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**A STUDY ON THE EVALUATION OF THE WRITING COURSEBOOK AND
DEVELOPMENT OF WRITING STRATEGIES IN A UNIVERSITY CONTEXT**

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ÖZET

BİR ÜNİVERSİTEDE YAZMA STRATEJİLERİ VE YAZMA KİTABI İNCELEMESİ ÜZERİNE BİR ÇALIŞMA

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Bu çalışma bir üniversite yabancı diller yüksek okulunda kullanılan yazma kitabının incelenmesini ve sonucunda yazma stratejileri önermeyi amaçlamıştır. Çalışmaya Zirve Üniversitesi Yabancı Diller Yüksek Okulu'nun 151 öğrencisi ve 81 öğretmeni katılmıştır. Veriler öğrenciler ve öğretmenler için ayrı ayrı hazırlanmış anketler aracılığıyla toplanmıştır. Verilerin analizi sonucunda yazma kitabının güçlü yanlarının yanı sıra oldukça fazla sayıda zayıf yönlerinin de olduğu ortaya çıkmış ve bu olumsuzlukları gidermek için yazma stratejileri önerilmiştir.

Anahtar Kelimeler: Materyal Geliştirme, Yazma Stratejileri

ABSTRACT

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This study aims to evaluate the writing coursebook used in the School of Foreign Languages at a university and accordingly suggest writing strategies. One hundred and fifty one students and 81 teachers from School of Foreign Languages at Zirve University participated in the study. Data collection tools were the questionnaires for both students and teachers. The results of the data indicated that the coursebook has more weaknesses than strengths, and suggested writing strategies in order to enhance these weaknesses.

Key Words: Materials Development, Writing Strategies

ABBREVIATIONS

ELT: English Language Teaching

EFL: English as a Foreign Language

ESL: English as a Second Language

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CHAPTER 1

1. INTRODUCTION

Much has been devoted to teach English as a foreign language all around the world, and thousands of books have been written to facilitate the process of learning a new language. Materials have been developed to give extra assistance to those books whenever needed. However, there are many different walkthroughs serving this purpose, especially producing the language like writing something. Presenting the best and useful material for every individual around the world may be a difficult process, but with a long and planned work, meeting the requirements of any students may be possible.

Students in Turkey do not have a chance to practice English outside the classroom environment. They are not exposed to foreign language, which means lower practice and lower success in development of EFL. Depending on only the books and materials to practice and produce English, students have to get a book that can answer all their needs. For the role of coursebooks, there might be numerous descriptions from all over the EFL authorities. For example, Cook (1998) states that the role of coursebook is how to choose, idealize and understand the language in a simple way to let students access it more often while still going on providing natural input for unconscious acquisition.

While there are still arguments about the role of coursebooks, it should not be expected to agree on the theories that are the best for the developments of coursebooks. Any theories useful for the learners can be included in a coursebook, but there need to be some principles to combine theories with the materials. Tomlinson (2008), on that matter states that ways of applying commonly agreed theories of language acquisition to materials development are proposed in Language acquisition and language-learning materials with some principles:

The language experience needs to be contextualized and comprehensible, the learner needs to be motivated, relaxed, positive and engaged, the language and discourse features available for potential acquisition need to be salient, meaningful and frequently encountered and the learner needs to achieve deep and multi-dimensional processing of the language. (p. 156)

With the help of such principles coursebooks will possibly be more useful and suitable for the goal of learning a foreign language, English. It will not be right to say that most contemporary books do not have their own principles or they do have some that are discursive for the students, however. The exercises and materials in these books are prepared in such a way that either their expectations for the students are quite high or they do not care about the classroom environment. Another pivotal problem in EFL books might be the usage of only one or two cultures throughout the book. Tomlinson (2003) says on this matter, materials should have inclusions of multi-cultural texts in order to let students speak to other English learners. This may be a demanding feature for the EFL books whereas the main problem for the EFL learners lies behind the little usage and practice of language as it is seen in Turkey.

Language has changed in recent years from the way of communicating into only learning it. However, language exists as long as it is used, and when it is not a means of communication, development of the language may slow down. Language has two main basics in which teachers have been trying to teach it and giving students some opportunities to practice in the class at the same time. “Learning opportunities can be deliberately constructed by establishing an appropriate balance between demands on learners and support for learning that is best achieved through teachers having clear language learning goals” (Cameron, 2001, p. 31). Likewise, writing books have not focused on communicating in recent years, and their mere concern has been making the students write something down and produce without a goal. Thus, establishing a communication web through the Internet may be a good way to practice for the students. Until some other ways are invented and developed for writing skill, using the language-teaching materials seems the best way to encourage students to produce something in EFL. Nevertheless, few coursebooks aim to use the potential present in the students and the others cannot avoid being dull and boring. Thus, no one can claim that providing the best material for any learner is a simple process. A three-step learning style including preparation, core activity and follow-up is adopted by Cameron. “The follow-up builds on the successfully completed core activity and might involve an oral performance or written work based on the language used in the core” (Cameron, 2001, p.31). This way of teaching might enhance the learning process and also shorten it. The mere thing to add this kind of book can be some elements of entertainment and challenges to keep the students’ attention high.

1.1. Statement of the Problem

At Zirve University School of Foreign Languages, in the beginning of the academic year, students get a proficiency test in order to assess their knowledge. Accordingly, they are put in different levels, which are A level (elementary level), B level (pre-intermediate level), C level (intermediate level), D level (upper- intermediate level). There are four terms, each of which consists of two months in an academic year. In every term there are one midterm, one final examination and six quizzes. There are writing sections in midterm and final examination. Also, in two of the quizzes, students are required to write about a topic they have learned in a week. The English learning structure of the program is skill-based. Language learning skills are taught separately which are listening and speaking skills, reading and vocabulary skills, grammar skills, writing skills, and expansive reading skills. Only level A is using integrated skills this year.

Like other Turkish students, the ones in Zirve University School of Foreign Languages have difficulty in producing the language via writing. Many instructors have tried diverse approaches and methods to help them produce better writings whereas few of these have succeeded. Also, every year writing books in each level were undergone a change. With every change it is possible to say that some students find some of these books useful while others think they are totally ineffective. The only result of this may be that books do not appeal all of the students in a class. Some of the students' attention and interest can be high in one activity of pair work, but the others are deaf to this kind of activity. "Factors such as physical layout, design, structure and length will be a key concern both for motivation and for classroom effectiveness" (Jolly & Bolitho, 1998, p. 282). In order to understand the students and produce the appropriate materials for their needs is very essential in writing classes. In the contrary case, students may have a chance to learn everything in the classroom, but they will fail to produce the language outside the classroom because they are unable to use their productive skills as expected from a language learner. Thus, this study stems from this failure of students in Zirve University in producing and writing something in English.

1.2. Aim of the Study

The aim of this study is to investigate whether the writing book being used in the School of Foreign Languages at Zirve University is appropriate for level D classes regarding their learning needs. Level D is chosen as in this level there are students who passed from C level and others who have failed in D level for a long time.

Thus, a wide range of writing tasks, materials and student types can be analyzed. When writing skill is taken into consideration, it is clearly seen that learners pay great importance to this skill because this course is usually their only chance to use the language in a productive way.

1.3. Research Questions

These questions would summarize the points targeted in the study.

1. Does the writing book for level D meet the needs of the students at Zirve University?
2. What are the weaknesses and strengths of level D writing book used at Zirve University?
3. What kind of strategies should be used to fill in the gaps in the books, if any?

1.4. Definitions of the Terms

Writing Strategies: “Deliberate, focused ways of thinking about writing. A writing strategy can take many forms. It can be a formal plan a teacher wants students to follow to write a book report, or it can be something as simple as a trick to remember how a word is spelled” (Collins, 1999).

Needs Assessment: “A Needs Assessment is a systematic exploration of the way things are and the way they should be. These “things” are usually associated with organizational and/or individual performance” (Stout, 1995).

Materials Evaluation: “A procedure that involves measuring the value of a set of language-teaching materials and focuses largely on the needs of the users of the materials and makes subjective judgments about their effects” (Tomlinson, 2003, p. 18).

CHAPTER 2

2. LITERATURE REVIEW

2.1. Introduction

In this chapter a general overview is presented with respect to language-teaching materials and materials development. As the first step into the language-teaching materials, designing and developing language-teaching material are analyzed. Having been evidently neglected for years in English Language-teaching (ELT), materials development has started to be seen as one of the most crucial parts of ELT. Hundreds of books and coursebooks have been written to teach English as a foreign language; however, a few countries have done well in this challenge. Even though the governments, administration of schools, publishers, and teachers are aware that language learning is underestimated, not many seems willing to overcome the problem.

Secondly, an overall discussion on teaching English as Foreign Language (EFL) in Turkey is presented in order to understand what is problematic with the process. To date, a number of studies and researches have been carried out to increase the number of people who can easily learn English, whereas it is evident that this endeavor for positive change is rather gradual, especially in Turkey.

Finally, this chapter focuses on some important factors affecting the learning process such as learners' culture, learning environment, students' background and language learning materials (Tomlinson, 2012). These factors are very essential for language-teaching materials because unless the coursebooks attach importance to these factors, coursebooks might not be successful in teaching EFL. Materials development has recently been the most popular area that requires more research to prevent the negative effects of materials on teaching EFL, however. To lighten the way in putting forward plausible solutions, materials writing and materials development need to be taken into consideration.

2.2 Language-teaching Materials

As noted earlier, materials development in teaching EFL was passed over for years. Language-teaching materials were seen as tools only to help learners in their learning and to lead the way for a controlled classroom. (Cunningsworth, 1995). Nevertheless, language-teaching materials may be diverse, different in style, stimulant, appealing and also

motivating. To have a clear understanding of the situation, first thing to be known might be what the meaning of material is in language learning context. Tomlinson (1998) defines language-teaching materials as “anything, which can be used to facilitate the learning of a language. They can be linguistic, visual, auditory or kinesthetic, and they can be presented in print, through live performance or the Internet” (p. 2). However, when we glance over the commonly used language-teaching materials in many parts of the world, the outcome will be the written materials, textbooks without question (Tomlinson, 2012). Also, a textbook is defined as an organized and pre-packed set of teaching learning material. It is the basis for the language input and practice learners receive (Hedge & Whitney, 1996). Inevitably, much of the literature focuses on printed materials. Language-teaching materials can be “informative (informing the learner about the target language), instructional (guiding the learner in practicing the language), experiential (providing the learner with experience of the language in use), eliciting (encouraging the learner to use the language)” (Tomlinson, 2012, p. 143). Sheldon (1988) comments on the popularity of books by saying that “I wish to concentrate on coursebooks because whether we like it or not, these represent for both students and teachers the visible hearth of any ELT program” (p. 237). Hutchinson & Torres (1994) claim that by doing a certain amount of routine work for teachers, books free them to concentrate on planning effectively and on using their creative skills. Also, Dudley-Evans & John (2000) are for the idea that language-teaching materials, especially coursebooks play a crucial role in preparing the students to use the English language. With the technology making our lives faster and faster, it is inevitable for education and language learning to keep up with this change. There have been several options to learn a language via technology nowadays, but it should be noted that there are questions whether written language-teaching materials are better or the ones using the technology. One can find nearly anything for learning a language on the Internet, but in the schools books are still the main language-teaching material, which is seen as fruitful by the teachers and administration of schools. Technology may be a powerful source of information today, but books are the main tools for now. Language-teaching materials gives students the main input and language practice type that occurs in the classroom (Richards, 2001). Nunan (1999) believes that coursebook is in the center of any language-teaching curriculum, and it is really hard to think of a class without the presence of coursebooks. Wisniewska (2011) mentions that the researches show the leading role of textbooks is unquestionable, and in spite of common enthusiasm for numerous modern tools such as CDs, DVDs and the Internet, the popularity of textbooks does not decline. Also, Sheldon (1988) claims that the Internet may become the main tool in

the future, but that will take some time. With the swift development of technology in the field of language-teaching, many teachers have a tendency to use other materials to ease the pain of learning a language. While they are setting out to accomplish that aim, facing with many difficulties is inevitable such as insufficient funds, crowded classes, priority of the administrative people's decisions about the topic etc. (Isik, 2011).

2.3. Advantages of Using Coursebooks

In this part positive aspects of coursebooks are presented to understand EFL teaching materials better. Many critics state their opinions against written teaching materials as a consequence of the novel technology. It seems natural that they wish to use advanced technology in teaching and learning a language, but there are two common reasons hindering this approach. The first one is that technology is still in the process of developing in many countries, and for the second one it is evident that many learners and teachers feel themselves comfortable using written materials. Tomlinson (2012) exemplifies this in his study:

Regardless of the views of experts who criticize the use of textbooks, most language teachers seem to continue to use them. For example, a British Council survey (2008) revealed that 65% of the teachers they polled always or frequently used a coursebook and only 6% never did. (p. 158)

A similar survey showed that 92% of the respondents in the study used a coursebook regularly, but 78% of them were negative about the books that were available to them (Tomlinson, 2010). There seems to be no problem in the rate of using books in learning a language, but some negative aspects of the books make the users look for alternative ways of language-teaching materials. "The limitation of some books that tend to focus on specific needs, styles and interests may have a huge impact on language learning if the importance of materials development does not get the attention it deserves" (Saraceni, 2003, p. 75). Nevertheless, coursebooks keep their place as the mainstay of English Language-teaching. However different and insufficient the books may appear, they are somehow keeping their unprecedented place in such an important area. Tomlinson (2012) mentions, "we need textbooks to save time and money and many teacher want a coursebook which provides everything they need in one source" (p. 158) Harmer (2002) is another supporter of the books, and he claims that "it is the coursebook that enhances the language learning process

by mediating between the teachers and students and offers a coherent syllabus, satisfactory language control” (p. 304). Zohrabi (2011) summarizes another reason why coursebooks are so popular and unchangeable putting forth that “a coursebook has positive psychological effects on the students because coursebooks provide the whole semester’s course to them” (p. 214). In a classroom, teacher and students need to interact and have a regular communication flow. Language-teaching materials, especially books help them succeed in that, without their presence teachers and students would hardly improve themselves in line with learning a language. For a salient development in education, books have to be used, whereas analyzing their weaknesses and improving these points are something more crucial (Hart, 2003).

“Above all, teaching is thought to be a partnership between teacher and language-teaching materials” (Hutchinson & Torres, 1994, p. 326). In this respect, teachers need to harmonize with the language-teaching materials, which help them in the classroom in many aspects. Without the presence of books, it would be so hard for the teachers and students to follow the topics, remember the previous tasks and maintain the order in the classroom.

2.4. Weaknesses of Coursebooks

Along with the advantages, books also have negative aspects, and these are introduced in this chapter. Coursebooks may seem providing anything a teacher wants; however, this is not the case for many teachers and students (Sheldon, 1988). Since it is impossible to be suitable to every classroom environment, textbooks have to meet the needs of a variety of learners, teachers and also administration. Wisniewska (2011) claims in this respect that “no one book can be perfect for a particular institution let alone a particular class within that institution or an individual within a class” (p. 1). In the same vein, it is argued that a single set of didactic material is seldom sufficient to meet the exact learning needs of any learner. Other sources of information might be required to complement the contents of a coursebook (Dudley-Evans & John, 1998). Any set of commercially produced teaching materials cannot be completely suitable for a specific group of students (McDonough & Shaw, 2003). All written language-teaching materials claiming that they are the best and meet the needs of learners are actually suitable for a specific scope of learners, as the needs of them differ in many aspects even in very close areas. Swales (1980) claims that “any given coursebook will be incapable of catering for the diversity of needs that exist in most language classrooms” (p. 13). Saraceni (2003) puts forward that “the materials tend to focus on such specific needs, styles and interests that they become restricted and can only be effective and useful for a

limited group of learners without much flexibility and choice” (p. 75). “Given the complexity of the whole business of the management of language learning, even with the best intentions no single textbook can possibly work in all situations” (Allwright, 1981, p. 9). Some books may be internally coherent, but they may fail in being totally applicable (McDonough & Shaw, 2003; Cunningsworth, 1995).

Before scrutinizing the language-teaching materials and textbooks being widely used in teaching EFL, it will be quiet awkward not to emphasize the shortcomings of books. Although there may be some different points for every different environment, they might be summarized under some general topics. Textbooks include several different advantages in the ridgeway of teaching as well as disadvantages. Many researchers comment on the pitfalls of textbooks. Dudley-Evans & John (1998) argue that one main threat books face as being seldom sufficient to meet the learning needs of any learner. Even though there appears many problems with the books, until presently born babies become learners and the Internet prevail, they will probably preserve the key role of the materials in ELT. Cunningsworth (1987) puts forward that there cannot be an excellent coursebook, which meets teachers’ and students’ all requirements. It is teachers’ responsibility to find their own way of teaching a book or adapting it. Above all, teaching is a shared burden on both teacher and language-teaching materials (Tomlinson, 2003).

Thomas & Collier (1997) embark on the idea that “few coursebooks deliberately incorporate opportunities for learners to build on the first language skills already acquired, despite research suggesting that bilingual approaches are most successful in developing second language competence” (p. 27). In recent years, many universities and language schools have adapted the communicative method which superseded other methods using both English and first language of the country. There are divergent views on the effectiveness of this approach, and Thomas & Collier (1997) are critical of this approach, as they believe that implementing only English policy in a classroom or teaching environment forms obstacles for students in acquiring a language. To understand if it constitutes any barriers against learning a language is beyond the scope of this study.

“Most commercially produced language-teaching materials focus on informing their users about language features and on guiding them to practice these features” says Tomlinson (2012). When this is taken into consideration, it does not take too much effort to see that most of the books are setting out to inform about a specific topic and let the students practice about it. In spite of some viable points, only informing the students about the topic and giving them some chance to practice is likely to promote their ability of acquiring the language to only a

limited degree. For the learners in Turkey, to give an example, internalizing the foreign language, namely English, has been rather difficult, and if no precautions are taken, it will go on drastically same. Learners of EFL are having trouble in getting the required knowledge to use the language. That is, main problem lies behind the inability to arousing the emotions and getting the attention of students as much as possible. As one of the leading professors in the area of materials development, Tomlinson (2003) assumes that most coursebooks make little attempt to achieve to affective engagement, as they present learners with bland texts and activities, which the learners remain neutral without their emotions being engaged. Also, Allwright (1981) mentions about the textbooks' limiting aspect in his article like that although a coursebook may assist in some way, it cannot determine the over-all content of a language program. Thus, it is believed that coursebooks hold a limited role, restricting students to merely captive learners. Using the technology in teaching EFL is popular because it arouses attention among the learners, and also let the emotions come out freely. Colors, screens, sounds and games have a great influence on this popularity as well. Even so, without the effective support of coursebooks, technology alone seems to be helpless and unsatisfactory however appealing it is. To this end, the major target of publishers, writers and others related to teaching should be acknowledging that both teaching styles, books and technology, are in need of the other. Anyone glancing over a book or a software program for teaching EFL can readily figure out that they ought to be blended in the same context and for the same goal.

Another argument against textbooks is that they are designed to satisfy administrators and teachers but in doing so often ignore the needs and wants of learners (Tomlinson, 2010). That is, the main cause for the flaw in acquiring a language stems from the negligence of learners' needs. In this respect, Wisniewska (2011) assumes that contents of textbooks are not based on learners' needs analysis, they provide inadequate material, contain conventional, quasi-authentic language and their tasks are oversimplified. Writers, publishers, administrators or probably teachers can achieve a consensus on the development of contents of textbooks, whereas they overlook their primary objective that is meeting the needs of learners. Should this go on as it is now, contents of textbooks are not based on learners' needs analysis, books will not stop being mediocre for most of the students. Many writing activities in English coursebooks are either a controlled one or guided activity in which a model is provided to students and their task is to produce something similar, usually based on given additional information (Cunningsworth, 1995). Language-teaching materials can be informative, instructional, experiential, eliciting and exploratory; however, most of the

commercial language-teaching materials provide only information about the target language (Richards, 2001). As Richards mentions above, textbooks can undertake diverse roles to accelerate the process of learning a language, whereas majority of the books' main and primary target is nothing educational but commercial (Tomlinson, 2008). Moreover, this commercial perception makes the right book selection harder for the teachers as one can find more than a hundred books claiming to be teaching in a communicative and user-friendly way. Despite the overwhelming novelties in language-teaching materials, most of books have continued standing still without being affected the wind of change. Sheldon (1988) for example, claims that "textbooks imitate others and do not admit change from research, methodological experimentation or classroom feedback" (p. 239). The most outstanding reason might be the students' positive approach towards the usage of books with traditional methods. From the beginning of their education, facing with the books close to the change has let the students believe in the fact that these books are the best. It is also possible to mention about the fear of having education without books or any other written material.

In addition to the strict stands of books against change, "the activities and tasks in them are mechanical and do not guide students about how to use them for communication even though they provide enough practice on the target structures" (Işık, 2011, p. 257). Having many examples of the same topic in the books may even remind the behavioral approach, so more guidance about how to use language and communicate is needed to hinder our students from learning in a behavioral way. The main mistake done in language learning is considering the process as memorizing the required knowledge and rehearsing them without acquiring the logic, reasons of learning and language itself. Another persistent problem in language learning is that people, institutions and companies still depend on the previous practices. Although it is known that there are better technologies, systems and methods, they do not still carry out radical changes and accordingly the already existing ones continue to exist (Page, 2006).

Of course, it would be unfair to categorize all published books in the same pot. Some deserve to be excluded from being an average book. The remaining bulk, however, overshadow the success of these books. It may seem normal to have some problems about the books in the first glance, but for the second publication, books have no tenable excuse for not making use of learners' needs for a better outset (Lytle, 1988).

2.5. Needs Analysis

So as to shed light to the needs of the learners, first thing to be done might be giving information about the term 'need'. Understanding learners lies behind exploring their needs, wants, expectations and targets. There have been several researchers reflecting on defining the aforementioned term, but the following ones would hopefully be enough to cut the ambiguity out. For example, Reviere & et al. (1996) define the need as the gap or discrepancy between the present condition and the desired condition. Need is also identified in the language teaching as the gap between the present and wished proficiency level in language learning (Keşmer, 2007; Berwick, 1989). After clarifying the definition of need, assessing and analyzing needs can be carried out ingeniously. "Need assessment is concerned with identifying general and specific language needs that can be addressed in developing goals, objectives and content in a language program" (Richards & Rodgers, 1986, p. 156). Thus, while deciding on what to do about a problem, it would be wiser to focus on whether there is a gap between the current point and the required one.

Nonetheless, there are some arguments against conducting a need analysis, like the ones in the study of Young (2000) claiming that "learners' need are best identified by educational professionals, not by learners themselves" (p. 73), and Robinson (1991) states that teachers are not always the best in judging the wishes and challenges of students. For that reason, in their opinion, conducting a needs analysis is unnecessary. Nunan (1999) supports these opposing views by arguing that the subjective needs of the students, which are wants, desires and expectations of the learners may not be acceptable for administrators. They may have other privileges more important than meeting the needs of learners, or empowering the education system. In need analysis, there are two main types of needs, objective needs and subjective needs. Objective needs are generally similar as the teachers and administrations clarify them. Unlike objective needs, subjective ones are highly variable as any individual in learning environment may find something beneficial that the others think as odd. Young (2000) considers that learners cannot be thought as a homogeneous group. This view seems to be valid not only in certain areas but also in a small classroom. While conducting a needs analysis, one might face with some problems in getting the real opinions of students. They may be unwilling to oppose or criticize authority, possibly thinking that it might prejudice their assessment or they might be uninterested (Hutchinson & Waters, 1987).

These reasons still are not too strong to let the teachers and administrators neglect conducting a need analysis before using a material. Students' views on the textbook are worth

examining says Breen (1989), and Murphy (1985) calls attention to the idea that language-teaching materials should be evaluated in the light of current needs and objectives. Hutchinson & Waters (1987) are for the idea that students' opinions of their needs cannot be underestimated, as students may also have worthy ideas about their own learning. Teaching a material is having a different perspective to the material, but learning and living it may prove useful, as it is clear that the present language-teaching materials are far from being sufficient. Students' views are flexible, variable and may be inconsistent in some way, but polarizing in merely one way will cause great pitfalls for learning a language. In this sense, Keşmer (2007) draws attention to that "rather than neglecting learners' syllabus, a compromise between learners, teachers and administrators must be found, the result of which will lead to a successful language-teaching and learning process" (p. 27). It is also believed that need analysis may be done before using a language-teaching material or first thing might be asking the participants' needs. However, need analysis can also be done at the end of the program to understand whether students' needs have been met, what the weak and strong parts of the program are, and what is required to improve the program (Roger, 1995). Likewise, Sheldon (1988) relies heavily on the idea that success or failure of a coursebook can only be designated in the process of teaching and after its period of classroom use. There is not a consensus on the implementation period of need analysis, but it may be advocated that teaching will possibly be better if need analysis is carried out. For need analysis Brown (1995) lists six types of instruments in gathering information.

According to the role of a needs analyst, these instruments are divided into two groups. In the first group consisting of existing information, tests and observations, a need analyst is in the position of being an outsider, passively looking on the existing program. Interviews, meetings and questionnaires form the second group in which the analyst is active in gathering information from the participants. (p. 23)

Keşmer (2007) believes that "instead of teaching a language according to what the teachers and administrators think their students' needs are, it is vitally important to include the students into the process of decision making, taking their preferences and wants into account" (p. 24). Holmes & Celani (2006) points out that it is quiet essential to consider the need in relation to the unique features of the educational context in which the study takes place. Further, Rashidi (2011) states "individuals and their life experiences should be the

helpful for education” (p. 255). In this vein, it may not be wrong to claim that background knowledge of students, their experiences and also cultures are a prerequisite for tailoring a language-teaching material. By this way, teachers have a better understanding of students’ needs making them more sensitive to the divergence of students’ expectations. Lytle (1988) promotes the idea above by saying that assessment of needs from the individual learner’s perspective is an important part of any language program, and it can benefit both teachers and students alike. If we desire to have ideal and perfect coursebooks, we need to get feedback from teachers and also students in order to fulfill the goals and help students learn effectively (Jordan, 1997). After long-held problems in the language learning, need analysis has started to get the attention it deserves. Cunningsworth (1995) comes to favor the idea that coursebooks should be responsive to learners’ needs, let the language learners use the language in an effective manner and facilitate the language learning process. “In any foreign language program, economic, political, social, cultural factors, national and international conjecture, national education policy, needs and interests of both individuals and society, resources are analyzed scientifically and then program goals, syllabus, and teaching materials are designed” (Belcher, 2006, p. 144). In order to motivate the learners, and to help them reach the intended language level faster and in a better way, the learners’ language needs has to be determined and responded (Hutchinson & Waters, 1987). Any coursebook writer or publisher should keep in mind that without defining the needs of their target learner groups, teaching materials they tend to create might be nothing but another failure in fulfilling the needs.

In an institution, lesson objectives need to be clear and suitable for the needs of the students. So as to clarify whether the program is going decently, needs assessment might be invaluable. Purpura & King (2003) draw attention to needs assessment as in the following:

Needs assessment should be considered as an on-going process designed to gather and analyze information about the target language needs of learners in an existing or proposed setting and to find out whether the program’s objectives and the learners’ requirements are being achieved and for planning the learners’ and the program’s future directions and making informed decisions. (p. 3)

Without the presence of clear objectives and catering for the needs of the students, a material cannot be fruitful and credible in terms of teaching the language. Therefore, a

language-teaching material has to be chosen in compliance with the objectives of the lesson, class, institution or maybe the ministry of education of located area. Nonetheless, the objectives and materials that are chosen may be of no avail without the existence of a need analysis devoted to understand the needs optimally. In the absence of one of the key elements above, having a thorough progress in language learning seem nearly impossible, or any possible success will be achieved by chance.

2.6 Authenticity in Coursebooks

With the ongoing inability to develop a language-teaching material which fully meets the expectations and needs of the students, the question of whether the books should include authentic topics or not has started to be asked. So many books have been published to teach the language in an inauthentic manner which excludes any real topic such as death, crimes, drugs or others arousing feeling of hatred, fear or curiosity. Rinvoluceri (1999) has also been opposed to the content of EFL coursebooks where the EFL world stays away from the dark side of the life with no mention of death, poverty or war. As mentioned in previous section, without adding the feelings of students into the language learning process, it will be harder to acquire a language and communicate in a fluent way. Most researchers and writers have no agreement on this issue. On the one hand, Tomlinson (2012) claims that most tasks should be authentic; otherwise the learners will feel lost when they face the reality of language use in daily life. Also, Mishan (2005) alleges that “authentic texts provide the best source of rich and varied input for language learners, impact on affective factors essential to learning, such as motivation, empathy and emotional involvement, and stimulate whole-brain processing which can result in more durable learning” (p. 41). Bruning & Horn (2000) state that when students have genuine reasons for tasks, they get motivated in the class. Likewise, Cunningsworth (1987) emphasizes that “many textbooks use artificial, whole-sentence dialogues despite the descriptions available of the truncated nature of authentic oral interaction” (p. 7). There may be several advantages of using an authentic language in the language-teaching materials written to make the language accessible. The most striking one of these could be the creativity atmosphere that is made up by the authentic language. Crawford (1978) affirms that artificial language-teaching materials prevent the learners from getting the opportunity to be creative and active in the language learning process.

The world which is written language-teaching materials use is so cheerful and perfect that only few students can create an interaction with it and arouse some positive feelings

towards this world. The sentences students hear or face have no possibility to be used in every day life or even in TV series. Thus, students have difficulty in accepting the language they get in the classroom, and they start to question why they are having two different styles of language. Tomlinson (2012) maintains that

Most publishers often supply their authors with lists of taboo topics as well as guidelines on how to avoid sexism and racism. However, a nationwide survey where students took part in requested topics such as marital violence and drug abuse. (p. 162)

In Wajnryb's (1996) point of view, this world is too safe, clean, harmonious, benevolent, undisturbed, and maybe authentic materials can be a remedy for these faults. Richards (2001) believes that coursebooks present an ideal world, often a white middle class view, and fail to portray real issues. Coursebooks are generated for a mass market and may not meet learner needs or interests. Should purchasers of the books and language-teaching materials designers try to understand what makes their materials so weak and incapable, they may consider adding some daily life English to their language-teaching materials. Corresponding to the authenticity problem, Tomlinson (2008) claims that if the language is not authentic because it was produced to be an example of a particular language feature, then the students will not acquire the ability to use the language efficiently. Nunan (1989) enlarges Tomlinson's idea and claims that any samples of spoken language written for teaching purposes are artificial. About the form of the authentic materials Tomlinson (2012) puts forward the idea that an authentic text is one, which is produced in order to communicate rather than to teach. He adds on, it is not a must that the text is produced by a native speaker, and it may be another version of an original text, which has undergone simplification in order to facilitate communication. On the other hand, there are writers and researchers opposing the usage of authentic texts in written EFL materials. Day (2003), to exemplify, is for the idea that there is no empirical evidence which authenticity facilitates language learning, and citing evidence that students think authentic texts are harder than simplified or elaborated texts. The issue of authenticity in relation to the learners' culture has been raised in Trabelsi's (2010) study, which claims "what might be authentic for one location might not be authentic for another. It is not the text or the task that is authentic but the learner's interaction with it" (p. 107).

What is certain about authenticity is that there are still arguments about its use in teaching EFL materials, and there ought to be further studies to be carried out in order to pinpoint the output apparently. It is possible to remark that diversity of students, schools and educational environments make the authentic texts' validity a little complicated. Nevertheless, some students somewhere surely needs to get the daily language with daily used topics to get English into their lives and also to make away with the boring, artificial and plastic language. Still, some recommendations have to be issued to let the language-teaching materials benefit from authenticity. Harding (2007) summarizes some recommendations in just three simple tips. Writers should

- 1- use contexts, text and situations from the students subject area. Whether they are real or simulated, they will naturally involve the language the students need.
- 2- exploit authentic materials that students use in their specialism or vocation and do not be put off by the fact that it may not look like normal English
- 3- make the tasks authentic as well as the texts. (p. 10-11)

Some other possibilities for flavoring the language-teaching materials with authenticity can be giving the students real homework such as reading a newspaper and presenting it, writing a suggestion or request email to one of the public departments or learning the lyrics of a song etc. Hereby, authenticity may arouse the feeling of students even the bad ones, motivate them for a whole class time, give them a chance to use the real daily language and provide many more opportunities.

2.7. How does language learning occur? Where are language-teaching materials, teachers and students in this process?

Most language-teaching materials are designed in a manner, which only focus one how a book can teach the language or, namely, how the information can be transmitted from the source to the learners. With this strategy of teaching, it is not surprising that recipients of the language have been exposing many difficulties for decades. Books lacking to provide enough opportunities of imagination, creativity and motivating topics cannot lighten the load of teachers, they may cause vice versa, however. Berman (1999) claims for this issue that “we learn best when we see things as part of a recognized pattern, our imaginations are

aroused, if we create natural associations between one idea and another, and if our senses are appealed by the information” (p. 4). Accordingly, Block (1991) notes that “tapping into the interests and taking account of the learning styles of students is likely to increase motivation and engagement of the students in language learning” (p. 213). Traditional ways of teaching have been far from being stimulating the learners. Their main and mere criterion is to teach the language in any possible way whether the process is tedious, time taking and indefinable. To accelerate and facilitate learner adaptation, a language-teaching material needs to provide provocative topics and aesthetic experience (Saraceni, 2003). If learners are captivated by the interesting and motivating topics of the language-teaching material, there will not be any reason to hinder the language learning.

Gross (1992) thinks we can enrich our language learning, by engaging the senses, feelings and imagination, and Berman (1999) agrees by claiming that we learn best when we see things as part of a recognized pattern, when the given information arouses our imaginations, when we find natural associations between one idea and another, and when the information appeals to our feelings. Therefore, the classroom should be a place that the learners cannot differentiate from their lives and where they can find the information interesting. Mukundan (2009) reflect his view on how the classroom should be, and he states that it should be like “a jungle where chance and challenge and spontaneity and creativity and risk work in complementary fashion with planned activity” (p. 96). Along with being interesting and motivating, a language-teaching material has to provide challenging activities to sparkle the competitive instinct present in the learners. They will most probably create a positive feeling towards the language class, and this intrinsic behavior may help them wipe the barriers out. When the reasons of language learning problems are glanced over, it is ascertained that students can succeed in getting the required skills if they desire, but their interests are for other appealing things such as games, TV or others in the outside of the classroom. Brown (1994) professes that “language learning is not a skill where you can simply bone up on rules and words in isolation. Yet, most of the schools teaching English as a foreign language have still been building all the system around rules and words without a meaningful context” (p. 177).

Being a material with various, challenging, creative and appealing activities is not always sufficient for an EFL class. So as to present meaningful language-teaching materials, teachers have to use the materials in a very skillful way that the aims of the activities make a perfect sense. If not the activities and tasks would turn the class into something very complicated and impossible to achieve. Also, the reasons why students would like to learn

the language are essential as they shape the efficiency of the language-teaching materials and the class. David (2003) states that while teachers may choose a language target, they must ensure that before the children start to learn the language, they also feel it is necessary for them, and they have a genuine desire to learn it. "In each country and society, reasons for studying a second language are unique, and the conditions of learning the language, such as time constraints and daily exposure to the target language differs" (Kasuya, 1999, p. 3). Teachers need to know and include these features before establishing the learning mood inside the classroom, so does the language-teaching materials.

It is said that the pedagogic framework starts with the receptive skills to include students' prior knowledge and to form connections with their worldview and also English (Tomlinson, 2012). Adding the taste of learning and using it to the students' life can begin a spontaneous process that leads them in the long but essential way of acquiring a new language. As noted earlier, a great deal must depend on creative and challenging interaction in the classroom, and for language learning, students ought to be exposed to an input of language which is rich, comprehensible and also meaningful (Krashen, 1999; O'Neill, 1982). To enhance the language learning, it is needed to focus on appealing as many senses as possible. For example, Hristova (1990) asserts that the combination of image and writing enriches the language learning. Further, McGrath (2006) concludes on this issue that students love variety, and thus, in language education various tasks, texts and materials are to be employed to break the boredom and foster student motivation.

Due to the advancement in technology and higher expectations from schools, language-teaching materials have undergone some changes. These novel approaches in language education force teachers to go beyond themselves. They are expected to know background knowledge of students, social factors affecting the language learning and the language-teaching materials as well. Tomlinson (2003) states that "Current trends in approaches to language-teaching put new demands on the teacher who is expected to be capable of generating a supportive psychological climate and sustain learner motivation and interest in class". (p. 18) Teachers may adapt the tasks and activities in the books to maintain the pace of learning, and they can choose the best book possible in order to maximize the language learning; however, given their role in deciding the books to be used, it seems very difficult for the teachers to be as effective as expected. Hutchinson & Torres (1994) claims that teachers can change tasks at the planning stage, which is the first part, and they may make further changes on their plans during the lesson in response to the interactions that take

place. Moreover, Tomlinson (2012) puts forth that “teachers can humanize their coursebooks” (p. 156), but they have to overwork, which wastes their precious time.

Although teachers have few chances to utter their opinions on coursebook selection due to the pressure and superiority of administration of schools, Sheldon (1988) alleges that they choose the coursebooks on the basis of popularity believing that if a book sells well, then they must be doing something right. In Turkey, for example, there are two different book selection processes that end in the same way. In the first one, teachers have not been into the coursebook selection period. Many schools still have top-down methods in deciding which book to be used, and they, mostly administration, are impressed by the book publishers. For the second one, teachers have chances to reflect their opinions about the books chosen by the administration. The books in this process are mainly the popular ones, which attracts the administrations most. Although this way is better than the first one as teachers have words in the least, it is still far from covering the expectations of students. As responsible for improving the quality of education, teachers may have to expand their repertoire beyond the textbook (Watanabe, 2006). However, Crawford (1978) argues that the materials should create an environment in which all can teach and learn which means everyone can be simultaneously both teacher and learner. Putting the burden only on the shoulders of teachers can result in many problems for education, so language-teaching materials, teachers and administrations and students may share the responsibilities in every step through the world of language.

Teachers’ confidence and professional expertise have an influence on their perception of what is needed from textbooks (Masuhara, 1998). However successful a teacher is, s/he needs books to establish a proper teaching environment and stimulate the students, so do the coursebooks teachers in language-teaching. Impacts of language-teaching materials might be either positive or negative on teachers. They may improve the teaching style of them or quite the opposite might occur, which is out of favor. “Materials development is an effective way of helping teachers to understand and apply theories of language learning and to achieve personal and professional development” (Tomlinson, 2003, p. 18).

2.8. Materials Evaluation

Language-teaching materials form the basis of teaching EFL in most schools of several countries. Teachers and students depend upon books to make progress in a more confident way. Because of these reasons, one can find hundreds of books claiming to be the

best in teaching English for foreign language learners. To understand whether their claims are true or not, materials evaluation is needed. “Materials evaluation has been defined as a procedure that involves measuring the value of a set of language-teaching materials and focuses largely on the needs of the users of the materials and makes subjective judgments about their effects” (Tomlinson, 2003, p. 18). White (1988) also states that materials evaluation critically judges book planning, design, and implementation processes. Before a book is chosen, as mentioned earlier, need analysis might be carried out in order to choose the most suitable language-teaching material for students. Howard & Major (2004) states that “any consideration of syllabus or materials design must begin with a needs analysis” (p. 102). Also, Hutchinson & Waters (1987) notes that materials evaluation should be carried out to evaluate the convenience of our language-teaching materials to our particular purpose.

Researchers have constituted some criteria while deciding the suitability of language-teaching materials. Any school administration, which wishes to find the best language-teaching material may have a look at these criteria and have a general, thought of what is needed to be a better book in ELT. To give an example, Tomlinson (2012) talks about four main considerations about suitability of materials, which are usability, generalizability, adaptability and flexibility. On condition that materials possess these features, then it may be accepted as meeting the expectations. On the other hand, Nunan (1999) considers that language-teaching materials should be prepared to be suitable for students rather than fitting students to them. It will not be wrong to say that nowadays this is accepted as valid by the authorities. “The focus in ELT is now on the learner. The needs goals and wishes of the learners have to be taken into account to make the students reach the intended language level” (Keşmer, 2007, p. 17). Besides, language-teaching materials might be more efficient and handy by caring for both the specific needs of the learners in a specific area and the general needs of every learner as well. “In the process of developing materials for specified target learners, the universal criteria need to be combined with local criteria derived from what is known about the learners, their teachers, and their context of learning” (Tomlinson, 2003, p. 18). Hereby, the gap between the universal learners and the ones using the language-teaching material in another place will be lessened. Developing and designing a language-teaching material could bring along several problems unless a thorough and systematic preparation is performed. Objectives of the institution that will use the material, and defining the needs of students can be a good start in developing a coursebook (Sadeghi, 2005).

Evaluations differ in terms of the period when it is carried out. “Three types of evaluations, which are pre-use, in-use and post-use might be included in this process. For the

first one, the main aim of evaluating materials pre-use is to measure the potential of what teachers and learners can do with them in the classroom” (Rubdy, 2003, p. 41). For the others, in-use and post-use evaluations are used in defining how successful learning materials are (McDonough & Shaw, 2003). Whichever is chosen of these evaluation methods, it is highly possible that they will provide the results of what the weaknesses and the strengths of language-teaching materials are.

Nowadays, “however good the language-teaching materials are they can hardly cater to and satisfy different students with different needs, objectives, wants, learning styles, attitudes, aptitudes and cultural norms” (Tomlinson, 2006, p. 8) The main reason for this deficiency might be the insufficient care of coursebook writers for materials evaluation. They may follow the success and failure rate of their materials, whereas without concrete steps to change the problems faced, books will continue to be the shortfall of ELT. They may even be replaced by new technologies of the Internet and computer world. Coursebook writers need to remember the fact that the primary objective of language-teaching materials is to facilitate the learning process as efficient materials do not teach instead they promote learning (Hutchinson & Waters, 1987). Furthermore, Richards & Rodgers (1986) define the aim of materials as “to present and practice content, ease interaction between students and promote learner autonomy” (p. 156).

Having evaluated many coursebooks around the world, researchers articulated their opinions about how language-teaching materials should be. Bell & Gower (1998), for example, argue that language-teaching materials should

- 1- expose the learners to language in authentic use,
- 2- provide learners with opportunities to use the target language to achieve communicative purposes,
- 3- stimulate intellectual aesthetic and emotional involvement,
- 4- be flexible so as to help teachers to make their own decisions and explore the needs (p. 116-117)

The most important element of coursebooks attracting the students is interesting topics. Tomlinson (2008) considers that language-teaching materials should include plentiful written texts including meaningful topics, themes, events and locations for target learners. As mentioned in the earlier parts of this chapter, learners need to think and feel while learning the language otherwise it becomes very hard for them to get the language. “Feeling

enjoyment, pleasure, and happiness, feeling empathy, being amused, being excited, and being stimulated are most likely to influence learning positively, but feeling annoyance, anger, fear, opposition, and sadness is more useful than feeling nothing at all” (Tomlinson, 2003, p. 18). For language-teaching materials to be effective in the classroom, they have to be useful and helpful for teachers as well. If they fail to be liked and understood by teachers, books cannot be successful in teaching the language. Also, teachers need to be able to adapt and alter the materials to make them suitable in different ways to the needs, wants and learning-styles of each learners (Anderson, 2006). The materials should aid the teacher in assessing the students and giving constructive feedback about achievement of intended outcomes (Tomlinson, 2008).

In the schools using coursebooks as their source in teaching EFL, materials first provide the information then let students study on grammar, reading or vocabulary sections in the text. Learners have not been critic of this process as they consider it is the best they can have. However, “rather than drawing the learners’ attention to a particular feature of a text and then providing explicit information about its use, it is much more powerful to help the learners to make discoveries for themselves, maybe in collaboration” (Tomlinson, 2008, p. 12). Once the students feel they can accomplish, all the barriers in front of the language learning process can be eliminated. It is also claimed in the same study of Tomlinson (2008) that

Language input should be contextualized. Decontextualized examples do not contain enough information about the user, the address, the relationship between the interactants, the setting, the intentions or the outcomes for them. Only extended samples of language in contextualized use can provide the learner with the information they need to develop awareness of how the target language is actually used. (p. 11)

The sentences without a context mean nothing for the students because these statements fail in arousing the feelings of the students. Contextualization of the language-teaching materials makes up one of the most important key elements in language-teaching. Also, the materials should be suitable to the curriculum they are addressing (Nunan, 1988) In the contrary case, designing a material for EFL will be pointless.

Although the researchers and language-teaching material writers have a common consensus on how evaluation ought to be, there are some exceptions: “Matthews (1985)

insists that any evaluation should start from a specification of the teaching situation, Cunningsworth (1995) stresses the importance of determining criteria relevant to the target learners and Byrd (2001) gives priority to the fit between the textbook and the curriculum, students and teachers” (as cited in Tomlinson, 2012, p. 147). Effective evaluation depends upon asking appropriate questions and finding the answers says Cunningsworth (1995). He must be right as most of the evaluation that takes place today focuses on asking questions about the coursebook. Evaluation of materials may change during the time, but “a well-designed coursebook, which allows for adaptation and certain degree of learner spontaneity, is generally regarded as the most visible tool in the balanced teacher- learner relationship” (O’Neill, 1982, p. 2).

2.9. Teacher-designed Materials

Textbooks are of great value to the whole sections of a language-teaching program whereas when they are taken into consideration, teachers have an inclination towards designing their own language-teaching materials. The main reason behind this act might be the books’ problematic system that is ‘one-size-fits-all’ (Howard & Major, 2004). Numerous teachers have kept writing their own language-teaching materials while “it is evident that teacher designed materials may lack overall coherence and a clear progression” (Howard & Major, 2004, p. 102). Then students might feel lost in the process of language learning when they are not able to see their gradual improvement. Textbooks, on the contrary, have a clear and sufficient progression report for the students to follow. As noted in the articles that are cornering the market, any consideration of syllabus or materials design must begin with a needs analysis. For a teacher, completing all the missing factors in a textbook and producing his own material on his own is nearly impossible. Dedicating a valuable time and cooperating with other experienced teachers and also fully making out the needs of the students may give a hand to the teacher in this long and challenging period.

Cameron (2001) argues that “tasks in materials should have coherence, unity for learners, meaning and purpose, a beginning and end, clear language-learning goals and should involve the learners actively” (p. 31). While designing a language-teaching material, teachers and material writers might miss out these important factors in consequence of which make the material deficient and lacking. Nault (2006) mentions another point for an influent material

It is argued that including relevant functions of language in language-teaching materials are necessary to model how language is used and for what purposes it is used. It also attracts the attention of learners since they help them meet some of their communicative needs. (p. 318)

While preparing the language-teaching materials, it is wise to focus on the principles above; however, materials designer ought to avoid adding too many texts and tasks. That is, “bombarding students with too much information create boredom and cognitive difficulty; on the other hand inadequate ones create no challenge and sense of achievement” (Stewart, 2007, p. 261). The balance between these two different teaching styles should be maintained in order not to bring about boredom and indifference of the learners. With this respect, Hart (2003) claims that language-teaching materials should involve alternative and extra activities students can choose so that the students who are bored may select another task that is more enjoyable for them. These tasks may be about students’ interests, hobbies or an event from the society that teaching takes place as dealing with something familiar and localization of activities and materials help students decrease their anxiety (Richard, 2006; Mısırlı, 2010). Furthermore, Işık (2011) alleges that “considering and relating new items to the ones students have already known can make comprehension and learning easier, and provide smooth transition from known to unknown” (p. 257). Hiep (2007) puts forth that

While designing the language-teaching materials, language should be seen as a means of communication and learning and the classroom activities should cater for teaching through a language, not teaching about it, as in real life people do not talk about language rules but use them for communicative purposes. (p. 196)

A few coursebooks have been trying to include these principles to provide the best for the learners of English, but teacher-designed materials might not be as efficient as a book in these terms. One needs to devote a great deal of time and effort to create a salient and striking coursebook. “Creating tasks is not easy. Teachers are already overburdened by their daily duties, and do not have the time to continually create new and appropriate tasks” (Watanabe, 2006, p. 97). Especially in Turkey, time is invaluable for teachers, as they have to catch up the schedule of the week and provide anything necessary for the following exam. Under these

circumstances it does not seem possible for teachers to design their own language-teaching materials continuously.

To conclude, the quality of instructions directly affects the degree to which learners perform the intended tasks. They should give sufficient information to set the scene and guide learners about what is next and how to accomplish it (Tomlinson, 2003). Coursebooks present in the market have somewhat been successful in providing the information only. Teacher-designed materials can be a remedy for the classroom usage, but they fail to replace the books in teaching EFL. “As it is the responsibility of any language programs to contribute to the linguistic, social academic, affective and cognitive development of learners” (Hart, 2003, p. 288), both coursebooks and teacher-designed materials have to be used in language-teaching to support the learners in any way possible. In addition to these means of language-teaching materials, publishers may support the books with web-based global coursebooks, offering choice, modification and replacement opportunities (Amrani, 2011).

2.10. How to Teach Writing Skill

EFL learners all around the world have to be fluent in many skills such as listening, reading and writing etc. Second language learning occurs in the natural order of listening, speaking, reading and writing; reading and writing are reflected as the upper level stages of language development (Brown, 1987). Although in daily life communication skills like speaking and listening have the utmost importance, writing is the skill that shows off the capability of the language. Students’ ability to meet the demands of different settings in the workforce relies on whether and how they developed their writing skill at university (Foster & Russell, 2002). The reason why writing is out of favor by many students may be the challenging process of writing something for an audience. Graham, Harris & Mason (2005) states that writing is generally regarded as a difficult skill and a complex task. Likewise, Rao (1997) adds that “writing is a skill that stimulates thinking, compels students to concentrate and organize their ideas and cultivate their ability to summarize, analyze and criticize” (p. 103). Hinkel (2006) & Zacharias (2007) consider that writing is considered as a considerably complex process which proves to be hard for many second language learners. Writing involves more sub skills than any other skills, so it includes the combination of many physical and mental processes in order to convey information and ideas.

Studies searching for the reasons of failure in writing classes point that writing is a recursive process, so it cannot be considered as a linear skill. “There has been a consensus

among researchers that the writing process consists of several stages of development, and these stages are not organized in a linear fashion, on the contrary these stages are recursive and cyclical” (Hughey, Wormuth, Hartfield, & Jacobs, 1983, p. 128). Students need to go step by step to form a well-constructed essay. There are four basic processes: prewriting, composing/ writing, revision and proofreading/ editing. In prewriting process, students are required to make a plan, collect required information and develop a general draft including the key words, transitions and sub-parts of the study. In the second process, students write what they are wanted to write with the help of first section. The teacher or any other means should not intervene this process, as the mistakes are the natural divisions of writing. For the third part, students revise their writings and try to correct some mistakes. “Throughout the writing process, writers also must evaluate and revise what has been written as well as monitor the process and their progress” (Zimmerman & Kitsantas, 1999, p. 243). Editing mistakes and omitting irrelevant parts are essential in the last process. This process can be named as the feedback process. After getting the feedback, mistakes and adding more detail ought to be done by the learners themselves. Students have to be aware of these processes before starting writing, otherwise the fallacy of considering writing as a linear process can result in a disaster for EFL learners. Rao (1997) argues “students find composing in English difficult because the process demands utilizing many cognitive and linguistic strategies of which these students are uncertain” (p. 103). Moreover, there are some factors that affect students’ writing in a foreign language such as “time to write, duration of work, writing with a purpose, sharing writing and choosing writing topics” (Hashemian & Heidari, 2013, p. 477). All of these factors must be taken care of precisely in order not to let students lose their attention and motivation for writing. Spandel (2005) for example, states that serious writing, the kind we hope our students write, takes thinking over time, not just a class period. Thus, while designing coursebooks or a language-teaching material for a writing class, giving enough time for an activity is critically important. In teaching a foreign language, you cannot always find a second chance to endear your class.

For academic context, the concept of student motivation is used to explain the degree to which students pay attention (Brophy, 1998). In a task as difficult as writing, motivational issue has a tremendous effect upon production and process (Bruning & Horn, 2000). Even a slight loss of motivation can dramatically reduce the efficiency of writing class. Of course vice versa is valid too as supported by Brindley & Schneider (2002). They put forth that “a non threatening, anxiety free, nurturing yet challenging class environment is recommended to increase motivation in writing second language” (p. 331). Also, Bruning and Horn (2000)

claim that “students’ attitudes become more positive when they perceive value in written communication and realized that being able to write well benefit them” (p. 28). As in every area having a positive attitude towards a challenging task can put you in a better place than others who are negative to it. Research suggests that students who have positive attitude toward writing are more likely to produce writing more often and study more on writing tasks than the ones with negative attitudes (McKenna, Kear & Ellsworth, 1995).

In order to learn writing in a foreign language, students should know what they might do with it. A successful foreign language learner in English writing will have better chances and benefits in their life-long careers (Foster & Russell, 2002). Especially in Turkey, with so much importance on grammar and writing, it is not weird for teachers to focus more on teaching writing. Also, writing in second language, lets L2 learners improve their grammatical, sociolinguistic, and discourse competences significantly in foreign language (Scarcella & Oxford, 1992).

Teachers should use variable activities in order to help students learn in their own preferred style and they also may have an opportunity to create their unique ways of learning a second language. There are many options of tasks in writing classes, but Puteh, Rahamat & Karim (2010) state that “common writing tasks are writing short notes, essays, Internet chats, letters to friends, emails, instructions, resumes, official letters, diary and reports” (p. 583). Also, in their article, ways of writing have been listed and students’ preferences have been stated. The majority of the students chose the way of referring the examples in their reference books. That shows us most of the students still rely upon the books and other written materials for EFL writing.

Each student may have a different learning style and problem in language learning. One solution of a problem may not work for another in EFL. Srijongjai (2011) claims that

For pedagogical implications, writing instructors should manage their classes, materials and teaching methods to facilitate students with different learning styles in order to develop their writing skills and help them achieve their academic goals. For example, group activities, teamwork projects, and peer reviews are recommended for fostering a collaborative classroom atmosphere, which is favored by the social students. (p. 1559)

Motivating students and constituting an anxiety free classroom are key factors, which are to do with teaching EFL, whereas their link to writing is stronger. Building bridges between students and writing classes are not easy, but before fear of writing becomes deep-rooted, teachers and language-teaching materials should undertake this challenging mission.

With the motivation and proper environment, any effort will be worthwhile and fruitful for weaker students. Anyone can learn to write in a foreign language as long as they are provided with proper language-teaching materials, a decent environment and motivation.

CHAPTER 3

3. METHODOLOGY

This chapter presents detailed information about the participants, research design, data collection instruments, data collection procedure and data analysis.

3.1. Research Design

This study is a quantitative one. In the study the data was collected by means of two different questionnaires and objectives of writing classes in School of Foreign Languages. Those objectives were used to see if the coursebook meets the expectations or not. “Quantitative research is ‘explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics)’ (Aliaga and Gunderson, 2000).

The first questionnaire administered to the students aimed to see what the students consider about the writing coursebook (see Appendix B). The second questionnaire administered to the teachers aimed to obtain the opinions about the writing coursebook (see Appendix A). They focus on the problems of producing written materials in EFL classes detected by the researcher who has 5 years of experience and has taken part in testing and assessment of English in the English Program of the university. The researcher used the objectives of writing used in Zirve University School of Foreign Languages. The aim was to see whether the writing book was compatible with the objectives of the English language teaching program of the university and whether it met the needs of the students according to the questionnaires. The findings were analyzed by using descriptive statistics.

3.2. Participants

In Zirve University School of Foreign Languages, there are approximately 120 instructors who teach different skills each term, and approximately 1300 students take English classes during one academic year. In this study, both the students and the teachers took part in the data collection process. Eighty-one teachers with a range of 2 and 10 years of teaching experience took part in the study. One hundred fifty one level D students who used the book “Writers at Work, the Essay” filled in the questionnaires before a week the term

ended. The students were chosen randomly out of level D classes. Students' ages ranged between 18 and 26. Twenty-one of these students were repeaters.

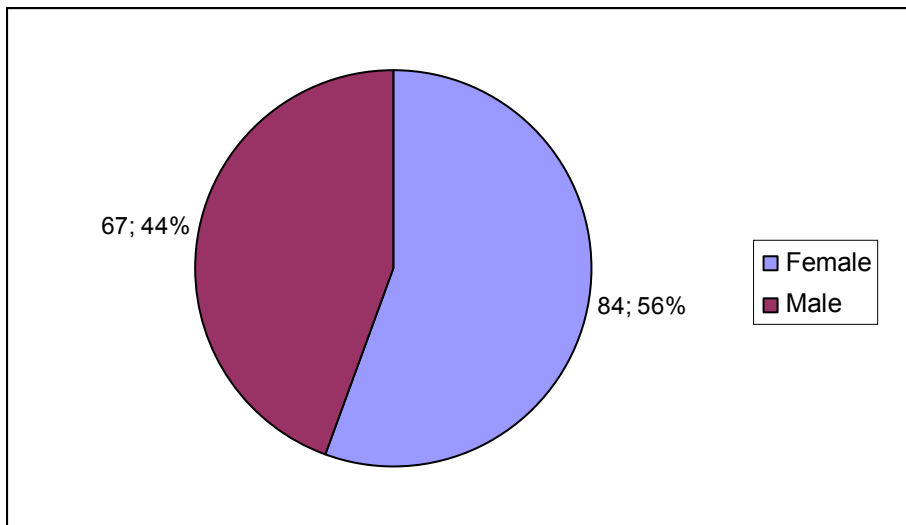


Figure 1. The distribution of gender in the sample of students

As we can see (Figure 1), there were 84 girls (56% of the sample) and 67 boys (44%).

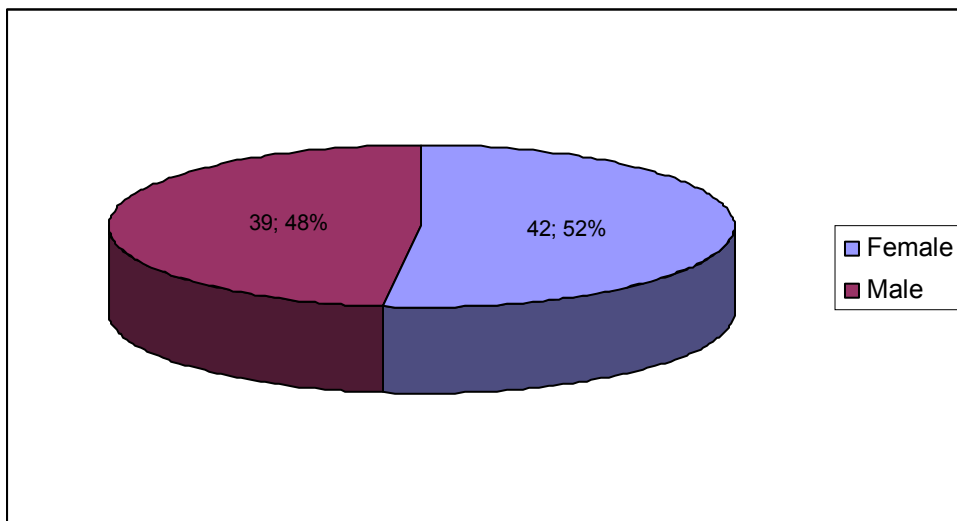


Figure 2. The gender distribution for teachers' subsample

Figure 2 shows us that in our sample of teachers were 42 females (52% of the sample) and 39 males (48%).

3.3. Data Collection Instruments

Three instruments were used in order to find out whether the writing coursebook meets the expectations of the students, the teachers and the institution. These were a teacher questionnaire (see Appendix A), a student questionnaire (see Appendix B) and Zirve University School of Foreign Languages level D writing skill objectives that are used to define the writing questions of the final examination, midterm and other exams such as pop quizzes etc. (see Appendix C). The participants were chosen randomly from level D classes. The participants were asked to fill in the questionnaire during one of their classes, and its completion took about 30 minutes.

The categories and the items in both Questionnaire 1 and Questionnaire 2 were selected from two studies, Ozdemir (2007) and Arikan (2008). In those studies the criteria were adapted from Cunningsworth (1984), Littlejohn (1998), McDonough and Shaw (1998), Byrd (2001), and Ur (1996). The researcher took several considerations into account while preparing the questionnaire items. First, the main categories and the items in each category were determined based on their frequency of appearance in the selected checklists. Too specific and repeating items were removed. Then, the items were adapted according to the context this study took place. After the initial creation of the questionnaires, necessary changes were made based on the feedback received from three international colleagues of the researcher and also the writing coordinator. The number of items was decreased because a long questionnaire would be time-consuming. Allocating too much time for the questionnaires would affect the reliability of the data. Another reason for lessening the number of the questions was some of the items were very similar to the others.

To ensure the validity of the questionnaires, the questionnaires were piloted with a different group of teachers and students. 10 teachers and 20 students took part in the piloting stage. As a result of the piloting process, necessary time for the questionnaire completion was determined. This was about 30 minutes for the students and about 20 minutes for the teachers. At the end of the piloting period, some items in the questionnaires were clarified with examples in parentheses because some students had difficulty in understanding the questions. The reliability of the questionnaires was calculated with the reliability analysis of Cronbach's alpha. The questionnaires were found reliable with the coefficients of .75 for the teacher questionnaire and .90 for the student questionnaire.

3.3.1. Teacher Questionnaire

The teacher questionnaire consisted of 32 items under 7 categories. It was in Turkish because all the writing teachers in the institution at that time were Turkish. The categories used in the questionnaire were the aim of the book, visual elements of the book, activities and exercises, presentation of language, organization and sequence of units and supporting sources and materials. The categories and the corresponding item numbers were as follows:

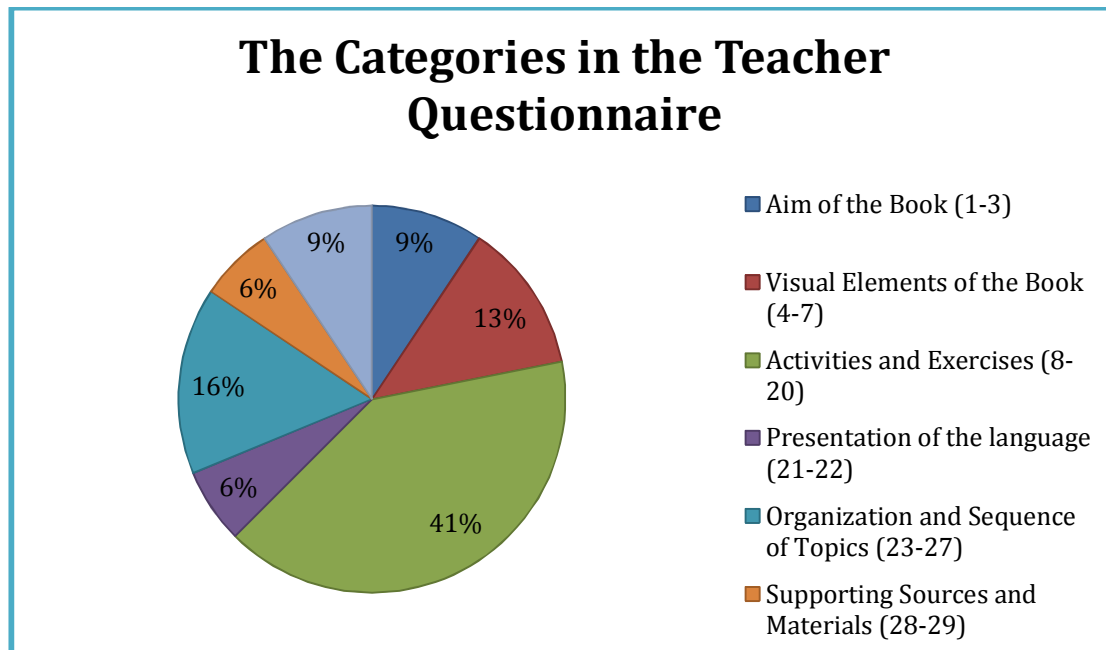


Figure 3. The Categories and Item Numbers Used in the Teacher Questionnaire

The goal of the first category, Aim of the book, was to elicit the teachers' opinions as to whether the aims of the coursebook were appropriate for the needs of the students. This category is generally seen in the first part of the questionnaires, maybe the reason is to get the common understanding of the coursebook.

The second category, the visual elements of the coursebook, was commonly used in most of the checklists. Byrd (2001), Brown (2001), Ur (1996) and Cunningsworth (1984) all dedicated some parts of their checklists for the visual elements of the coursebook, which clearly shows that this is an important subject for coursebook analysis. It is more important for young learners; however, teenagers also need some visual stimulants to be attracted. Both pictures and layout and design of the book are essential because unattractive design will bore the students and diminish their potential to learn in a limited classroom period.

The third category, which was about the activities and exercises, was the main part of the questionnaire because this part reveals whether the coursebook meets the needs of the teachers and the students. The items of this part aimed to find out how teachers felt as to how the textbook handled writing practice and language production in the target language. The items were mostly adapted from Cunningsworth (1984) and Littlejohn (1998) as they both have contributed a lot to the materials development in English language teaching.

The fourth category, which was the presentation of language, was one of the most important parts in the questionnaire. This category has commonly been used in all the checklists adapted for the purposes of this study. Among these were the ones belonging to Brown (2001), Byrd (2001), Cunningsworth (1984), Ur (1996), Ansary and Babaii (2002), and Littlejohn (1998). The items under this category aimed to elicit the teachers' feelings as to how the book presented the language.

The fifth category was dedicated to the organization and sequencing of the topics in the coursebook. This category aimed to bring forth the teachers' thoughts and feelings about how the units were organized and whether this organization was suitable for both the teachers and students. Also, it included an item, item 26: The units follow a logical sequence and are easy to follow, aimed to evaluate the compatibility of the organization of the coursebook with the pedagogical principles.

The sixth category, Supporting sources and materials, aimed to identify teachers' views about how the coursebook deals with revision parts and if the teacher's book is of help to them or not.

The teacher questionnaire ends with the seventh category that is General evaluation. The aim of this part was to have a general understanding of what teachers think about the coursebook and its suitability regarding the aim of the institution.

Teachers responded to the questionnaire by using a 5-point Likert-type rating scale, degreed from 5 (Strongly agree) to 1 (Strongly disagree).

3.3.2. Student Questionnaire

The student questionnaire consisted of 24 items. It was in Turkish as students' proficiency level was not adequate to answer the questions in English. The student questionnaire consisted of nearly the same categories as in the teacher questionnaire with only the change in the category Supporting sources and materials. That is, in the student questionnaire, there was a category titled as Contents of the coursebook instead of Supporting sources and materials. The number of items in the student questionnaire was less than the number of items in the teacher questionnaire as it was believed high number of questions, might have had negative effects on students' attention span, which in turn might have resulted in a decrease in the reliability of the data.

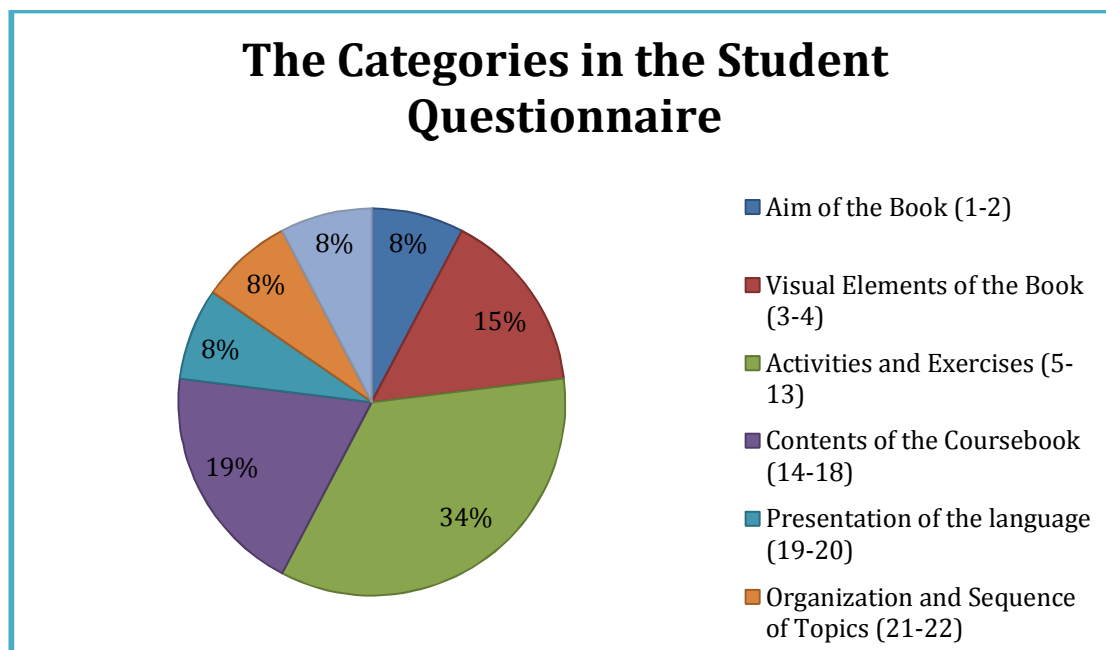


Figure 4. The Categories and Item Numbers used in the Student Questionnaire

In the first part, which was about the Aim of the coursebook, the researcher's goal was to learn the opinions of the students about whether the coursebook met their needs in writing classes or not. This category is used to define if the students generally see the book appropriate for the writing class. The aim of the second category was to determine the students' views about the visual aspects (print, design, layout, colors, pictures) of the coursebook. Visual design of the coursebooks usually has positive effect on students or at least it is possible that it does not affect students negatively.

In the activities and exercises part, the aim was to obtain information about students' opinions and feelings about the exercises and the activities in the coursebook. This category includes more questions than the other categories.

For the fourth part, contents of the coursebook are questioned. This category has questions about the topics of the book and if these topics meet the needs of the students.

In the fifth part, the aim was to elicit students' views about the presentation of the language items in the coursebook. Students' opinions about how the coursebook presented the language are of great value for analysis of the coursebook.

Organization and Sequence of Topics category include questions on how the coursebook organized and ordered the topics. Questions were simplified for the students as they may have difficulty in understanding what is required.

Finally, in the general evaluation part, students were expected to express their views about the coursebook as to its usefulness in learning and practicing language. The same scale as the one in the teacher's questionnaire was used in responding to the questionnaire.

3.3.3. Level D Writing Skill Objectives

The writing skill objectives of level D were used in this study. They were compared with the data obtained from questionnaire 1 and questionnaire 2. Having analyzed the data elicited from questionnaires, the researcher came out with the weaknesses and the strengths of the coursebook. These features of coursebook revealed whether the writing activities offered in the coursebook was in line with the writing skill objectives of level D. The aforementioned writing skill objectives defined by a committee of writing teachers, and writing coordinator, are clearly shown below:

Zirve University Foreign Language School has described the writing course as 'one of the two skills that students produce the language they learn and communicate in their foreign language'. Writing classes provide the students with the opportunity to express themselves in English, so that they may communicate with their teachers and peers in written the form.

Aim of writing classes is that by the end of the year, students will be able to write academic essays at upper-intermediate level clearly and accurately at a suitable speed. Critical awareness of students' writing in terms of content, coherence, and linguistic accuracy will also increase.

Main goal of level D is that students will be able to write five-paragraph essays with appropriate rhetorical organization. Objectives of level D are that by the end of level D, a student can convey information, express reasons, develop an argument, make comparisons between two event, objects... etc., state a problem, offer solutions and present arguments for or against a position.

3.4. Data Collection Procedure

On 21.05.2013, needed permissions about the study were taken from the ethical committee of Zirve University. Student questionnaires were given on 23.05.2013, and the teacher questionnaires were handed out on 24.05.2013. Once the researcher went to the classes, he first explained to the students what coursebook evaluation was and why it was necessary in a simple way. Then some basic concepts were introduced, and when students were ready, they were distributed the questionnaires. After the distribution, students were asked to read the questions once. Then, necessary explanations or clarifications about the questions were made on the basis of the students' questions. Then, students were given 35 minutes to complete the questionnaire. At the end of the session, the questionnaires were collected and checked by the researcher in order to avoid invalid items that risked the reliability of the study. Collection of the students' questionnaires took only 1 hour, however; 1 week passed until all teachers submitted their questionnaires. Again with the permissions from the administration of Zirve University, the writing skill objectives were used in the study. The results of the questionnaires were analyzed between the dates of 01.06.2013 and 03.06.2013. They were analyzed by using SPSS 20. Following the analysis of the data from the questionnaires, the writing coursebook, and the writing skill objectives were studied.

3.5. Data Analysis

In order to analyze the relation between the students' and the teachers' questionnaires, descriptive statistics were used. The frequency counts were calculated and then the percentages of the frequency counts and the arithmetic means of the responses were taken. The standard deviations related to the items were calculated too. Results were presented visually in tables and in graphs. The questions in the questionnaires were Turkish to let the students understand the questions clearly and answer accordingly. Eighty-one teachers' and 151 students' questionnaires were analyzed according to the research questions 1 and 2. For

the first research question, the students' answers to the questions were the basis of the study, but teachers' questionnaires had also an important part in answering the question. For the second research question, the answers elicited from the teachers were used, as their perception of the weaknesses and the strengths of the book. To answer the last research question, the writing skill objectives of level D and the weaknesses of the writing coursebook, which were obtained in the second research question, were compared. The results and the detailed analysis are going to be discussed in the following chapter.

CHAPTER 4

4. FINDINGS AND DISCUSSION

4.1. Introduction

This study sets out to find out what the needs of the students for writing is, what the weaknesses and the strengths of the writing book is and what should be done to fill in the gaps in the materials that have been used for teaching writing. In this chapter, the findings and discussions of each research question are presented in detail by analyzing the data gathered from the student questionnaire, the teacher questionnaire and the writing skill objectives for level D in School of Foreign Languages at Zirve University.

4.2. Findings from the Questionnaires

The two main data collection tools of this study were a teacher Questionnaire (see Appendix A) and a student Questionnaire (see Appendix B). The results were analyzed by using SPSS 20 for Macintosh. The findings from Questionnaire 1 and Questionnaire 2 are described with reference to the following research questions:

1. Does the writing book for level D meet the needs of the students at Zirve University?
2. What are the weaknesses and the strengths of level D writing book used at Zirve University?

4.2.1. Findings from the Teachers' Questionnaire

This section attempts to answer the above-mentioned two research questions of the study from the teachers' point of view. Table 1 presents the teachers' opinions about the writing coursebook with regards to three main items. These three items are: (i) *Aim of the coursebook is in accordance with the ELT curriculum and students' aims of learning the language*, (ii) *The coursebook uses effective approaches, methods and techniques to teach English to the university prep students*, (iii) *The coursebook presents its aim clearly to the students and teachers*.

Table 1. Frequencies and percentages for items on aim of the coursebook

Item number	I totally agree		I agree		I am not sure		I do not agree		I do not agree at all		M	SD
	f	%	f	%	f	%	f	%	f	%		
1.	6	7.4	20	24.7	22	27.2	26	32.1	7	8.6	2.90	1.10
2.	8	9.9	26	32.1	24	29.6	16	19.8	7	8.6	3.15	1.12
3.	8	9.9	51	63.0	8	9.9	14	17.3	0	0.0	3.65	.88

As can be seen from Table 1, most of the participants do not agree that *(i) the aim of the coursebook is in accordance with the ELT curriculum and their aims of learning the language* (n = 26, or 32.1%). This finding is in accordance with the calculated average value of answers on this item (M = 2.90), which is below theoretical value (i.e. below 3).

Most of our respondents agree that *(ii) the coursebook uses effective approaches, methods and techniques to teach English to the university preparatory students* (n = 26, i.e. 32.1%). The mean for this item was M = 3.15, hence, above theoretical average. The highest number of participants agree that *(iii) the coursebook presents its aim clearly to the students and teachers* (n = 51, 63%), which is also represented as mean of M = 3.65.

Table 2 reveals teachers' opinions about the writing coursebook with regards to four main items. These four items are *(iv) The visual design and page layout is suitable and attractive for the university prep students*, *(v) Printing and the page quality are very good*, *(vi) Style of the scripts, pressing and font size are legible and suitable for the students*, *(vii) Pictures and graphics used in the coursebook are colorful and attractive enough*.

Table 2. Frequencies and percentages for items on visual design of the coursebook

Item number	I totally agree		I agree		I am not sure		I do not agree		I do not agree at all		M	SD
	f	%	f	%	f	%	f	%	f	%		
4.	0	0.0	0	0.0	37	45.7	36	44.4	8	9.9	2.36	.66
5.	13	16.0	42	51.9	18	22.2	8	9.9	0	0.0	3.74	.85
6.	13	16.0	34	42.0	26	32.1	8	9.9	0	0.0	3.64	.87
7.	6	7.4	26	32.1	33	40.7	16	19.8	0	0.0	2.48	.87

Thirty-seven respondents (45.7% of our sample of teachers) say they are not sure that *the visual design and page layout is suitable and attractive* for the university preparatory students. From the mean ($M = 2.36$), we can conclude that there is higher number of teachers who are not satisfied with this coursebook's features, than those who are. Forty-two teachers (51.9%) agree that *printing and the page quality are very good* ($M = 3.74$). Most of teachers (34, i.e. 42.0%) agree that *the style of the scripts, font and pressing are suitable and legible for the students* ($M = 3.64$).

Most of our sample ($n = 33$, or 40.7%) is not sure whether the pictures and graphics are colorful and attractive enough. Arithmetic mean for this item shows that there are more teachers who are not satisfied with pictures in the coursebook ($M = 2.48$).

Table 3 indicates the teachers' opinions in the form of frequencies and percentages for 13 items on activities and exercises.

Table 3. Frequencies and percentages for items on activities and exercises

Item number	I totally agree		I agree		I am not sure		I do not agree		I do not agree at all		M	SD
	f	%	f	%	f	%	f	%	f	%		
	8.	6	7.4	26	32.1	33	40.7	16	19.8	0		
9.	0	0.0	35	43.2	30	37.0	16	19.8	0	0.0	3.23	.76
10.	0	0.0	27	33.3	38	46.9	16	19.8	0	0.0	3.14	.72
11.	0	0.0	37	45.7	12	14.8	32	39.5	0	0.0	3.06	.93
12.	0	0.0	8	9.9	37	45.7	36	44.4	0	0.0	2.65	.65
13.	0	0.0	8	9.9	19	23.5	46	56.8	8	9.9	2.33	.79
14.	0	0.0	8	9.9	35	43.2	30	37.0	8	9.9	2.53	.81
15.	0	0.0	36	44.4	17	21.0	20	24.7	8	9.9	3.00	1.05
16.	8	9.9	17	21.0	12	14.8	36	44.4	8	9.9	2.77	1.19
17.	0	0.0	43	53.1	30	37.0	8	9.9	0	0.0	3.43	.67
18.	0	0.0	65	80.2	0	0.00	16	19.8	0	0.0	3.60	.80
19.	0	0.0	42	51.9	2	2.5	23	28.4	14	17.3	2.89	1.22
20.	0	0.0	14	17.3	16	19.8	35	43.2	16	19.8	2.35	.99

Most teachers (n = 33, 40.7%; see Table 3) are not sure whether (viii) *the activities and the exercises are related with the units of the week* or not, but on average, they think that are related (M = 3.27). 35 of them (43.2%) agree that (ix) *the coursebook provides a balance of activities* (M = 3.23). Thirty-eight teachers (46.9%) are not sure if (x) *the coursebook activities can be modified or supplemented easily*, but most of them think that they can (M = 3.14). Most participants (n = 37, 45.7%) agree that (xi) *the activities and exercises are enough to practice for the students* (M = 3.06), but 37 of them (45.7%) are not sure if (xii) *the activities are attractive and enjoyable enough for the students' age group* (however, M = 2.65, therefore, more teachers think that they are not attractive and enjoyable).

Most respondents (n = 46, 56.8%) do not agree that (xiii) *the activities and exercises are helping the students to develop the four skills* (M = 2.33). Most teachers (35, 43.2%) are not sure whether (xiv) *the activities and exercises appeal to different learning styles* (M = 2.53, i.e. most of them think that they are not). Thirty-six of them (44.4%) agree that (xv) *the activities and exercises start from easy to hard* (M = 3.00, i.e. there is equal number of those who think and who did not think like that). Thirty-six teachers do not agree that (xvi) *these activities and exercises do not require more knowledge or skill than students have* (M = 2.77). Forty-three participants (53.1%) agree that (xvii) *the instructions are clear and easy to follow* (M = 3.43) and 65 of them (80.2%) agree that (xviii) *the coursebook gives examples before activities and exercises*.

Most of the participants (42, i.e. 51.9%) agree that (xix) *these activities/exercises include classroom interaction learning styles* (e.g. pair, group and individual work), but M = 2.89, so there are lots of them who do not agree or do not agree at all with this item. Most of teachers (35, 43.2%) do not agree that (xx) *the coursebook includes communicative activities to improve the communication skills in foreign language* (M = 2.35).

Table 4 presents teachers' opinions about the writing coursebook with regards to two main items. These two items are (xxi) *the language used in the coursebook is authentic- real life English*, (xii) *The language used in the coursebook is suitable for the students*.

Table 4. Frequencies and percentages for items on language of the coursebook

Item number	I totally agree		I agree		I am not sure		I do not agree		I do not agree at all		M	SD
	f	%	f	%	f	%	f	%	f	%		
21.	8	9.9	14	17.3	36	44.4	15	18.5	8	9.9	2.99	1.08
22.	0	0.0	35	43.2	6	7.4	24	29.6	16	19.8	2.74	1.21

Most of the teachers (n = 36, 44.4%) are not sure whether the language used in the coursebook is authentic (real life) English (M = 2.99), but 35 of them agree that the language used in the coursebook is suitable for the students, but there were lots of teachers who do not agree and do not agree item 22 at all, which makes (M = 2.74).

Table 5 indicates the teachers' opinions in the form of frequencies and percentages for 5 items on the organization and orders of units.

Table 5. Frequencies and percentages for items on organization and orders of units

Item number	I totally agree		I agree		I am not sure		I do not agree		I do not agree at all		M	SD
	f	%	f	%	f	%	f	%	f	%		
	23.	0	0.0	49	60.5	8	9.9	16	19.8	8		
24.	0	0.0	41	50.6	0	0.0	40	49.4	0	0.0	3.01	1.01
25.	0	0.0	41	50.6	24	29.6	16	19.8	0	0.0	3.31	.78
26.	0	0.0	49	60.5	16	19.8	16	19.8	0	0.0	3.41	.80
27.	0	0.0	63	77.8	16	19.8	2	2.5	0	0.0	3.75	.49

The highest number of teachers agrees with (*xxiii, xxiv, xxv, xxvi and xxvii*) all items of organization and orders of units (from 41 to 63 of them) and all arithmetic means are higher than three. Although for item 24 there are many who disagree about the clear organization of the coursebook, the general view about the organization and orders of units in the coursebook is positive among the teachers (Table 5).

Table 6 presents the teachers' opinions about the writing coursebook with regards to two main items. These two items are (*xxviii*) *consolidation and revision parts are enough for practice*, (*xxix*) *teacher's book helps the teacher*.

Table 6. Frequencies and percentages for items on supporting materials

Item number	I totally agree		I agree		I am not sure		I do not agree		I do not agree at all		M	SD
	f	%	f	%	f	%	f	%	f	%		
	28.	6	7.4	14	17.3	29	35.8	18	22.2	14		
29.	6	7.4	22	27.2	30	37.0	7	8.6	16	19.8	2.93	1.21

Most of the teachers are not sure about whether supporting resources and materials of the coursebook are enough, but arithmetic means are below three, so lots of them are not satisfied with coursebook as helping tool for teachers. There are also 18 and 14 teachers for item 28 who do not agree and do not agree at all. Negative aspects of the consolidation parts of the coursebook and teacher's book seem more effective for the teachers (Table 6).

Table 7 presents the teachers' opinions about the writing coursebook with regards to three main items. These three items are (xxx) *the coursebook is suitable for the aims of the institution* (xxxi) *the coursebook increases the interests of the students*, (xxxii) *I would use this book again*.

Table 7. Frequencies and percentages for items on general evaluation

Item number	I totally agree		I agree		I am not sure		I do not agree		I do not agree at all		M	SD
	f	%	f	%	f	%	f	%	f	%		
	30.	0	0.0	29	35.8	6	7.4	30	37.0	16		
31.	0	0.0	9	11.1	8	9.9	56	69.1	8	9.9	2.22	.77
32.	0	0.0	6	7.4	14	17.3	39	48.1	22	27.2	2.05	.86

Most of the respondents do not agree with items on the general evaluations of the coursebook, and this conclusion is supported by the values of arithmetic means (M1 = 2.59, M2 = 2.22, M3 = 2.05), so they evaluate this coursebook as unsuitable and not so helpful for students.

4.2.2. Findings from the Student Questionnaire

This section presents the answers to the 2 research questions of the study (see Section 4.2.) from the students' point of view. Table 8 indicates the students' opinions in the form of frequencies and percentages for 2 items on the aim of the coursebook. These two items are: (i) *The aim of the book is defined clearly*, (ii) *The aim of the book is suitable for both my school's aims and mine*.

Table 8. Frequencies and percentages for items on aim of the coursebook

Item number	I totally agree		I agree		I am not sure		I do not agree		I do not agree at all		M	SD
	f	%	f	%	f	%	f	%	f	%		
	1.	20	13.2	46	30.5	40	26.5	18	11.9	27		
2.	6	4.0	66	43.7	41	27.2	26	17.2	12	7.9	3.19	1.03

Most of the students (46, 30.5%; see Table 8) agree that *(iii) aim of the book is defined clearly* (M = 3.09), whereas there are some students who are not sure about the aim of the coursebook. Also, most of the students think *(iv) the aim of the coursebook is suitable for both purposes* (66 of them, i.e. 43.7%, M = 3.19).

Table 9. Frequencies and percentages for items on visual design of the coursebook

Item number	I totally agree		I agree		I am not sure		I do not agree		I do not agree at all		M	SD
	f	%	f	%	f	%	f	%	f	%		
	3.	29	19.2	53	35.1	43	28.5	3	2.0	23		
4.	3	2.0	47	31.1	76	50.3	11	7.3	14	9.3	3.09	.91

As indicated in Table 9, 53 participants (35.1% of the sample of students) agree that *the book suits their level in terms of visual aspects* (M = 3.41), but 76 of them (50.3%) is not sure that *the draft and the planning of the coursebook is appropriate and clear enough* (M = 3.09). It is possible to say that *the coursebook meets the expectations of the students for visual aspects*; however, the draft and the planning of the coursebook do not have a positive or negative effect on many of the students.

Table 10 indicates the students' opinions in the form of frequencies and percentages for 8 items on writing activities and exercises.

Table 10. Frequencies and percentages for items on activities and exercises

Item number	I totally agree		I agree		I am not sure		I do not agree		I do not agree at all		M	SD
	f	%	f	%	f	%	f	%	f	%		
	5.	16	10.6	49	32.5	34	22.5	35	23.2	17		
6.	9	6.0	46	30.5	37	24.5	37	24.5	22	14.6	2.89	1.17
7.	10	6.6	38	25.2	52	34.4	28	18.5	23	15.2	2.89	1.14
8.	37	24.5	30	19.9	32	21.2	40	26.5	12	7.9	3.26	1.30
9.	25	16.6	34	22.5	66	43.7	14	9.3	12	7.9	3.30	1.10
10.	7	4.6	62	41.1	55	36.4	18	11.9	9	6.0	3.26	.94
11.	37	24.5	34	22.5	54	35.8	20	13.2	6	4.0	3.50	1.12
12.	14	9.3	49	32.5	71	47.0	11	7.3	6	4.0	3.36	.90

Most of the students (49, 32.5%) agree that (v) *the activities enable them to make individual, group and pair work* (M = 3.08) and (vi) *to give creative, authentic and independent answers* (n = 46, 30.5%; however M = 2.89, so lots of them disagree or do not agree at all).

Fifty-two of them (34.4%) are not sure if (vii) *the activities are always the same and boring*, or not (M = 2.89, so more students think that they are not). Forty students (26.5%) do not think that (viii) *the activities help them to enhance the subjects* (but most of them think they do, because M = 3.26).

Sixty-six students (43.7) are not sure whether (ix) *they easily understand what they should do with clear instructions in the coursebook* (however, more students agree that they easily understand that, because M = 3.30).

Most of the participants (n = 62, 41.1%) agree that (x) *the activities/exercises are suitable for their level* (M = 3.26). Fifty-four of them (35.8%) are not sure whether (xi) *these activities help them to remember the previous subjects*, but lots of them think they did help them (M = 3.50). Seventy-one students (47.0%) are not sure if (xii) *the activities are balanced*, or not (but most of them think that they are, M = 3.36).

Table 11 presents the students' opinions in the form of frequencies and percentages for 5 items on language of the coursebook.

Table 11. Frequencies and percentages for items on subjects of the coursebook

Item number	I totally agree		I agree		I am not sure		I do not agree		I do not agree at all		M	SD
	f	%	f	%	f	%	f	%	f	%		
	13.	15	9.9	55	36.4	72	47.7	6	4.0	3		
14.	15	9.9	38	25.2	52	34.4	21	13.9	25	16.6	2.98	1.21
15.	13	8.6	36	23.8	54	35.8	33	21.9	15	9.9	2.99	1.10
16.	12	7.9	66	43.7	30	19.9	28	18.5	15	9.9	3.21	1.14
17.	14	9.3	54	35.8	26	17.2	38	25.2	19	12.6	3.04	1.22

As shown in Table 11, most of the respondents are not sure if (xiii) *the subjects are suitable for them*, (xiv) *interesting, encouraging and* (xv) *various enough*, but most students think that *the subjects are suitable for their needs* (M = 3.48). Most of the students agree that (xvi) *the subjects are interesting and they like them* and that (xvii) *they are in order, from easy to hard ones*.

Table 12. Frequencies and percentages for items on language used of the coursebook

Item number	I totally agree		I agree		I am not sure		I do not agree		I do not agree at all		M	SD
	f	%	f	%	f	%	f	%	f	%		
	18.	3	2.0	62	41.1	57	37.7	19	12.6	10		
19.	23	15.2	42	27.8	65	43.0	12	7.9	9	6.0	3.38	1.03

Table 12 reveals that most of the students (n = 62, 41.1% of the sample) agree that (xviii) *the language used in the coursebook is compatible with English used in real life* (M = 3.19), but most of them (n = 65, 43.0%) are not sure if (xix) *the language is suitable with their level of English* (M = 3.38).

Table 13. Frequencies and percentages for items on organization and order of units

Item number	I totally agree		I agree		I am not sure		I do not agree		I do not agree at all		M	SD
	f	%	f	%	f	%	f	%	f	%		
	20.	11	7.3	50	33.1	49	32.5	35	23.2	6		
21.	18	11.9	42	27.8	66	43.7	9	6.0	16	10.6	3.24	1.09

It is clear from Table 13 that most of the respondents (n = 50, 33.1%) agree (xx) subjects have a standard organization, but 66 (43.7%) of them are not sure if (xxi) the order of the units is helpful for their learning (however, M = 3.24, therefore, lots of them agree or totally agree with this item).

Table 14 indicates the students' opinions in the form of frequencies and percentages for 2 items on general evaluation of the writing coursebook.

Table 14. Frequencies and percentages for items on general evaluation

Item number	I totally agree		I agree		I am not sure		I do not agree		I do not agree at all		M	SD
	f	%	f	%	f	%	f	%	f	%		
	22.	0	0.0	45	29.8	59	39.1	33	21.9	14		
23.	16	10.6	28	18.5	52	34.4	23	15.2	32	21.2	2.82	1.26

The general evaluation of the coursebook, from the corner of students' point of view, is average, because most of them are not sure (do not agree, nor disagree) that (xxii) the coursebook encourages them to study English in the future and that (xxiii) they would prefer this book if they had to study their level again. By looking the mean values (Table 14), we can say that lots of them do not agree or do not agree at all with items for general evaluation of the coursebook (M1 = 2.89, M2 = 2.82, i.e. both of them are below the theoretical average value 3).

4.3. Findings from the Writing Skill Objectives

The main goal of Level D is that students will be able to write five-paragraph essays with appropriate rhetorical organization. In addition to that, writing objectives of the School of Foreign Languages at Zirve University are that by the end of Level D, a student can convey information and express reasons in writing. Also, s/he will be able to develop an argument and make comparisons between two events or objects etc. Finally, s/he can state a problem, offer solutions and present arguments for or against a position.

4.3.1. Comparison of the Findings from the Writing Skill Objectives and the Questionnaires

This section presents the answers to the first and second research questions of the study:

1. Does the writing book for level D meet the needs of the students at Zirve University?
2. What are the weaknesses and the strengths of level D writing book used at Zirve University?

It is clearly stated in level D writing skill objectives of the university that by the end of the level, students are required to convey the information and develop an argument. Regarding the above mentioned course objective, most of the teachers find the book inefficient in terms of the activities and the exercises offered for writing practice. Thus, reaching this goal stated in the objectives becomes harder for the students unless they are provided with better practice activities and exercises.

In this part the results of the questionnaires and the objectives of writing classes in aforementioned university are compared.

Teachers have some concerns about the aim of the coursebook (item 1) while students find the coursebook suitable for their aims (item 1 and 2). Zirve University School of Foreign Languages has the main aim that students will be able to write five paragraph essays with appropriate organization, so teachers generally does not agree that the coursebook helps students write five paragraph essays with an appropriate organization. If the aims of the writing coursebook do not match with the teachers' and institutions', students may not develop their ability to write. Foster & Russell (2002) claim that students depend on writing skill taught at the university to meet the demands of different settings in the workforce.

For the visual aspects of the coursebook (item 4 for both teachers and students) both the teachers and the students think that there are some problems. It is important for the students and also the teachers to have a coursebook with suitable visual aspects as this may motivate them for further learning. Accordingly, in the absence of such good visual aspects, the coursebook may not meet the needs of the students and also the institution. Without intense motivation, students might have difficulty in reaching the goal of writing five-paragraph essays. Like Hinkel (2006), Graham, Harris & Mason (2005) state that writing is generally regarded as a difficult and complex skill. Thus, students should be motivated with the visual aspects of the coursebook in order not to see the writing skill as a hard one. Bruning & Horn (2000) say that motivational issue has a tremendous influence upon production and process in writing task.

Putch, Rahamat & Karim (2010) claim that “there are many writing tasks for coursebooks such as writing short notes, essays, Internet chats, letters to friends, emails, instructions, resumes, official letters, diary and reports” (p. 583). Therefore, it will not be wrong to say that writing coursebooks should include a variety of activities and exercises for creative and original writings. In the questionnaires, the students, as with the teachers, stated some negative comments for the activities and exercises of the coursebook (items 6 and 8 for students and 12, 13, 14, 16, 19 and 20 for teachers). They think that the activities in the coursebook do not help students to give creative and original answers. In addition, they find the activities boring and repetitive. If the coursebook is boring, that problem may cause the students lose their interest to the language learning. Most of the teachers think there are more problems with the activities and exercises than the students think. Some of the problems mentioned previously are that the activities are not attractive or interesting, they do not help students improve four language skills and they are not suitable for different styles of learning etc. Brown (1987) on that issue agrees on the importance of using four skills in language teaching.

In the objectives of the university, it is clearly stated that by the end of the level, students would be able to convey the information and develop an argument. Under these circumstances, most of the teachers find the book inefficient in terms of the activities and the exercises. Thus, reaching to the goals stated in the objectives becomes harder for the students with the low effectiveness of the book on providing better activities and exercises.

Both of the teachers and the students think that language used in the book (item 20 for students and 22 for teachers) does not suit to the students' level. They all find the language authentic; however, this aspect may not compensate for the coursebook's unsuitable language

for the students. If the students and the teachers do not find the language of the coursebook suitable, then students may not accomplish expressing reasons, stating a problem and offering solutions as determined in the objectives of writing classes.

For the supporting resources and materials, most of the teachers feel that the consolidation and revision parts (items 28 and 20) are not enough for the students to practice, and also the workbook is not helpful enough for the teachers in lessening their burden of lesson plans. Institutions usually asks the opinions of the teachers for choosing the coursebook of a lesson, so if the coursebook does not provide an efficient and helpful workbook for the teachers, their answers may cause the elimination of the coursebook from the list. Srijongjai (2011) puts forward that teamwork projects, group activities and peer reviews are recommended for improving collaborative classroom atmosphere. These suggestions may also be used for supporting resources and materials, which can be used in the classroom.

General evaluation part acts as the summary part of the questionnaires and can provide a general thought of the coursebook. Both the teachers and the students have great concerns about the coursebook, as most of the teachers are not sure whether the coursebook is meeting the needs of the institution, and coursebook improves the students' interest to the English (items 23 and 24 for students and 30, 31 and 32 for teachers). Also, the students do not believe that the coursebook encourages them to learn English. Students with positive attitude toward writing are more likely to produce writing more often than the ones with negative attitudes (McKenna, Kear & Ellsworth, 1995). Thus, without positive attitude toward writing, students may not write five paragraph essays determined in the writing objectives. Finally, when asked whether they would choose the same coursebook if they had to repeat the same level, most of the teachers and the students gave negative answers. Therefore, reaching the objectives of writing classes in Zirve University School of Foreign Languages can result in with serious problems when both students and teachers have concerns about the general state of the coursebook.

4.4. Suggestions for Writing Strategies Training

In this study the students and the teachers presented their opinions about the writing coursebook 'Writers at Work, the Essay'. In consideration of these opinions, some problematic areas in the writing coursebook were found. Should the students use the book without any improvement in the following years, those weaknesses might hinder the development of the EFL students in School of Foreign Languages at Zirve University. Therefore, some essential writing strategies to be used in the coursebooks were suggested by the researcher, writing coordinator and five writing teachers presenting the answer to the last research question: *What kind of strategies should be used to fill in the gaps in the writing coursebook, if any?* Literature on material development has also been used to provide some suggestions.

The students at Zirve University are expected to write five paragraph essays with appropriate organization, which is determined in the writing objectives. However, the teachers are on the idea that the aim of the coursebook does not match with the goals of the institution and their own aims. First of all, students need to know what to do before writing a paragraph. The book should give some strategies on planning the writing. To overcome the writers' block, it is important to provide them many options in making a plan of the writing task. Students may choose to take notes or brainstorming to make a plan, they may want to use 'piecework' strategy, which is starting from another part of the writing (Bauer, 2013).

To write a 5-paragraph essay, students need to study on how to begin writing an essay with various kinds of practices. The coursebook should provide some options for students to choose, for example students may choose to begin with a quotation, concession, paradox, short anecdote, interesting fact, question or analogy (Larkin, 2013).

For a writing coursebook, offering only one or two types of writing processes might not be enough for students because many of the students will most probably need several different writing tasks such as writing a letter, answering an email, designing a web-page or simply sending a text message etc. Thus, along with teaching how to write a 5-paragraph essay, a writing coursebook should provide the students other types of writings such as short notes, essays, Internet chats, letters to friends, emails, instructions, resumes, official letters, diaries and reports (Puteh, Rahamat & Karim, 2010, p. 583). Also, it is important for students to have genuine reasons for writing while trying to write different kinds of writings mentioned above (Bruning & Horn, 2000).

The most problematic section of the writing coursebook was the activities and exercises part. Most of the students feel that they are not producing something original, authentic and creative. Also, teachers and students consider the activities in the coursebook as dull and uninteresting. Bell & Gower (1998) state that materials should provide students with opportunities to use the target language in order to achieve communicative purposes. To get rid of the negative atmosphere created by the boring and unoriginal activities used, the writing coursebook should benefit from more communicative activities, provide better exercises with interesting games with creative tasks and increase the participation of the students by appealing to different styles of learning.

Objectives of writing classes of the mentioned university evidently states that level D students will be able to present arguments for or against a position and develop an argument about a topic by the end of the level. Students may accomplish these, but weaker ones need extra help on that matter. This could be with the help of the supporting sources like workbook etc. However, the teachers did not see supporting sources and materials in the coursebook enough. In order to solve this problem, the coursebook should provide an efficient workbook, materials for further learning, CDs or online interactive materials (Tomlinson, 1998).

As presented above, general evaluation of the coursebook shows that the coursebook fails to meet the expectations of the students and teachers. Writing serves for two purposes in EFL classrooms, writing for learning the language and writing in order to writing (Harmer, 2007). It shows that without sufficient practice and writing, students cannot achieve in writing classes. In the presence of a writing coursebook which cannot fulfill its aims to teach writing, students might not get enough chance to practice writing, which results in fiasco in writing classes.

4.5. Conclusion

In this chapter, the needs of the students for writing classes and the weaknesses of the coursebook were analyzed. Based on the results, writing strategies were suggested in order to strengthen these weaknesses and meet the needs of the students in School of Foreign Languages at Zirve University. The purpose was to evaluate the writing coursebook and then suggest some strategies to be remedy for the problems of writing skill. Collins (2008) states that writing may be hard and time consuming for students, but if they are equipped with right tools for writing, there is no need to fear. Thus, coursebooks and institutions need to provide students with writing strategies and meet their every need in terms of materials development.

CHAPTER 5

5. CONCLUSION

5.1. Overview of the Study

The purpose of this study was to identify whether the writing coursebook used in School of Foreign Languages at Zirve University meet the needs of the students, the teachers and the institution. The study also aimed to provide writing strategies to help the writing book strengthen the weaknesses determined by the questionnaire 1 and questionnaire 2. The questionnaires and objectives of writing classes used in the mentioned university were used to reach the findings. The study addressed three research questions.

1. Does the writing book for level D meet the needs of the students at Zirve University?
2. What are the weaknesses and strengths of level D writing book used at Zirve University?
3. What kind of strategies should be used to fill in the gaps in the books, if any?

One hundred and fifty-one students and 81 teachers participated in answering the questionnaires in order to find an answer for the first research question. Mainly the students' answers were used, but those of the teachers also made enormous contributions to the study. The overall implication of the analysis for the first research question might be that the writing coursebook fails to meet the considerable part of the students' needs. Wisniewska (2011) claims in this respect that "no one book can be perfect for a particular institution let alone a particular class within that institution or an individual within a class" (p. 1).

The teachers' questionnaires and the objectives of writing classes in School of Foreign Languages at Zirve University were used to find an answer to the second research question. The identification of the weaknesses and the strengths of the writing coursebook was the focus in Questionnaire 1 and Questionnaire 2. Breen (1989), and Murphy (1985) calls attention to the idea that language-teaching materials should be evaluated in the light of current needs and objectives. Thus questionnaires were of great importance for this study. Hutchinson & Waters (1987) are for the idea that students' opinions of their needs cannot be underestimated, as students may also have worthy ideas about their own learning, so both

students and teachers were required to evaluate the coursebook. Eventually, the results showed that the writing coursebook had some positive aspects; however, the weaknesses went beyond these.

Drawing on the answers for the second research question, some writing strategies to be used in the coursebook were suggested to improve the weak points in an attempt to answer the last research question. However, it is certain that the coursebook cannot be perfect for every student as Cunningsworth (1987) states that there cannot be an excellent coursebook, which meets teachers' and students' all requirements. We can only improve the weak aspects of the coursebooks. Eventually, the results of the questionnaires and the writing skill objectives of the aforementioned institution led the way for these strategies by analyzing the coursebook from three different perspectives, the students', the teachers' and the institution's.

5.2. Limitations of the Study

In this study, the responses given to Questionnaire 1 and Questionnaire 2 by 151 students and 81 teachers were used to find out the strengths and the weaknesses of the writing coursebook used in level D. On condition that there was not limited time, a wider scope would be available for the study with more participants. In order to conduct a more extensive study, and to reach more reliable results, the number of students and teachers taking part in the questionnaires could be increased.

One of the most important limitations of the study may be not analyzing all the writing coursebooks used by all levels from A (elementary) level to D (upper-intermediate) in the institution. Had been given sufficient time, students from all levels could have participated in the study.

The last limitation might be that the writing strategies developed for the writing coursebook are convenient and valid for only one level of one institution because they were developed in accordance with the help of the questionnaires and the writing class objectives of the institution. It is questionable whether these strategies can work in similar contexts in other academic or educational institutions.

5.3. Implications for Further Studies

So as to obtain more consistent and reliable results, every category and then each item in the questionnaires should be carefully studied with the participation of all writing teachers.

While developing the questionnaires, it would be wise to have regular focus group meetings in order to integrate the individual opinions regarding the items and the categories. To strengthen the validity and reliability, the number of participants in the questionnaires should be increased and also interviews with the participants should be added to the study. Consequently, the writing strategies developed with the help of findings should be used in writing classes in order to see the results of the study. During this period, it might be very beneficial for the study to have constructive feedback from the teachers using these strategies.

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7. APPENDIX

7.1. Appendix A: Teacher questionnaire

Personal Info:

Male: () Female: () Experience year

Instructions:

This questionnaire is designed to identify your views about the writing coursebook (Writers at Work) which is used in level D writing classes in School of Foreign Languages at Zirve University. Yours answers to the questionnaire will be kept confidential and used for research purposes. Read the statements below carefully and put a (X) next to the item which reflects your view.

Thanks for your contribution.

TEACHER QUESTIONNAIRE	1. I don't agree at all	2. I don't agree	3. I am not sure	4. I agree	5. I totally agree
AIM OF THE COURSEBOOK					
1. Aim of the coursebook is in accordance with the ELT curriculum and students' aims of learning the language.					
2. The coursebook uses effective approaches, methods and techniques to teach English to the university prep students.					
3. The coursebook presents its aim clearly to the students and teachers.					
VISUAL DESIGN OF THE COURSEBOOK					
4. The visual design and page layout are suitable and attractive for the university prep students.					
5. Printing and the page quality are very good.					
6. Style of the scripts, edition and font size are legible and suitable for the students.					
7. Pictures and graphics used in the coursebook are colorful and attractive enough.					
ACTIVITIES AND EXERCISES					
8. Activities and exercises are related with the units of the week.					
9. The coursebook provides balanced activities (controlled and free activities).					
10. The coursebook activities can be modified or supplemented easily.					
11. Activities and exercises are enough to practice for the students.					

12. Activities and exercises are attractive and enjoyable enough for the students' age group.					
13. Activities and exercises are helping the students develop the four skills.					
14. Activities and exercises appeal to different learning styles and intelligence.					
15. Activities and exercises in the coursebook start from easy to hard.					
16. Activities and exercises do not require more knowledge or skill than students have.					
17. Instructions are clear and easy to follow.					
18. The coursebook gives examples before activities and exercises.					
19. Activities and Exercises include classroom interaction learning styles like pair work, group work or individual work.					
20. To improve the communication skills in foreign language, coursebook includes communicative activities.					
LANGUAGE OF THE COURSEBOOK					
21. The language used in the coursebook is authentic- real life English.					
22. The language used in the coursebook is suitable for the students.					
ORGANIZATION AND ORDER OF UNITS					
23. Organization of the coursebook is clear and easy to follow for the teachers.					
24. Organization of the coursebook is clear and easy to follow for the students.					
25. The coursebook is user friendly (preface, contents, blank parts for writing etc.)					
26. The inner organization of the units is clear and easy to follow.					
27. The units have a standard format.					
SUPPORTING RESOURCES AND MATERIALS					
28. Consolidation and revision parts are enough for practice.					
29. Teacher's book helps the teacher.					
GENERAL EVALUATION					
30. The coursebook is suitable for the aims of the institution.					
31. The coursebook increases the interests of the students.					
32. I would use this book again.					

ÖĞRETMEN ANKETİ

Kişisel Bilgiler:

Bay: () Bayan: () Tecrübe yıl

Yönergeler:

Bu anketin amacı Zirve Üniversitesi Yabancı Diller Yüksek Okulu D kurunda kullanılmakta olan yazma kitabı (Writers at Work: The Essay) hakkındaki görüşlerinizi belirlemektir. Cevaplarınız tamamen gizli tutulacak ve yalnızca bu çalışma doğrultusunda kullanılacaktır. Lütfen aşağıdaki cümleleri dikkatlice okuyup, görüşünüzü en iyi biçimde yansıtan seçeneğe (X) işareti koyunuz.

Yardıminız için teşekkür ederim.

ÖĞRETMEN ANKETİ	1. Tamamen katılmıyorum	2. Katılmıyorum	3. Karasızım	4. Katılıyorum	5. Tamamen katılıyorum
KİTABIN AMACI					
1. Kitabın amacı dil öğrenim müfredatının ve öğrencilerin dil öğrenme amaçlarıyla örtüşmektedir.					
2. Kitap, üniversite hazırlık okulu düzeyindeki öğrencilere İngilizce öğretebilmek için etkili bir yaklaşım, yöntem(ler) ve teknik(ler) kullanmaktadır.					
3. Kitap amacını öğrencilere ve öğretmenlere açık şekilde sunmuştur.					
KİTAPTAKİ GÖRSEL ÖĞELER					
4. Kitabın görsel tasarım ve sayfa düzeni üniversite hazırlık öğrencileri için uygun ve çekicidir.					
5. Basım ve yayın kalitesi oldukça iyidir.					
6. Kitapta kullanılan baskı, yazı türü ve harf puntoları yeterince okunaklı ve düzeye uygundur.					
7. Kitapta kullanılan resim ve grafikler düzeye uygun olarak yeterince renkli ve çekicidir.					
ETKİNLİKLER VE ALIŞTIRMALAR					
8. Etkinlikler ve alıştırmalar öğretilen konuyla ilişkilidir.					
9. Kitap aktiviteleri dengeli bir biçimde dağıtmıştır (Both controlled and free activities).					
10. Kitaptaki alıştırmalar uyarlamaya ve ekleme çıkarma açısından esnek bir yapıya sahiptir (adaptation and supplementation of activities).					
11. Etkinlikler ve alıştırmaların sayısı öğrencilere yeterince pratik yaptıracak miktardadır.					
12. Etkinlikler ve alıştırmalar yaş düzeyinin ilgisini çekecek şekilde zevkli ve eğlencelidir.					
13. Etkinlikler ve alıştırmalar dört dil becerisinin gelişimine yardımcı olmaktadır.					

14. Etkinlikler ve alıştırmalar farklı öğrenme tarzlarına ve zeka türlerine hitap etmektedir.					
15. Etkinlikler ve alıştırmalar kolaydan zora doğru gitmektedir.					
16. Alıştırmalar öğrencilerin düzeylerinin üstünde bilgi ya da beceri gerektirmemektedir.					
17. Yönergeler yeterince anlaşılır ve takip etmesi kolaydır.					
18. Alıştırmalardan önce örnek alıştırmalar verilmiştir.					
19. Etkinliklerde değişik sınıf içi etkileşim yöntemlerine yer verilmektedir. (eşli çalışma, grup çalışması, bireysel çalışma.)					
20. Öğrencilerin yabancı dilde iletişim becerilerini geliştirmek için iletişimsel (communicative) etkinliklere yer verilmektedir.					
KULLANILAN DİL					
21. Kitap dili günlük doğal İngilizcedir (authentic- real life English).					
22. Kullanılan dil öğrencilerin seviyesine uygundur.					
ORGANİZASYON VE KONU SIRALAMASI					
23. Kitabın organizasyonu öğretmenler için anlaşılır ve takip etmesi kolaydır.					
24. Kitabın organizasyonu öğrenciler için anlaşılır ve takip etmesi kolaydır.					
25. Kitap kullanıcıya kolaylık sağlamakta ve bunun için gerekli yönlendirmeleri yapmaktadır (user- friendly). (Önsöz, içindekiler kısmı, arka kapak bilgisi, alıştırmalara için gerekli boşluklar, vs.)					
26. Ünitelerin kendi içlerindeki organizasyonu anlaşılır ve takip etmesi kolaydır.					
27. Ünitelerin kendi içinde standart bir formatı vardır.					
DESTEKLEYİCİ KAYNAKLAR/ MATERYALLER					
28. Tekrar kısımları (consolidation/ revision) yeterince tekrar yapmaya elverişlidir.					
29. Öğretmen kitabı öğretmene aşırı bir hazırlık yükü yüklememektedir.					
GENEL DEĞERLENDİRME					
30. Kitap, kurumumuzun dil öğrenme amaçlarına uygundur.					
31. Kitap öğrencilerin İngilizce'ye ilgilerini artırmaktadır.					
32. Tekrar bu kitabı kullanmayı tercih ederim.					

7.2. Appendix B: Student questionnaire

Personal Info:

Male: () Female: ()

Instructions:

This questionnaire is designed to identify your views about the writing coursebook (Writers at Work) which is used in level D writing classes in School of Foreign Languages at Zirve University. Yours answers to the questionnaire will be kept confidential and used for research purposes. Read the statements below carefully and put a (X) next to the item which reflects your view.

Thanks for your contribution.

STUDENT QUESTIONNAIRE	1. I don't agree at all	2. I don't agree	3. I am not sure	4. I agree	5. I totally agree
AIM OF THE COURSEBOOK					
1. The aim of the book is defined clearly.					
2. The aim of the book is suitable for both my school's aims and mine.					
3. The book suits with my level in terms of visual aspects. (Color, font size etc.)					
4. The draft and the planning of the book is appropriate and clear enough.					
ACTIVITIES AND EXERCISES					
5. The activities enable to make individual, pair and group work.					
6. The activities enable us to give creative, authentic and independent answers.					
7. The activities are always the same and boring.					
8. The activities help me enhance the subjects.					
9. I easily understand what should I do with clear instructions in the book.					
10. The activities and the exercises in the book are suitable for my level.					
11. The book consists activities that help me remember the previous subjects.					
12. The activities are balanced. (Free and controlled activities)					
THE SUBJECTS IN THE COURSEBOOK					
13. The subjects are suitable for my needs.					
14. The subjects of the materials are interesting and encouraging enough.					

15. The subjects are various enough.					
16. I think the subjects are interesting and I like them.					
17. The subjects are in an order, which go from the easy to the hard ones.					
LANGUAGE OF THE COURSEBOOK					
18. The language used in the book is compatible with the English used in real life.					
19. The language used in the book is suitable with my level of English.					
ORGANIZATION AND ORDER OF UNITS					
20. Subjects have a standard organization.					
21. Order of the subjects (units) is helpful to my learning.					
GENERAL EVALUATION					
22. The coursebook encourages me to study English in the future.					
23. I would prefer this book if I had to study this level again.					

ÖĞRENCİ ANKETİ

A. Kişisel Bilgiler:

Bay: () Bayan: ()

B. Yönergeler

Bu anketin amacı Zirve Üniversitesi Yabancı Diller Yüksek Okulu D kurunda kullanılmakta olan yazma kitabı (Writers at Work: The Essay) hakkındaki görüşlerinizi belirlemektir. Cevaplarınız tamamen gizli tutulacak ve yalnızca bu çalışma doğrultusunda kullanılacaktır. Lütfen aşağıdaki cümleleri dikkatlice okuyup, görüşünüzü en iyi biçimde yansıtan seçeneğe (X) işareti koyunuz.

Yardımanız için teşekkür ederim.

ÖĞRENCİ ANKETİ	1. Tamamen katılmıyorum	2. Katılmıyorum	3. Karasızım	4. Katılıyorum	5. Tamamen katılıyorum
KİTABIN AMACI					
1. Kitabın amacı gayet açıkça belirtilmiştir.					
2. Kitabın amacı benim ve okulumun amaçlarına uygundur.					
KİTAPTA Kİ GÖRSEL ÖGELER					
3. Kitap görsel açıdan seviyeme uygundur. (Renk, yazı puntosu vs.)					
4. Kitabın taslağı ve planı yeterince uygun ve açıktır.					
ETKİNLİKLER VE ALIŞTIRMALAR					
5. Kitaptaki aktiviteler tek, eşli ve grup olarak çalışmamızı sağlıyor.					
6. Kitaptaki aktiviteler yaratıcı, özgün ve bağımsız cevaplar vermemizi sağlıyor.					
7. Kitaptaki aktiviteler hep aynı ve çok sıkıcı.					
8. Kitaptaki aktiviteler konuyu pekiştirmeme yardımcı oluyor.					
9. Alıştırmaların nasıl yapılacağını anlatan yönergeleri rahatça anlıyorum.					
10. Kitaptaki aktiviteler ve etkinlikler seviyeme uygundur.					
11. Kitap eski konuları hatırlamaya yardımcı aktiviteler içeriyor.					
12. Kitaptaki aktiviteler dengelidir (Free and controlled activities).					
DERS KİTABININ KONUSU VE İÇERİĞİ					
13. Ders kitabının konuları ve içeriğı ihtiyaçlarıma uygundur.					
14. Materyallerin konusu ve içeriğı yeterince ilginç ve teşvik edicidir.					
15. Ders kitabının konuları ve içeriğı yeterince çeşitlidir.					

16. Konuları çok ilgi çekici buluyorum ve beğeniyorum.					
17. Kitapta işlenen konular kolaydan zora doğru gidiyor.					
KULLANILAN DİL					
18. Ders kitabında kullanılan dil gerçek hayatta kullanılan İngilizceyi yansıtıyor (authentic language).					
19. Ders kitabındaki dil benim şimdiki İngilizce seviyeme uygundur.					
ORGANİZASYON VE KONU SIRALAMASI					
20. Ünitelerin kendi içinde standart organizasyonu (formatı) vardır.					
21. Ünitelerin sıralanışı öğrenmeye yardımcıdır.					
GENEL DEĞERLENDİRME					
22. Ders kitabı beni ileride de İngilizce çalışmaya teşvik ediyor.					
23. Seçme şansım olsa, yine bu kitabı tercih ederdim.					

7.3. Appendix C: Writing objectives of Zirve university school of foreign languages

Description of the course: Writing is one of the two skills that students produce the language they learn and communicate in their foreign/second language. Writing classes give the opportunity to the students to express themselves in English to their teachers and peers in written form while writing classes of course is a part of their learning process throughout the prep year.

Level D

Main goal: Students will be able to write five-paragraph essays with appropriate rhetorical organization.

Objectives: By the end of Level D, a student;

- can convey information
- can express reasons
- can develop an argument
- can make comparisons between two event, objects.. etc.
- can state a problem and offer solutions
- can present arguments for or against a position