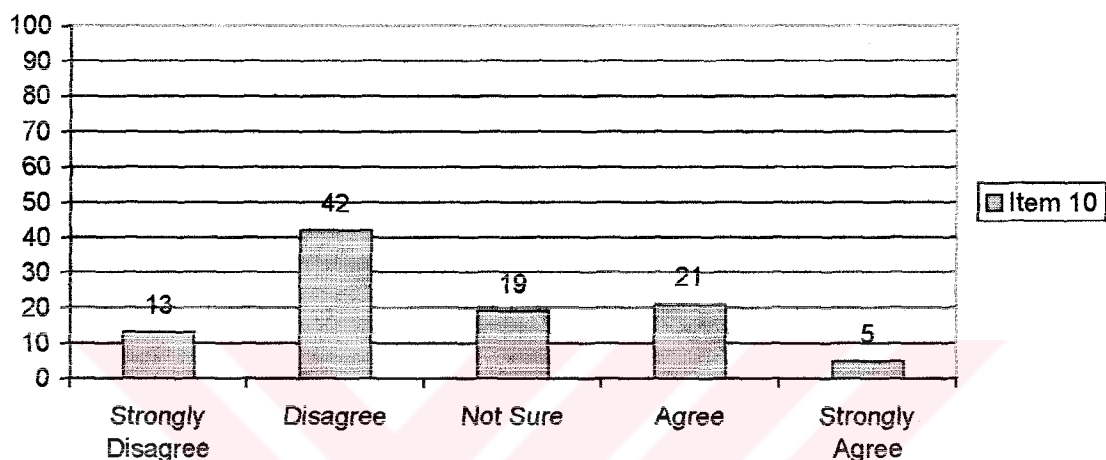**Table4.3.17 The frequencies and the percentages of the responses given for item 17 of the Student Questionnaire**

	Number	%
1 Strongly Disagree	7	7
2 Disagree	20	20
3 Not Sure	38	38
4 Agree	28	28
5 Strongly Agree	7	7
TOTAL	100	100%

In terms of the *obtainability* of the coursebook, 35 students agreed that their coursebook is easy to obtain, whereas 27 were negative in response to item17. Surprisingly, the remaining 38 students were not sure about the statement.

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Item18: Our coursebook has an easy to follow layout.

Graph 4.3.18: The distribution of the responses for Item18 in the students' questionnaires
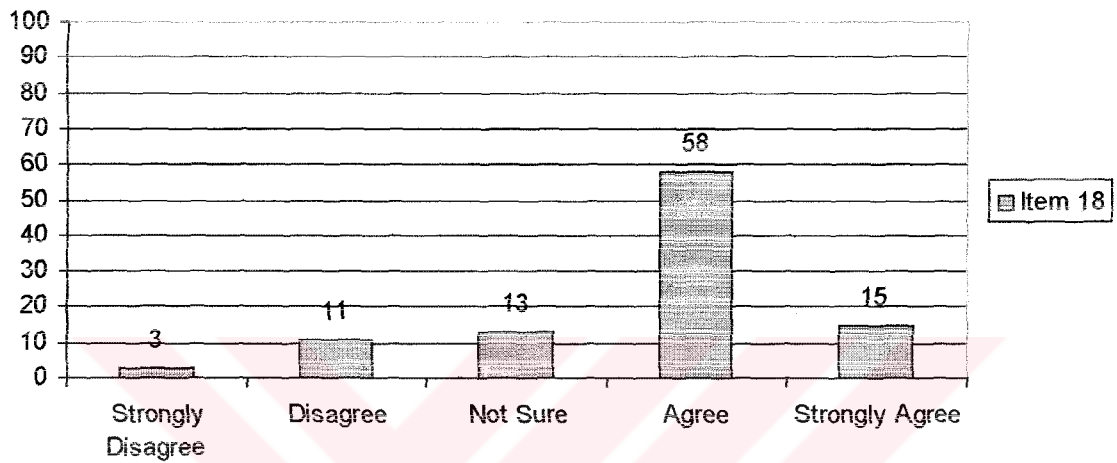
Table4.3.18 The frequencies and the percentages of the responses given for item 18 of the Student Questionnaire

	Number	%
1 Strongly Disagree	3	3
2 Disagree	11	11
3 Not Sure	13	13
4 Agree	58	58
5 Strongly Agree	15	15
TOTAL	100	100%

Of the 100 students, 73% were positive in response to item18, which is related to easy to follow layout of the coursebook. What becomes evident from the graph above, only 14% of the students disagreed and 13% were unsure.

Item19: The coursebook teaches relevant and appropriate registers and styles.

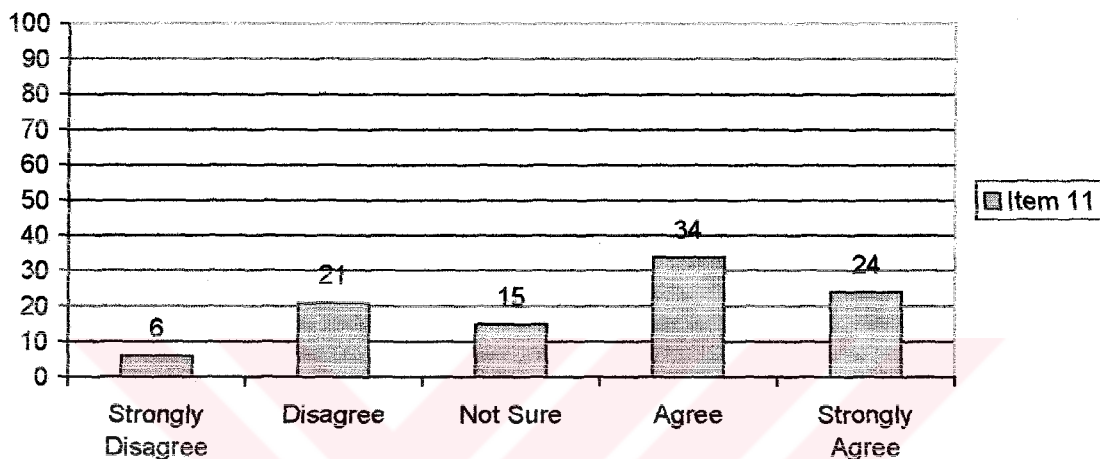**Graph 4.3.19: The distribution of the responses for Item19 in the students' questionnaires**
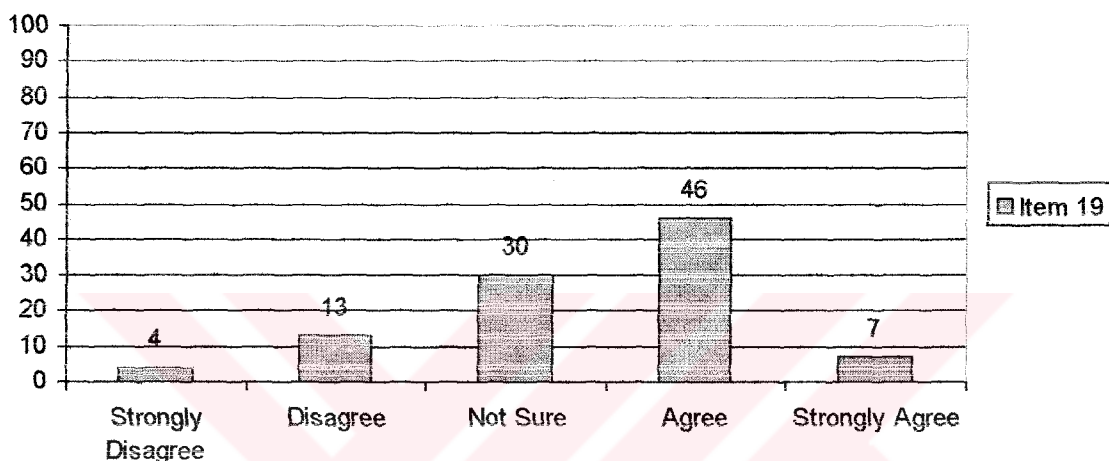
Table4.3.19 The frequencies and the percentages of the responses given for item 19 of the Student Questionnaire

	Number	%
1 Strongly Disagree	4	4
2 Disagree	13	13
3 Not Sure	30	30
4 Agree	46	46
5 Strongly Agree	7	7
TOTAL	100	100%

Concerning item19, more than half of the students (53) were positive in response to item related to whether the relevant and appropriate register(s) and style(s) are taught in the coursebook. 30 out of 100 were not sure, while 17 students disagreed with the statement in item19.

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Item20: Our coursebook is durable / can be used in the long run.

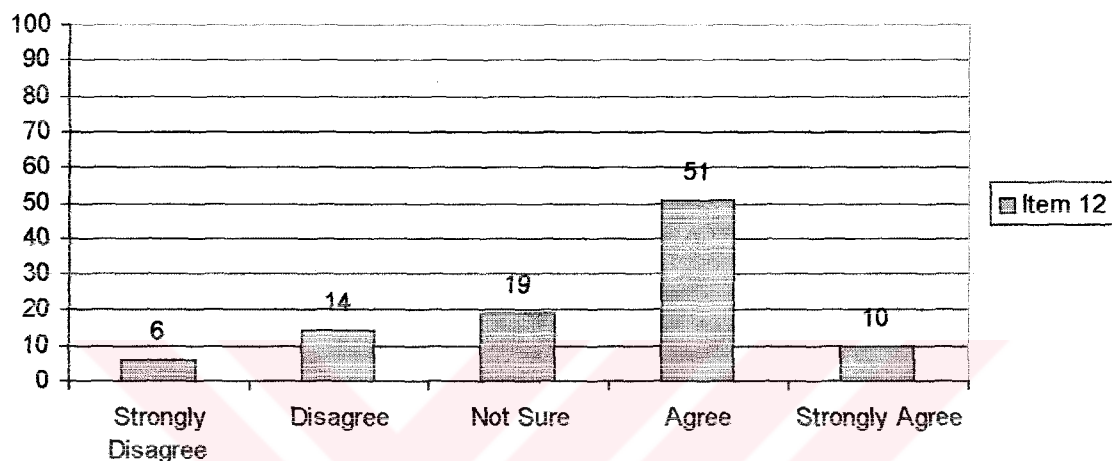**Graph 4.3.20: The distribution of the responses for Item20 in the students' questionnaires**
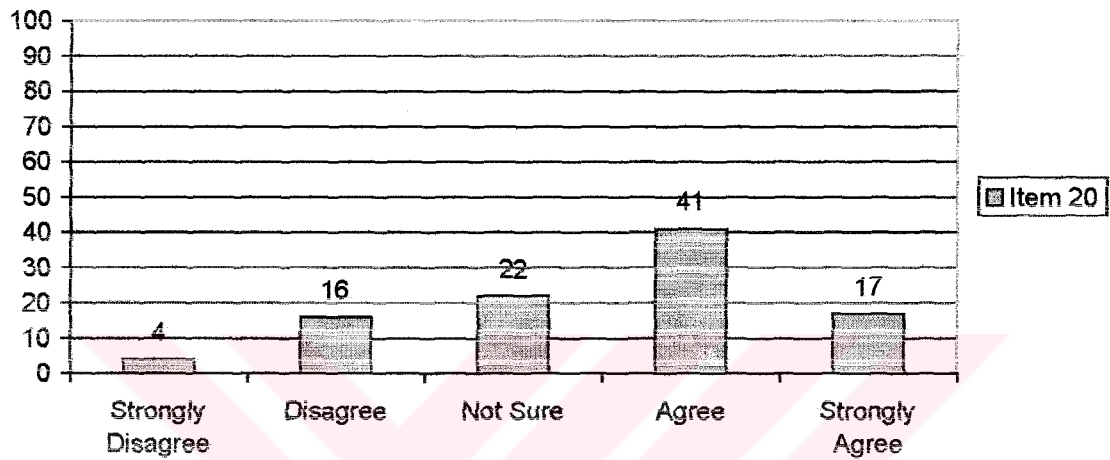
Table4.3.20 The frequencies and the percentages of the responses given for item 20 of the Student Questionnaire

	Number	%
1 Strongly Disagree	4	4
2 Disagree	16	16
3 Not Sure	22	22
4 Agree	41	41
5 Strongly Agree	17	17
TOTAL	100	100%

In terms of the durability of the coursebook, 58 students had positive attitudes towards the statement in item20 indicating that they can use the coursebook in the long run. While 22 students did not give any clear response, 20 students disagreed and gave negative responses.

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Item21: The reading texts in our coursebook are interesting and enjoyable.

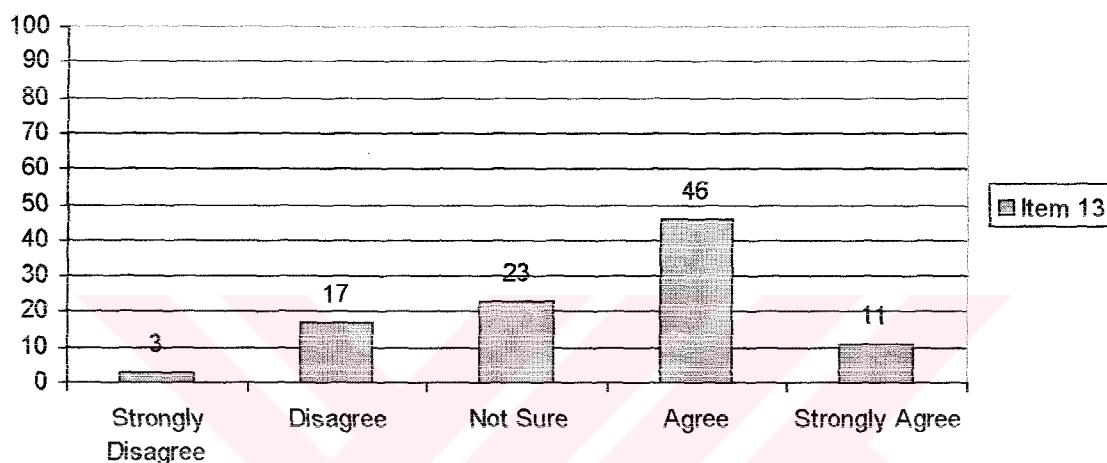**Graph 4.3.21: The distribution of the responses for Item21 in the students' questionnaires**
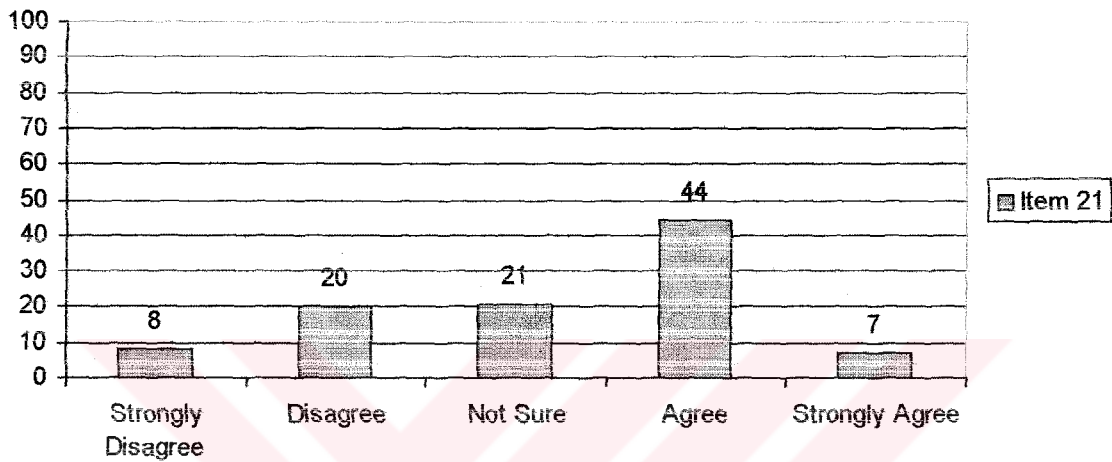
Table4.3.21 The frequencies and the percentages of the responses given for item 21 of the Student Questionnaire

	Number	%
1 Strongly Disagree	8	8
2 Disagree	20	20
3 Not Sure	21	21
4 Agree	44	44
5 Strongly Agree	7	7
TOTAL	100	100%

More than half of the students (51) who participated found the reading texts in the coursebook interesting and enjoyable. However, 28 students disagreed with the statement in item 21 and 21 students remained uncertain.

Item22: The listening sections in the coursebook are interesting and enjoyable.

Graph 4.3.22: The distribution of the responses for Item22 in the students' questionnaires
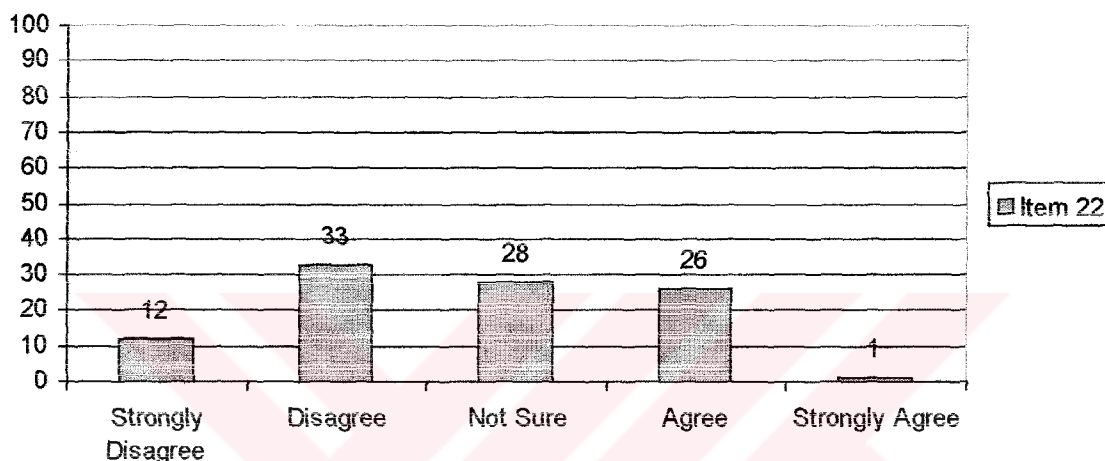
Table4.3.22 The frequencies and the percentages of the responses given for item 22 of the Student Questionnaire

	Number	%
1 Strongly Disagree	12	12
2 Disagree	33	33
3 Not Sure	28	28
4 Agree	26	26
5 Strongly Agree	1	1
TOTAL	100	100%

In terms of listening activities in the coursebook, as seen from table 4.3.22, 45 students gave negative responses, while 28 students were hesitant to decide. On the other hand, only 27 students found the listening activities interesting and enjoyable.

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Item23: The writing sections in the coursebook are interesting and enjoyable.

Graph 4.3.23: The distribution of the responses for Item23 in the students' questionnaires
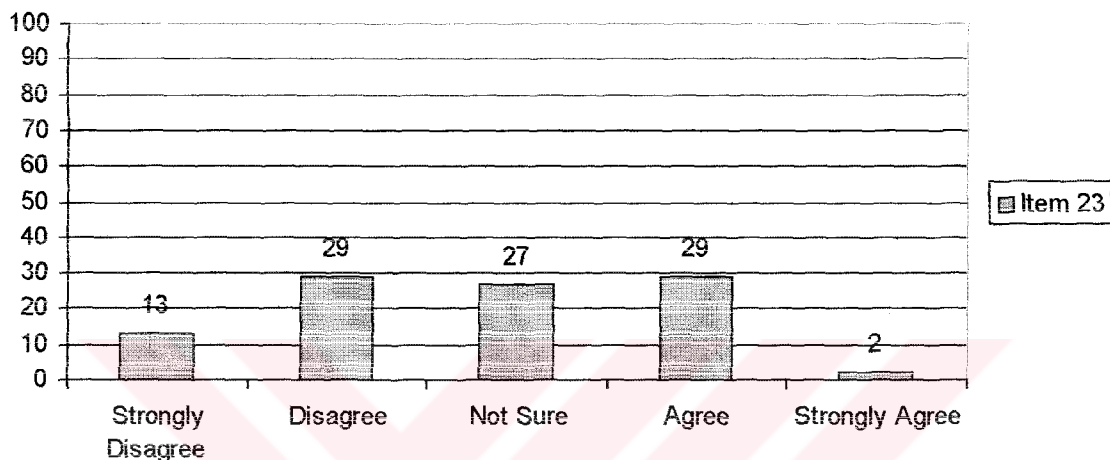
Table4.3.23 The frequencies and the percentages of the responses given for item 23 of the Student Questionnaire

	Number	%
1 Strongly Disagree	13	13
2 Disagree	29	29
3 Not Sure	27	27
4 Agree	29	29
5 Strongly Agree	2	2
TOTAL	100	100%

Concerning item23, 31 students found the writing activities in the coursebook interesting and enjoyable. However, 42 students had negative feelings towards them and disagreed with the statement in item23; the remaining 27 students were not sure.

Item24: Our coursebook is useful to develop speaking skills in language learning.

Graph 4.3.24: The distribution of the responses for Item24 in the students' questionnaires
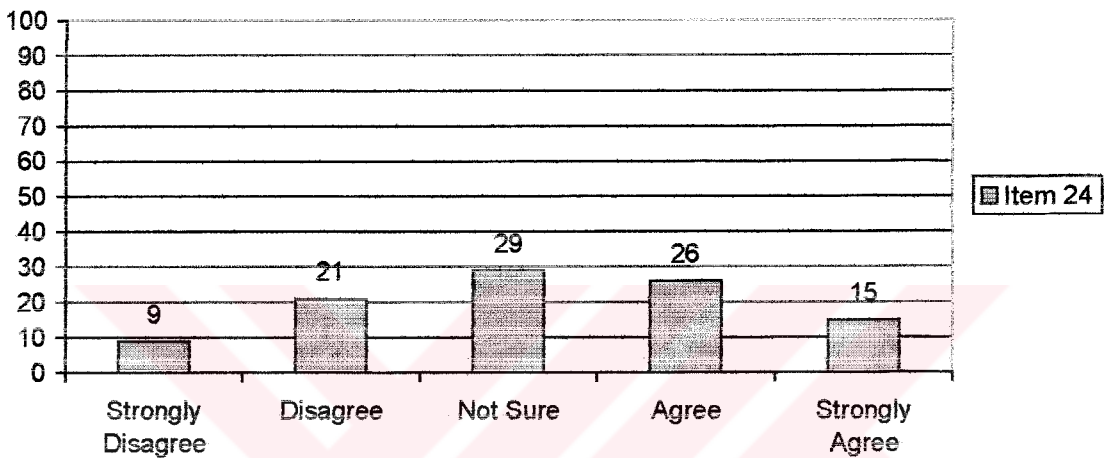
Table4.3.24 The frequencies and the percentages of the responses given for item 24 of the Student Questionnaire

	Number	%
1 Strongly Disagree	9	9
2 Disagree	21	21
3 Not Sure	29	29
4 Agree	26	26
5 Strongly Agree	15	15
TOTAL	100	100%

For item24, 41 students agreed that their coursebook is helpful to equip them with necessary speaking skills in English, whereas 30 students did not agree on the statement that it is helpful to develop required speaking skills and strategies. On the other hand, 29 students remained unsure.

4.4. The correlations between the achievement scores of the learners and their questionnaire scores

Table 4.4.1

Correlations (notpoint.sta)				
Marked correlations are significant at p < ,05000				
N=100 (Casewise deletion of missing data)				
	PUAN	**BASARI**		
PUAN	1	0,027733		
BASARI	0,027733	1		

As seen from the table above, r =,027733. Since the r value is accepted as 0, H_0 is accepted meaning that there is no meaningful relation between the variables. If r was not equal to 0 (r≠0), there would be a meaningful relation between the variables. As a result, we can come to a conclusion that, for this study there is not any significant relation between the students' success and their attitudes towards the coursebook they study.

4.5. The evaluation of comments in the coursebook evaluation checklist

In this section, teachers' comments in the last part of the coursebook evaluation checklist by the instructors were analysed. The researcher examined all the comments written by the participants to find out the opinions on the coursebook. These opinions given below are generally the ones that are not evaluated via items in the checklist. The opinions that are related to items in the checklist were discussed in Chapter 5 when necessary. 10 out of 22 instructors (45,45%) made comments on the coursebook, while the others do not see it necessary. Most of the comments they made were related to the supplementary materials the book offers. Some of the opinions about the supplementary materials are as follows:

"Some of the resource bank activities are really useful and can easily show how much has been learnt, but some of them are really boring."

" Resource bank materials take too much time when applied, and some of them are not very relevant. That is why teachers might have some troubles in practicing them."

"There are resource bank activities which I find very useful and helpful for

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practice, but if we had more time to practice them in the classes, it would be a great chance for the students."

"Resource banks are communicative, but they do not meet the needs of the students. They do not serve for the testing system in the school."

"Cutting Edge Series has got resource bank materials which I strongly believe in its usefulness". My students also found them interesting. However, some of the instructions in these activities are inadequate or not easily understandable. Moreover, because of the limited time, some of them are not covered well."

"Resource bank activities include sometimes confusing instructions even for the teacher and the activities related to stress and intonations are not found useful by either me or the students."

When we read the above comments on the coursebook, we can come to a conclusion that with some deficiencies, resource banks are helpful and interesting for the learners. Among these deficiencies, according to the researcher, the most important one is that the instructions are not easy to understand even for the teacher. This may cause a trouble in the class. This may be overcome by teachers' manipulating the activity so that it would be useful and enjoyable for the learners. The second important negative aspect indicated by the instructors is the limited time devoted to the activities. Especially for the elementary groups much more time is needed. In order to create time for the resource bank activities, some other activities (such as workbook activities) may be assigned as homework.

One of the participants commented on the supplementary materials as follows:

"The teachers book does not fully give all the answers and explanations to the language taught in the coursebook. Also, it contains some errors in the answers. The tests are OK but they do not correspond with the activities in the coursebook. Videos are interesting and understandable."

From the statement above, it is claimed that the answers and explanations in the teacher's book have some deficiencies. Also, the tests are not seen relevant with the activities in the coursebook. Videos as supplementary materials were seen interesting and clear.

40,91 % of the instructors who commented in the checklist claimed that some extra supplementary is needed for different skills. Here are some examples:

"Specifically for the new learners of English, extra grammar and vocabulary supplements are needed. Moreover, students need extra vocabulary study, therefore some supplements for reviewing vocabulary would be suitable."

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" This is a really useful book; however, in my opinion, it needs to be supplied with some extras especially for writing and reading. For the institutions which aim EAP, it should be definitely supplied."

"Supplementary materials for reading and writing can be added to meet the students' needs."

"The useful language box in the coursebook exerts a problem for me. It seems to me that it is a dangling element which is really difficult for students to use without having seen some models by the teacher. The coursebook should have supplied the models. In order to remedy this situation, we may provide students with the models suggested by us on the Power Point."

"There is not enough emphasis on reading and writing skills that will meet our students needs."

As seen from the above comments, some of the instructors claim that the coursebook should be supported by extra materials especially for some specific skills (reading, writing, and vocabulary). For reading and writing, extra supplementary materials are said to be needed. *The Useful Language Box* in the coursebook should be supported with models in their usage.

Another point that was mentioned by one of the instructors was related to required input from the teacher.

"The coursebook's presentation is varied but my students have difficulty in understanding them and the activities in the book are impossible for 70% of the class to understand without teacher's hep and input."

In terms of the cultural issues handled in the coursebook, a statement reads as follows:

"The book gives different ideas about various cultures, believes, traditions and these attracts the attention of the students. I appreciate the writer's making learners aware of many different ways of lives and facts related to many different things."

4.6. The evaluation of comments in the student questionnaires

The feedback from the students' questionnaires can be categorised mainly under four: a supplementary grammar book, the mini dictionary at the back cover of the book, speaking skill, and the vocabulary in the book.

38 students made comments about the issues mentioned above. More than half of the commentators (23) wanted to have extra grammar supplementary especially in the form of a book. Some of the comments are as follows:

"I would be grateful if we had a separate grammar book,..."

"Besides this coursebook, a grammar and exercise book should be provided."

"The grammar points included in the coursebook should be given in a separate grammar book."

"Within the class another grammar book should be used."

Surprisingly, while the teachers were advocating the support for the reading and writing skills, the students wanted support for speaking and grammar. Some of the views concerning this issue as follows:

"Speaking activities in the coursebook should be more and demanding."
"There should be more discussions in the classes."
"Speaking clubs should be organised."
"The book should force the students to communicate in English."

As a third point, the mini-dictionary was found to be extremely useful by the 38 students. Some of the comments are as follows:

"The mini-dictionary at the back of the coursebook is very helpful."
"The mini-dictionary is what helps me more in the coursebook."
"The mini-dictionary is very time saving."
"The mini-dictionary prevents us from carrying the heavy ones."
"I learnt all the vocabulary from that mini-dictionary."

For a fourth point, the vocabulary section was handled by the students:

"The revision for the vocabulary is a must."
"There should be more emphasis on the vocabulary."
"Why do we not learn the vocabularies related to our departments?"
"Vocabulary quizzes are really helpful. They should be done more frequently."

CHAPTER 5
DISCUSSION OF THE RESULTS

5.1. Introduction

In this chapter, the different results obtained from the data analysis in Chapter 4 are discussed in terms of the research questions defined in Chapter 1. It is attempted to fulfil each purpose of the present research through discussing the results obtained from data collection instruments. The results are discussed in three main groups as follows:

Section 5.2: The results of the data analysis related to the teachers' attitudes towards the coursebook they use.

Section 5.3: The results of the data analysis related to the students' attitudes towards the coursebook they use.

Section 5.4: The results of the correlation between the students' achievement test scores and their attitudes towards the coursebook.

5.2. The attitudes of the instructors towards the coursebook they use

This question was answered in the light of the results obtained from the analysis of the coursebook evaluation checklist including the participants' comments in the checklist.

5.2.1 The results obtained from the analysis of the data from the macro evaluation

Macro evaluation part is a general overview and can be completed by flicking through the coursebook and looking at the description. As Jones (1999:174) claims "if a book does not fulfil the requirements of the macro evaluation, there is no need to continue with a detailed checklist and the procedure can finish there".

Taking our evidence from the analysis of the coursebook evaluation checklist as presented in graphs and tables 4.2.1-4.2.23, the related coursebook Cutting Edge seemed to fulfil nearly all the requirements of macro evaluation.

To start with, the data presented in table and graph 4.2.1 suggest that the coursebook was found to be attractive in terms of design, illustrations and typeface without any opposition by the participant instructors. In terms of obtainability which was an issue about a coursebook's factual details, it was agreed that it is easy to obtain by the majority of the participants (77,27%); however, 22,73% had no clear opinion (see table and graph 4.2.2). The possible explanation for those who were unsure can be that both the learners and the instructors had already been provided with the coursebook by the school administration. In fact, the book has a great market in Turkey and it is used by some important prep schools (Boğaziçi, Uludağ, Osmangazi Universities, The British Council ...etc.).

With reference to the data presented in graph and table 4.2.3, the methodology of the coursebook was found to be relevant to this particular teaching situation at Osmangazi University. The reason why 13,64% of the participants were negative in response may be due to the coursebook's having a communicative approach to language teaching, which may miss some parts of EAP.

According to the data presented in graphs and tables 4.2.4 – 4.2.10, the coverage of functions, vocabulary, discourse, pronunciation, and communication strategies elicited high approval from the participants; however, in terms of coverage of grammar and appropriate and relevant registers, there were some participants who were not satisfied with the coursebook. According to the comments, the reason why 45% remained unsure and 22,73% believed the grammar coverage of the coursebook is not sufficient is the need for extra grammar supplements for the upper levels. Agreeing with the instructors who saw the grammar coverage inadequate, some students also made some comments on the need for a supplementary grammar book. Concerning the coverage of the registers, there were 2 out of 22 (9,09%) participants who were negative in response commenting that it should have taught more various styles of writing – speaking (see tables and graphs 4.2.4 – 4.2.10). However, in a foreign language environment, learners should not be expected to write and speak as a native (Stern, 1992).

The analysis of the data as presented from the graph and table 4.2.11 to 4.2.14 is related to the proportion of the text devoted to four skills (*reading*, *writing*,

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speaking, listening). Most of the instructors (90,91%) shared the same idea that the devotion to *listening* and *speaking* is appropriate. However, for *reading* 32% of the participants found the proportion insufficient indicating in their comments that this skill needs to be supplied with extras. Moreover, again the same amount of participants (31,82%), as it is the case for *reading*, claimed that *writing* also needed to be supported with extra materials. Teachers may want to see some EAP texts and this may be the possible reason for the need to supplement reading and writing.

Most of the participants thought that the language level of the coursebook is appropriate, whereas only 13,64% remained hesitant and 4,55% found it difficult for the learners (see Table and Graph 4.2.15). The reason for opposing the idea in this item may be due to the requirement of a high degree of input the coursebook asks from the teacher.

As seen in the results from the macro evaluation item-7, it is evident that all the teachers had the same idea that the topics are likely to be genuine interest to the learners (see table and graph 4.2.16).

Tables from 4.2.17 to 4.2.19 also provide us with positive results that there is a variety of exercise, text and interaction type as indicated by most of the instructors.

For the inquiry about how much cultural bias exist in the coursebook, more than half of the instructors believed that it does not include any cultural bias, whereas 18,18% thought the opposite indicating that it includes some cultural prejudice. This may be an indication that those participants (18,18%) took the presentation of different religious and social environment in the coursebook as including prejudice against other social and religious contexts (see table 4.2.20). The same 18,18% claimed that although there was a cultural prejudice in the coursebook, it was tolerable for the foreign learners and teachers of English (see table 4.2.21).

The elicited responses to item 10 and 10-a are the expected ones. As the results are presented in tables 4.2.22 and 4.2.23, certain equipments are required to make use of the supplementary materials and they are available in the institution.

To sum up, macro evaluation part of the criteria checklist was highly appreciated by the participants. Since the results are satisfactory in this section, the

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coursebook can be evaluated in the micro evaluation section.

5.2.2 The results obtained from the analysis of the data from the micro evaluation

The micro evaluation is a detailed checklist consisting of 7 sections that basically cover the following areas:

Section 1: Technical details

Section 2: Methodology

Section 3: Language

Section 4: Skills

Section 5: Activities

Section 6: Cultural Factors

Section 7: Other Considerations

The details of the analysis of the data obtained by means of the 46 items on the criteria in the micro evaluation have been justified in Chapter 4. Section 4.2. Here the findings are highlighted:

Section 1: Technical Details: With reference to the data presented in table and graph 4.2.24 – 4.2.29, the criteria related to coursebook factual details, such as durability, having attractive and relevant visuals, presentation and layout, useful contents page, list of new vocabulary were questioned. It was agreed on by almost all participants that the coursebook seems permanent and has attractive and relevant visuals (see table 4.2.24, 4.2.25, and 4.2.26). However, the insufficient space allowed for the students to write in the answers made the participant instructors disagree (18,18%) or remain unsure (36,36%) for item 1-d as it can be seen from table 4.2.27. The reason for opposition and hesitations for this item becomes clear in the comments that the coursebook has an attractive design, but does not have enough space for students to write in the answers. The possible basis for the 36,36% of the instructors remained uncertain is that two criteria were given under the same item (see item 1-d). The separation of these two criteria (...*attractive design* and ...*allow space for students*) will result in the decrease in the number of uncertain participants. Therefore, the researcher felt this item could have been expressed separately.

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The coursebook has a useful contents page (see table and graph 4.2.28). The findings are surprising with regard to the criterion related to *the list of new vocabulary*. According to the data analysis in table 4.2.29, it was suggested by 31,82% that the coursebook should have a complete separate list of new vocabulary. On the other hand, 59,09% claimed that the coursebook has a list of new vocabulary whereas 9,09% remained uncertain. The reason for the 40,91% of the participants to disagree or remain unsure may be due to the fact that the coursebook presents the vocabulary not in the form of a list but provides the learner with a mini-dictionary at the back cover of the coursebook. Those who agreed with the statement in the item 1-f possibly regarded the mini-dictionary as a list of new vocabulary.

Section2: Methodology

According to the results presented in table 4.2.30, the coursebook was found to be based on a learning theory that is suitable to the needs of the institution. This point has been highlighted in the literature by various researchers and scholars (see, for example Van Els *et. al* (1984), McDonough and Shaw (1993)). However, 27,27% of the participants were uncertain and 10% gave negative response to item 2-a. This may be due to the fact that the learners will heavily rely on the translation method when they graduated from the prep school and started to study in their departments. On the other hand, the coursebook has a communicative aspect of teaching English. Thus, those who were negative or uncertain about the suitability of the theory of learning for the institution may assume that the theory of learning on which the coursebook is based on is not exactly suited to EAP. However, the overall aim of the prep school is not totally based on EAP. As indicated in the regulation of the Osmangazi University Prep School, the learners should be equipped with the ability to communicate effectively in the target language (www.ogu.edu.tr/~ydb/yonet.htm). Moreover, contrast to most of the coursebook which rely on 3Ps (Presentation, Practice and Production) as their methodological procedure, Cutting Edge presents the recent enthusiasm for other teaching sequences as applying communicative language teaching and task based teaching and learning.

Similarly, 69% of the participants thought that the coursebook allows for a variety of learning and teaching and learning styles (see table 4.2.31). However,

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27,27% were unsure and 4,55% were negative in response. Those who were uncertain and negative in response may think that the coursebook heavily relies on communicative method of teaching, disregarding some of the early methods such as grammar translation method, the direct method, and the audio-lingual method.

Item 2-c in the micro evaluation was to be assessed in a negative manner in our data analysis (see table 4.2.32). Only 22,73% of the participants believed that the coursebook could be used for self-study; however, 31,82% gave negative responses and nearly half of them remained unsure. Since self-study books are considered to be different from the coursebooks, the result obtained from this data was an expected one. This supports Tomlinson (1998:321) who differentiates access-self materials as materials which enable learners to work on when they need in their own time and at their own pace without reference to a teacher.

"...typically such materials are used to supplement classroom learning activities and usually they focus on providing extra practice in the use of specific language items or skills which are problematic for the students (p.321)"

The instructors commented that the workbooks could be thought to be self-study books. Those who were not sure (45,45%) may have thought this.

Section3: Language

This section focuses on the language of the coursebook. To motivate students, relevance and variety are the key words. As seen in the analysis of the data in tables 4.2.33, 4.2.37, and 4.2.38, the relevance of the structures, functions and vocabulary taught in the coursebook to the students' needs seemed highly appreciated by the participants. The vocabulary taught in the coursebook was selected according to both the relevancy and usage frequency and load factors (see table 4.2.39).

Similarly, table 4.2.34 and 4.2.35 suggest that the participants agreed on the coursebook's presenting grammar in context and in a systematically sequenced way. This aligns with many scholars and researchers who highlight the importance of teaching grammar in context and in a systematic fashion (see Mitchell (1994:33), Ur (1996:82), Harmer (2001:156).

In terms of variety of techniques for the variety in teaching the meaning of new vocabulary, the coursebook seemed to be highly appreciated by 54,55% of the

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instructors. The reason why 27,27% remained unsure and 18,18% disagreed may be due to the fact that, as Harmer (2001:304) also points out in restrictions of using a coursebook, "the techniques although varied are often in an unrelenting format that the sameness of them eventually make the students and learners demotivated"(see table 4.2.40).

Table 4.2.41 and 4.2.42 provide us with the result that the teaching of recognition and production of phonemes, stress, and intonation was fulfilled well by the coursebook. This runs parallel with Stern (1992) who suggested proper pronunciation, although not necessarily at the level of a native speakers', is desirable.

The availability of the teaching of conversational strategies in the coursebook was also highly approved by the participants as the data in table 4.2.43 suggested. Teaching conversational strategies, as underlined by Di Pietro (1975), seems important for especially communicative aspect of the language.

According to the data analysis in table 4.2.44, it was agreed by 86,36% of the participants that the coursebook included authentic or authentic sounding language. As already discussed in Chapter 2, a demand for the *pure authenticity* may not be a realistic one; therefore, the researcher felt the need to use the phrase *authentic sounding* (see Jones, 1999).

Section 4: Skills

The items in Section 4 mainly focus on the variety and relevance of the skills presented in the coursebook and the topics being of genuine interest to the learners.

As seen in the data analysis presented in tables 4.2.45 and 4.2.46, reading texts in the coursebook elicited a considerable amount of positive responses in terms of variety and relevance.

In connection with speaking, it was approved by the majority of the participants that the amount of speaking activities in the coursebook was appropriate (see table 4.2.47).

Concerning listening texts in the coursebook, most of the participants found the

listening texts varied, relevant and interesting (table 4.2.48 and 4.2.49). The amount of authentic listening texts was also found to be proper (table 4.2.50).

With reference to the data presented in table 4.2.51, the participants pointed out the problem related to the writing texts in the coursebook. The reason why 22,73% disagreed and 40,91% were unable to decide on the statement in the item 4-g may be explained by the participants' own comments. They commented that models and variety of micro skills for writing were needed to be supplied for the coursebook.

For the amount of integrated skill activities in the coursebook, as underlined by Nunan (1989) and Brown, H.D. (2001), the participants were positive in response to the item related to the appropriate amount of integrated skills activities the coursebook has (see table 4.2.52).

Section 5: Activities

This section related to the activities in the coursebook received a very high approval from the participants (see tables 4.2.53 – 4.2.59). The activities were found to be relevant, useful (see table 4.2.53) and enjoyable (see table 4.2.58) by the participants. The data presented in table 4.2.54 suggest that the coursebook graded the activities from controlled to free which can be completed with table 4.2.55 including participants who claimed that the coursebook had a pace.

The results presented in tables 4.2.56 and 4.2.59 can be put more simply as the coursebook was approved to have activities with a problem solving elements and simple, clear instructions provided for each of the activities. The situations in the coursebook were also found relevant and realistic (see table 4.2.60).

Similarly, the exercises that may be set for homework were included in the coursebook (see table 4.2.57). With reference to the data presented in table 4.2.61, the importance and relevance of the role-plays was also considered and given place in the coursebook.

Section 6: Cultural Factors

This section focuses on the cultural aspects of the coursebook. The coursebook is not expected to be sterile, with no reference to culture. However, the degree of the cultural biasness is important for the coursebook evaluation.

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With reference to the data presented in table 4.2.62, the coursebook seemed to serve for different and appropriate religious and social environment. It was also found to have materials to help cross-cultural awareness (see table 4.2.64). As indicated in table 4.2.63, the coursebook did not show any standardised, inaccurate, offensive views of gender, race, class, etc. Similarly, on the grounds that some learners may find themselves in a variety of language situation, the coursebook seemed to teach relevant and appropriate styles of writing and speaking (see table 4.2.65).

Section 7: Other Factors

This section focuses on other issues related to the coursebook.

The analysis of the data in table 4.2.66 suggests a highly relevant issue in our EFL context: the degree of input the coursebook requires from the teacher. It is not surprising that more than half of the instructors (54,55%) found that the book requires a high degree of input. This may mean that the coursebook was not easy to use, possibly not having "finely tuned" input and not guiding students without much effort on the teachers' behalf, or this may be the indication of the fact that teachers do not have enough time for preparation due to heavy teaching load, or they may not feel comfortable with the challenge the coursebook provides for the teachers' linguistic competence (Thomas (1987). As Grant (1997:118) stated, "the best book in the world will not work in the classroom if the teacher has good reasons for disliking it; therefore, it is important for the coursebook to suit the teacher".

The data presented in table 4.2.67 provided us with interesting results although the coursebook was found to require high input from the teacher; participants thought that it did not fail to guide a non-native teacher of English.

In terms of necessary basis for EAP that the coursebook provides, nearly half of the participants (45,45%) were unable to decide and 27,27% gave negative responses (see table 4.2.68). The reason may be again lying under the communicative, task based teaching the coursebook possesses.

As seen in table 4.2.69, the coursebook was found to be suitable for EFL situation. Only 18,18% indicated that it was not specifically produced for foreign learners.

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In the micro evaluation part of the checklist, positive responses were high. However, for some items the researcher encountered some unsure participants and tried to comment the reason(s) why they remained uncertain.

5.2.3 The results obtained from the analysis of the data from the supplementary materials evaluation

The supplementary materials evaluation is a detailed checklist consisting of 4 sections that basically cover the following areas:

Section 1: The teachers' book

Section2: The audiocassettes

Section3: The Workbook

Section4: The tests

The details of the analysis of the results obtained from the 18 items on the criteria in the supplementary materials evaluation have been discussed in Chapter 4 (Section 4.2). Here the findings are highlighted:

Section 1: The teachers' book: With reference to the data presented in graph 4.2.70 – 4.2.74, the criteria related to teachers' book, such as necessity, guidance for both experienced and novice teachers, guidance for lesson plan and classroom management to the non-native teachers, advice about how to supplement or present the material in different ways, having tape scripts, and having correct and suggested answers to the exercises were inquired.

It was agreed on by all participants that the teachers' book is necessary (see table 4.2.70). The teachers' book is thought to be giving guidance for the needs of both experienced and novice teachers, is agreed by most of the instructors. The adequate guidance the teachers' book provides to the non-native speaker teachers on lesson planning and classroom management received a high approval from the instructors (see tables and graphs 4.2.71 and 4.2.72). Whether the teachers' book gives advices about how to supplement the material or to present the lessons in different ways was assessed via item 1d. With regard to the item 1d, nearly all of the instructors agreed that the teachers' book does the above-mentioned statement. (see table and graph 4.2.73). With reference to the item 1-e, which includes the statement that the teachers' book contains correct and suggested answers to the exercises,

10% of the instructors gave negative responses while 18% was uncertain and 72,73% agreed (see table 4.2.74).

Section2: The audiocassettes:

This section deals with the audiocassettes as supplementary materials with regard to their sound quality, natural sounds, variation of non-native accents and finding the numbers of the units and the exercises numbers easily in the cassettes. Generally the positive responses were taken from the participants related to the issues mentioned in the preceding sentence (see table 4.2.75 – 4.2.78).

Section3: The Workbook:

This section deals with the workbook in terms of its convenience for self-study, containing complementary materials that do not repeat the materials in the coursebook, and the activities. The workbooks seem suitable for self-study and they have materials that are complementary to the main coursebook. With regard to the activities, most of the participants indicated positive views that the workbook includes useful and interesting activities (see table 4.2.79 – 4.2.81)

Section4: The tests:

This section gives us information about the tests as supplementary materials. The tests the coursebook offers were inquired about being discrete items, communicative, the combination of both (discrete and communicative), being related to the learners' communicative needs and being parallel what is taught by the course materials. The tests are generally incorporate the combination of discrete items and communicative. Besides, the tests were seen well related to the learners' needs and there is a relation with the tests and what is taught in the coursebook (see tables and graphs 4.2.82 – 4.2.86).

To sum up, supplementary materials of the coursebook are seen satisfactory by the majority of the participants.

5.3. The attitudes of the students towards the coursebook they use

Students' attitudes towards the coursebook were studied in the light of the results obtained from the analysis of the student questionnaires including 25 items,

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last of which was provided for the individual comments of the students on anything related to their opinions about the coursebook they study.

Item 1 in the questionnaire was related to whether the students believe in the necessity of using a coursebook in learning English or not. As the data presented in table 4.3.1 suggest, a great majority of the students (82%) thought that a coursebook should be followed in language classes. This may be due to the fact that a coursebook provides learners with the awareness of where they are going and what is coming next. Therefore, in using a coursebook "there is a sense of structure and progress" (Ur, 1996:184). In items 3,4 and 5 some benefits of using a coursebook were presented to get the students' opinions on them. Among the reasons provided, the most highly approved ones were the coursebook should be used because *they are systematic resources for the learners (70%),* and *they are written by experts (60%).* Item 5 elicited the lowest percentage among the reasons implying that students do not believe in using a coursebook because *it enables them (learners) to feel secure (39%).* As O'Neill (1982:107) states, a coursebook is the easiest teaching and learning material and they can provide language-learning materials that learners can use for revision (Harmer, 2001:304).

In addition to these, for item 2, 94% of the students strongly suggested the necessity of the evaluation of the coursebooks prior to their use in language classrooms either by the teachers or the administration. This implies that nearly all of the students are aware of the need for the coursebook evaluation, which is pleasing, as highlighted by many researchers (Cunningsworth, 1984; Dubin and Olshtain, 1986; McDonough and Shaw, 1993). Related to item6, as can be seen in table 4.3.6, 27% believed that their coursebook was making the classes boring and monotonous while 42% claimed the opposite and showed positive attitudes towards the book and the remaining 31% were unsure. From the comments made by some of the students who remained unsure, it becomes clear why the classes are boring and monotonous. Some of the comments are as follows:

"...it is the teacher not the coursebook that makes the class boring."

"... no matter whatever the coursebook, the teacher makes the classes unbearable."

"... with or without this coursebook, the language classes are monotonous and boring."

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Item 8 was an inquiry on the students' ideas about whether they found the coursebook relevant to their needs or not. 48% suggested that it was relevant, while 32% were hesitant and 20% were negative in response. The reason why these many students were unsure may be due to the fact that they are not yet aware of their own needs in language learning.

As a response to item 9, more than half of the students (62%) found the methods and techniques used in the coursebook helpful (see table 4.3.16). Similarly, for item 16, 69% thought that the coursebook they study was a useful resource in their learning. However, students did not agree that their coursebook was easy for self-study. This aligns with the results obtained from the instructors for the same item (see table and graph 4.2.32). Therefore, it may become clear that the coursebook *Cutting Edge* was not designed in the form of self-study material.

Item 11 and 13 were related to the activities in the coursebook. With reference to the data presented in table 4.3.11, more than half of the students (58%) found the learning activities in the coursebook enjoyable and useful. Moreover, the instructions and explanations in the coursebook were found to be simple, clear and easy to understand by more than half of the participants (see table 4.3.13).

In terms of the physical characteristics of the coursebook, the first related item 7 proved that 72% of the students found their coursebook very expensive for them. When the economic backgrounds of the students were taken into consideration, it can be claimed that the book was expensive (85 million Turkish Liras 1 set). However, all these original books are imported from abroad as a result of which their prices may seem high. In addition, most of the students found the visuals in the coursebook interesting and attractive as seen in table 4.3.12. In terms of obtainability, with reference to the data presented in table 4.3.17, the reason why 38% were not sure and 27% disagreed that the coursebook is easy to obtain may be due to the fact that they spend no effort to get the book. They were already provided with the book during their registration. Moreover, they might have stated negative ideas since they found the book expensive. The layout of the coursebook was found to be easy to follow, and the coursebook seemed durable for the participant students (see table 4.3.18 and 4.3.20).

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According to the data presented for items 14 and 15, the majority of the students (84%) believed that the supplementary materials were complementary to the main coursebook and the questions in the tests were relevant to the coursebook (see table and graph 4.3.14 and 4.3.15).

Items 19, 21, 22, 23 and 24 were all related to the skills presented in the coursebook. With reference to item 19 (see table 4.3.19), it can be concluded that more than half of the students believed that the relevant and appropriate registers and styles were taught in the coursebook. The reading texts in the coursebook were assessed via item 21 in terms of their being interesting and enjoyable. More than half of the students (51%) showed positive manners towards the item while 21% was neutral in response. 28% were negative to the statement in the item. The negative and neutral responses may derive from that, generally, learners are not fond of reading, even in their mother tongue. Besides they generally do not read anything in the target language except in the class sessions. For listening, nearly half of the learners are not positive (see table and graph 4.3.22). This may be again due to the fact that in a foreign language environment students are not exposed to any listening text except for the lessons. The researcher believes that learners have some problems in comprehension of the listening materials, as a result of which the neutral and negative responses are high. In terms of writing, students possessed negative manners (see table and graph 4.3.23). From the teachers' checklists, the same negative attitudes towards the writing activities (see table 4.2.51) were obtained. As a skill, writing is not presented in a rich way in the coursebook; the sameness of the activities (i.e. personal letter writing is handled over and over again) may be one reason for the negative responses. In addition, since they want a form of EAP in which there is concentration on writing academic essays, the book appears inefficient to fulfil this requirement (Harmer, 2001:10). Variety in the writing models, tasks and exercises might have been supplied within the coursebook. For the speaking, nearly half of the students agreed that the coursebook is helpful to equip them with necessary speaking skills; however, as it can be supported from the comments of the students that it needs some additional supplementary materials.

5.4: The results of the correlation between the students' achievement test scores and their attitudes towards the coursebook

The researcher has not found any significant relation between the success of the students and their attitudes towards the coursebook they study (see table 4.4.1). Therefore, for the present study, he is unable to establish a theoretical link between the achievement scores of the learners and their attitudes towards the coursebook. As Harmer (2001:304) suggests, there are some criteria for the evaluation of the coursebooks; however, the evaluation should be set against other measures such as achievement scores. The researcher also appreciates the responses from the students about if they enjoy the coursebook they use and believes that students' perception of their own progress in language learning will influence their responses to the coursebook they are using. In other words, if the students become aware of their progress in language learning, their attitudes and views on the materials will vary.

CHAPTER 6

CONCLUSION

6.1. Summary and Conclusion:

This study was carried out to find out three main issues:

1- To evaluate the coursebook by investigating the instructors' attitudes towards the coursebook they teach at Osmangazi University.

2- To examine what the students feel about the coursebook they study.

3- To find out whether there exists any effect of the students' attitudes towards the coursebook on their achievement scores.

In the light of Chapters 4 and 5, it can be indicated that the instructors in general seem content with the coursebook they evaluated. However they believed that it should be supplied with additional materials in some skills. In terms of technical details, the coursebook seems durable and to have relevant design and attractive visuals. It has also a useful contents page but no reference or index section. Moreover, the coursebook does not provide a list of new vocabulary. This may at first seem a lack on the coursebook part because it is considered important especially for the students who prefer learning new words as a list. However, the mini-dictionary at the back cover of the book remedies this absence.

The methodology and learning theory in the coursebook, which highlights the communicative approach, seems suitable with the context of language teaching at Osmangazi University. Nevertheless, the researcher believes that it is better to investigate whether it is possible to pursue this approach to the full especially where English is taught as a foreign language mostly by non-native teachers (Durmuşoğlu, 1989).

As stated in Chapter 1, the learners go on their education in technical faculties if they succeed in preparatory school. In other words, after they graduate from the preparatory school, they will mostly use English for their professional and academic purposes. However, according to the instructors the related coursebook *Cutting Edge*

does not seem to provide necessary basis for EAP (see table 4.2.68). Maybe, students should be provided with some EAP texts as supplementary materials.

The language of the coursebook is generally appreciated by the instructors in terms of being authentic, relevant to the students' needs and having variety. Skills, activities and cultural factors elicited positive impressions in general. The participant instructors also assessed the quality of the supplementary materials provided with the coursebook positively.

With reference to the responses obtained from the students, their general attitudes are positive except for the price, and the attractiveness of the texts devoted to the four skills.

Finally, there was no relation between the achievement scores and the attitudes of the learners towards the coursebook.

6.2 Limitations of the Present Study

This research has been designed to evaluate the coursebook studied at Osmangazi University Prep School in terms of both the instructors' and students' attitudes. Since the research is limited to this learning and teaching environment, the research has presented the data which does not completely fulfil the normal research criteria which can be generalised. Thus, it is possible to speculate about the research findings only with regards to the scope limited to the present study. However, they may serve for those who consider using the coursebook *Cutting Edge* within the same conditions and situations.

This study provides a methodology for the evaluation of the coursebook when both the instructors and the students are using them in language classes. In other words, as termed by Grant (1997) this study can be counted as an in-use evaluation of the coursebook *Cutting Edge*. This may be followed by what Harmer (2001) calls *post-course evaluation*.

A number of improvements can be suggested for both coursebook evaluation checklist and student questionnaires. They are as follows:

1. To reword the item 1-d in micro evaluation of the coursebook evaluation

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checklist so that it will be divided into two indicating separate expressions for the *attractive design* and *allows space*.

2. To include an additional item in student questionnaires, for example an item about the grammar taught in the coursebook.

Moreover, interviews with both the student and instructor participants may be used in order to gather more detailed information about their attitudes towards the coursebook and to explain the reasons for the existing results obtained from the quantitative data. For the items in which unsure responses were high, the researcher felt the necessity for an interview with those participants who remained unsure.

6.3 Implications of the present study

It has been stated earlier that ELT coursebooks exert an important role in Turkey since most of the learners depend on their teachers and language learning materials to learn English. The reason for this may be the fact that language classes are basically the only places for exposure to the language (Aydelott, 1989; Jones, 1995). This situation may be seen to put a great responsibility on the teacher and the coursebook.

Choosing coursebooks for an educational programme without giving careful thought may be as inefficient as shooting at a target while blindfolded (qtd. in Madsen, 1978:195). Therefore, as classroom teachers, supervisors, or members of a coursebook committee many of us have had the responsibility of evaluating the coursebooks. As Tucker (1975:355) suspects that often "we have taken such an evaluation reluctantly and with the feeling that we were not sure what to base our judgements on, how to qualify these judgements, or how to report the results of our assessment". In short, we found ourselves lacking an efficient and systematic approach to evaluation. In this study, the researcher aims at providing this systematic approach for the in use evaluation of the coursebook *Cutting Edge*. Although the findings of the present research cannot be claimed to have implications for all coursebooks and teaching situations, these findings may contribute to the evaluation method of the other coursebooks in different teaching situations.

Through the evaluation of the coursebooks it can be understood that coursebooks that seem very thorough on the surface lack many of the criteria of a

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really good book. Therefore it is necessary for the teachers to be well equipped with the skills to evaluate materials to ensure that students' language learning experience is enhanced, not hindered by the coursebook used in the classroom. Moreover, Sheldon (1987:42) states that the coursebook evaluation process, if used effectively, can take on an awareness-building role. "In this way teachers can construct a more coherent teaching programme that exploits the full potential both of the materials (coursebook) and the teaching / learning situation" (p.43).

6.4 Suggestions for further research

This study focused on the in-use evaluation of the coursebook *Cutting Edge* used in the preparatory school at Osmangazi University. It would provide a more complete set of evaluation results if it were firstly carried out with a pre-use evaluation followed by a post course evaluation. In addition, in this research no study was carried out concerning needs analysis, and the researcher believes that it would be wise to identify the students' needs prior to coursebook selection. Moreover, further similar researches could be carried out by using the coursebook evaluation checklist provided in the present study to assess the value of other published language materials, keeping in mind the specific teaching situations.

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APPENDIX A
COURSEBOOK CRITERIA CHECKLIST

Dear Instructors,

This is a detailed questionnaire including a checklist for coursebook evaluation and it will be helpful to have a concrete data on the coursebook we are using. The data obtained from this questionnaire will be used in a Master Thesis. The aim of this study is to come to a conclusion on both the suitability and success of the coursebook used in our department. Since the data will be used **only in the thesis,** feel free to express your thoughts.

I appreciate your valuable contributions to this study in advance.

Mesut Aydemir

Name / Surname:_____

**COURSEBOOK
EVALUATION
FACTUAL DETAILS**

Title: CUTTING EDGE

Author(s): PETER MOOR/ SARAH CUNNINGHAM

Publisher: PEARSON EDUCATION LIMITED (1999)/LONGMAN

Target Levels: ELEMENTARY/ PRE-NTERMEDIATE/INTERMEDIATE/UPPER INTERMEDIATE

Target Skills: GRAMMAR, READING, VOCABULARY, LISTENING, SPEAKING, WRITING

Target Learners (age/profession): 17-22 (age groups) / STUDENT
Components: SB, TB, WB, TESTS, CASSETTES, VIDEO, ONLINE SERVICES
Price: 85 MILLION TURKISH LIRAS ONE SET (ELEMENTARY/ PRE-INTERMEDIATE/ INTERMEDIATE/ UPPER INTERMEDIATE)
No of Units (elementary): 15
No of Units (pre-intermediate): 16
No of Units (intermediate): 12
No of Units (upper intermediate): 12
No of Pages (elementary): 159
No of Pages (pre-intermediate): 168
No of Pages (intermediate): 167
No of Pages (upper intermediate): 176

Adapted from Jones 1999

MACRO EVALUATION
1) Strongly Disagree 2) Disagree 3) Not Sure 4) Agree 5) Strongly Agree

	1	2	3	4	5
1) The book is attractive in terms of design, illustrations, and typeface(i.e. Times New Roman-12)?	☐	☐	☐	☐	☐
2) It is easy to obtain.	☐	☐	☐	☐	☐
3) The methodology basically suited to your teaching situation	☐	☐	☐	☐	☐
4) The coverage of the following is adequate:					
a) functions	☐	☐	☐	☐	☐
b) grammar	☐	☐	☐	☐	☐
c) vocabulary	☐	☐	☐	☐	☐
d) discourse (communication)	☐	☐	☐	☐	☐
e) pronunciation	☐	☐	☐	☐	☐
f) register (style of speaking or writing)	☐	☐	☐	☐	☐
g) communication strategies	☐	☐	☐	☐	☐
5) a) The proportion of the text devoted to reading skill is appropriate.	☐	☐	☐	☐	☐
b) The proportion of the text devoted to writing skill is appropriate.	☐	☐	☐	☐	☐
c) The proportion of the text devoted to speaking skill is appropriate.	☐	☐	☐	☐	☐
d) The proportion of the text devoted to listening skills is appropriate.	☐	☐	☐	☐	☐
6) The level of the language is appropriate.	☐	☐	☐	☐	☐
7) The topics are likely to be really interesting for the learners in terms of their age, interest and educational backgrounds.	☐	☐	☐	☐	☐
8) There is a variety of:					
a) exercise type	☐	☐	☐	☐	☐
b) text type	☐	☐	☐	☐	☐
c) interaction	☐	☐	☐	☐	☐
9) There is a cultural prejudice in the materials.	☐	☐	☐	☐	☐
If so, this will be acceptable to the learners and the teachers.	☐	☐	☐	☐	☐
10) Certain equipment are required to make use of supplementary materials (i.e/ tape recorders, language labs)	☐	☐	☐	☐	☐
If so, these equipment are available in your institution	☐	☐	☐	☐	☐

Adapted from Jones 1999

MICRO EVALUATION (Put a cross (X) in the box indicating your opinion)
1) Strongly Disagree 2) Disagree 3) Not Sure 4) Agree 5) Strongly Agree

This coursebook:

SECTION ONE

	1	2	3	4	5
1 a) Seems durable/long lasting/permanent					
b) Has attractive visuals					
c) Has visuals which are relevant to the text					
d) Has an attractive design, allow space for students to write in the answers					
e) Has a useful contents page					
f) Has a list of new vocabulary					

SECTION TWO

2 a) Is based on a theory of learning which is suitable for your school					
b) Allows for a variety of learning and teaching styles					
c) Is suitable for self-study					

SECTION THREE

3a) Teaches structures which are relevant to your students' needs					
b) Has systematic order of grammar					
c) Teaches grammar in context					
d) Uses a variety of techniques for the presentation of new language					
e) Teaches functions which are relevant to your students' needs					
f) Teaches vocabulary which is relevant to your students' needs					
g) Selects vocabulary with regard to frequency, load, etc.					
h) Uses a variety of techniques for teaching the meaning of new vocabulary					
i) Teaches recognition and production of phonemes					
j) Teaches recognition and production of stress and intonation patterns					
k) Teaches conversational strategies (asking for / giving clarification, avoidance, etc.)					
l) Uses authentic or authentic-sounding language					

Adapted from Jones 1999

1) Strongly Disagree 2) Disagree 3) Not Sure 4) Agree   5) Strongly Agree

This coursebook:

SECTION FOUR

	1	2	3	4	5
4 a) Has a variety of reading texts					
b) Has reading texts which are relevant and interesting for learners					
c) Has an appropriate amount of speaking activities					
d) Has a variety of listening texts					
e) Has listening texts which are relevant and interesting for the learners					
f) Has an appropriate amount of authentic listening texts					
g) Has a variety of relevant and authentic writing texts					
h) Has an appropriate amount of integrated skills activities					

SECTION FIVE

	1	2	3	4	5
5 a) Has activities which are relevant and useful					
b) Contains activities from controlled to free					
c) Has pace					
d) Has activities with a problem solving element					
e) Has exercises which may be set for homework					
f) Has activities which should be enjoyable for students					
g) Has simple clear instructions for activities					
h) Uses situations which are relevant and realistic					
i) Has relevant and appropriate role-plays /simulations					

SECTION SIX

	1	2	3	4	5
6 a) Serves for different and appropriate religious and social environment					
b) Does not show standardised, inaccurate or offensive views of gender, race, class, etc.					
c) Has material to help cross-cultural awareness					
d) Teaches relevant and appropriate styles of writing & speech					

SECTION SEVEN

	1	2	3	4	5
7 a) Requires a high degree of input from the teacher					
b) Is suitable for a teacher who is not a native speaker of the English Language					
c) Provides necessary basis for EAP (English for Academic Purposes)					
d) Is not specifically produced for foreign learners					

Adapted from Jones 1999

COMMENTS:
Is there anything not covered by the questions you would like to comment on?
Please comment on any of the above points if you wish to.
(Please write down the number of the question and you can continue writing at the back of this page.)

_____
_____
_____

SUPPLEMANTERY MATERIALS (IF APPROPRIATE)
1) Strongly Disagree 2) Disagree 3) Not Sure 4) Agree 5) Strongly Agree

	1	2	3	4	5
1) The Teachers' Book:					
a) Is necessary.	☐	☐	☐	☐	☐
b) Gives guidance for the needs of both experienced and novice teachers.	☐	☐	☐	☐	☐
c) Gives enough guidance to the teacher who is not a native speaker on lesson plan, classroom management, etc.	☐	☐	☐	☐	☐
d) Gives advice about how to supplement the material, or to present the lessons in a different way.	☐	☐	☐	☐	☐
e) Contains correct and suggested answers to the exercises.	☐	☐	☐	☐	☐
2) The cassettes					
a) Have good sound quality.	☐	☐	☐	☐	☐
b) Sound natural.	☐	☐	☐	☐	☐
c) Have a variety of non-native accents.	☐	☐	☐	☐	☐
d) Are easy to cue (ie. The unit and exercise numbers are given)	☐	☐	☐	☐	☐
3) The Workbook					
a) Is suitable for self-study.	☐	☐	☐	☐	☐
b) Contains material which complements but does not repeat the material in the coursebook.	☐	☐	☐	☐	☐
c) Contains useful and interesting activities.	☐	☐	☐	☐	☐
4) The Tests					
a) Are discrete items.	☐	☐	☐	☐	☐
b) Communicative.	☐	☐	☐	☐	☐
c) Combination of both.	☐	☐	☐	☐	☐
d) Relate well to the learners' communicative needs.	☐	☐	☐	☐	☐
e) Relate well to what is taught by the course materials.	☐	☐	☐	☐	☐

5) Other supplementary materials (Please comment):

_____
_____
_____
_____
_____
_____

ÖĞRENCİ ANKETİ

Değerli Öğrenciler,
Bu çalışma, şu an İngilizce dersinizde takip ettiğiniz ders kitabını nasıl algıladığınızı ve bu ders kitabı hakkında ne düşündüğünüzü anlamak için düzenlemiştir. Bu anketin sonucu bir Yüksek Lisans Tezinde kullanılacağından lütfen istenen bilgileri hiçbir baskı altında kalmadan doldurun.

Yardımlarınız için Teşekkür Ederim.
Mesut Aydemir

Yüksekokul / Fakülte:_____ **Bölüm:**_____

Adı / Soyadı: _____**Öğrenci No:**_____

( ) **Bay**　　　　　( ) **Bayan**　　　　　( ) **Yaşı**

Lütfen aşağıdaki soruları cevaplayınız.
(1)Kesinlikle Katılmıyorum
(2)Katılmıyorum
(3)Kararsızım
(4)Katılıyorum
(5)Kesinlikle Katılıyorum

	1	2	3	4	5
1- Bölümümde gördüğüm İngilizce Derslerinde ders kitabı kullanılmalıdır.	☐	☐	☐	☐	☐
2- Ders kitapları sınıfta kullanılmaya başlanmadan önce öğretim elemanları veya idare tarafından incelenip değerlenmelidirler.	☐	☐	☐	☐	☐
3- Ders kitapları kullanılmalıdır çünkü uzmanlar tarafından yazılmışlardır.	☐	☐	☐	☐	☐
4- Ders kitabımız kullanan öğrenciler için sistematik bir kaynaktır.	☐	☐	☐	☐	☐
5- Ders kitabımız, kullanan öğrencilere güven sağlar.	☐	☐	☐	☐	☐
6- Ders kitabımız, dersi sıkıcı ve monoton hale getiriyor.	☐	☐	☐	☐	☐
7- Ders kitabımız çok pahalıdır.	☐	☐	☐	☐	☐
8- Ders kitabımız benim ihtiyaçlarıma uygun değildir.	☐	☐	☐	☐	☐
9- Ders kitabımızda kullanılan yöntem (ler) faydalı değildir.	☐	☐	☐	☐	☐
10- Ders kitabımız, öğrenci tarafından tek başına takip edilebilecek bir kitaptır.	☐	☐	☐	☐	☐
11- Ders kitabımızdaki aktiviteler eğlenceli ve faydalıdır.	☐	☐	☐	☐	☐
12- Ders kitabımız ilginç ve renklidir.	☐	☐	☐	☐	☐
13- Ders kitabımız açıklamaları net ve anlaşılırdır.	☐	☐	☐	☐	☐
14- Workbook ve diğer destekleyici materyaller ders kitabını tamamlıyor.	☐	☐	☐	☐	☐
15- Quizler ve ara sınavlar ders kitabımıza paralel sorulardan oluşuyor.	☐	☐	☐	☐	☐
16- Bu kitap, dil öğreniminde faydalı bir kaynaktır.	☐	☐	☐	☐	☐
17- Ders kitabımız edinilmesi kolay bir kitaptır.	☐	☐	☐	☐	☐

18- Ders kitabımız, takip edinilmesi kolay bir sayfa düzenine
sahiptir. ☐ ☐ ☐ ☐ ☐

19- Kitapta yararlı ve uygun üslup (hitap şekli) ve stiller
öğretiliyor. ☐ ☐ ☐ ☐ ☐

20- Kitabımız uzun vadede kullanılabilecek bir kitaptır. ☐ ☐ ☐ ☐ ☐

21- Kitabımızdaki okuma parçaları (reading) ilginç ve de
eğlencelidir. ☐ ☐ ☐ ☐ ☐

22- Kitabımızdaki dinleme (listening) ilginç ve de eğlencelidir.☐ ☐ ☐ ☐ ☐

23- Kitabımızdaki yazma becerilerini geliştirme (writing)
kısımları ilginç ve de eğlencelidir. ☐ ☐ ☐ ☐ ☐

24- Kitabımız İngilizce konuşma becerisini (speaking)
geliştirme açısından faydalı bir kaynaktır. ☐ ☐ ☐ ☐ ☐

25- Bunların dışında belirtmek istedikleriniz:

_____

_____

_____

_____

_____

_____

_____

_____

ÖZGEÇMİŞİM

1976 yılında Aşkale'de doğdum. İlk öğrenimimi burada tamamladım. 1994 yılında Erzurum Fen Lisesi'nden, 1999 yılında Uludağ Üniversitesi Yabancı Diller Bölümü İngiliz Dili Eğitimi'nden mezun oldum.

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Mesut AYDEMİR