WHAT MAKES AN EFL TEXTBOOK EFFECTIVE?: LEARNER PERCEPTIONS
ABOUT CHARACTERISTICS OF EFFECTIVE EFL TEXTBOOKS

A THESIS SUBMITTED TO

THE GRADUATE SCHOOL OF SOCIAL SCIENCES

OF

MIDDLE EAST TECHNICAL UNIVERSITY

BY

MERVE HOPA

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS

FOR

THE DEGREE OF MASTER OF ARTS

IN

THE DEPARTMENT OF ENGLISH LANGUAGE TEACHING

MAY 2019

Approval of the Graduate School of Social Sciences

_____

Prof. Dr. Tülin Gençöz

Director

I certify that this thesis satisfies all the requirements as a thesis for the degree of Master of Arts.

_____

Prof. Dr. Çiğdem Sağın Şimşek

Head of Department

This is to certify that we have read this thesis and that in our opinion it is fully adequate, in scope and quality, as a thesis for the degree of Master of Arts.

_____

Assoc. Prof. Dr. Perihan Savaş

Supervisor

Examining Committee Members

Prof. Dr. Kemal Sinan Özmen   (Gazi Uni., FLE) _____

Assoc. Prof. Dr. Perihan Savaş (METU, FLE)   _____

Assoc. Prof. Dr. Çiler Hatipoğlu (METU, FLE)   _____

I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

Name, Last name: Merve Hopa

Signature:

ABSTRACT

WHAT MAKES AN EFL TEXTBOOK EFFECTIVE?: LEARNER PERCEPTIONS
ABOUT CHARACTERISTICS OF EFFECTIVE EFL TEXTBOOKS

Hopa, Merve

M.A., English Language Teaching

Supervisor: Assoc. Prof. Dr. Perihan Savaş

May 2019, 193 pages

This study was carried out to investigate learner perceptions as to what constitutes an effective EFL textbook generally, in terms of grammar and vocabulary, four basic skills (reading, writing, listening, speaking), and communicative content. To this end, a mixed method of inquiry was adopted, and 117 participants (93 male, 24 female; mean age: 19.78) participated the study by filling out a questionnaire that was prepared by the researcher in addition to 12 people who took part in the semi-structured interviews. Interview participants were chosen among those who also responded to the questionnaires. The data showed that even though learners are not knowledgeable about textbook selection and evaluation, they were well aware of what an effective EFL textbook should be like both in the global and local sense. The results obtained via questionnaires and interviews are presented in a way that they complement each other, and all suggestions are collated and a tentative textbook evaluation checklist was proposed. Based on the results of this study, some implications for ELT are provided as well as suggestions for further research.

Keywords: EFL textbooks, textbook selection and evaluation, EFL materials

ÖZ

ETKİN BİR İNGİLİZ DİLİ ÖĞRETİMİ DERS KİTABI NASIL OLUR? ETKİN İNGİLİZCE DERS KİTAPLARININ ÖZELLİKLERİ HAKKINDA ÖĞRENCİ ALGILARI

Hopa, Merve

Yüksek Lisans, İngiliz Dili Öğretimi

Tez Danışmanı: Doç. Dr. Perihan Savaş

Mayıs 2019, 193 sayfa

Bu çalışma, genel olarak dilbilgisi ve kelime bilgisi, dört temel dil becerisi (okuma, yazma, dinleme, konuşma) ve iletişimsel içerik bakımından etkili EFL ders kitabını neyin oluşturduğuna ilişkin öğrenenlerin algılarını araştırmak amacıyla yapılmıştır. Çalışmada karma araştırma yöntemi benimsenmiştir. Araştırmada yarı yapılandırılmış sözlü görüşmelerle katılan 12 kişinin yanı sıra; araştırmacı tarafından hazırlanan anketi tamamlayan 117 katılımcı (93 erkek, 24 kadın; yaş ortalaması: 19.78) bulunmaktadır. Görüşmeye çağrılan katılımcılar, anketleri tamamlayanlar arasından seçilmiştir. Veriler, öğrencilerin ders kitabı seçimi ve değerlendirilmesi hakkında teknik açıdan bilgili olmamalarına rağmen, etkili bir İngilizce ders kitabının genel ve yerel anlamda nasıl olması gerektiği konusunda farkındalık sahibi olduklarını gösterdi. Bu çalışmada anket ve görüşmeler yoluyla elde edilen sonuçlar, birbirlerini tamamlayacak şekilde sunulmuştur ve katılımcılar tarafından etkili İngilizce dersi kitabına ilişkin öneriler bir değerlendirme aracı olarak kullanılabilecek sorular haline getirilmiştir. Çalışmanın sonuçlarına dayanarak, İngilizce öğretimine ilişkin çıkarımlar ve daha ileri araştırmalar için önerilerde bulunulmuştur.

Anahtar Sözcükler: İngilizce ders kitapları, kitap değerlendirme ve seçimi, yabancı dil öğretimi materyalleri

To my beloved family

ACKNOWLEDGEMENTS

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER 1

INTRODUCTION

This chapter presents the introduction to the study with its background, statement of the purpose, research questions and significance.

1.1 Background to the Study

English is considered as the lingua franca nowadays, and it is taught as a second and foreign language in many parts of the world. Pointing to the role of English across the globe, Hasman (2004, p. 19) laid out some facts about its status and expressed her predictions earlier:

> Worldwide, over 1.4 billion people live in countries where English has official status. One out of five of the world's population speaks English with some degree of competence. And by 2000, one in five—over one billion people—will also be learning English. Over 70% of the world's scientists read English. About 85% of the world's mail is written in English. And 90% of all information in the world's electronic retrieval systems is stored in English. By 2010, the number of people who speak English as a second or foreign language will exceed the number of native speakers. This trend will certainly affect the language.

Graddol (2006 p. 22) stated that English being a global language enhances globalisation further, and vice versa. Therefore, one can contend that the need to teach and learn English is obvious.

A variety of methods were suggested in the methods era to effectively teach English to speakers of other languages (TESOL). One of the most popular ones was Communicative language teaching, which advocates the teaching of conversational skills to the students in order to equip them with procedural or communicative competence. It emerged in the 70s, gained popularity during the 80s until some dissatisfaction and criticisms are directed towards it starting in the 90s. Then, it was perceived by some scholars that (Prabhu 1990; Richards and Rodgers 2001; Kumaravadivelu 2006) there is not one correct method to teach a language and an eclectic approach to teach languages were preferred, which has paved the way to

the post method. Indeed, the pursuit of finding an optimal method to teach languages was found to be a futile pursuit by scholars such as Kumaravadivelu (2006, p. 161) who made the following remarks:

> …In all probability, the invention of a truly novel method that is fundamentally different from the ones discussed … is very slim, at least in the foreseeable future. Within the confines of the concept of method, what perhaps remain for further manipulation and management are different permutations and combinations of the familiar principles and procedures. This does not mean that the profession has a reached a dead end; rather, it means that the profession has completed yet another phase in its long, cyclical history of methods, and has just set sail in uncharted waters. The new millennium has brought new challenges as well as new opportunities for the profession to venture beyond methods.

Richards & Rogers, (2001) referred to the problematic nature of searching for a perfect language teaching method by pointing out the contextual features which stem from learners and teachers. They argue that attributing roles to the learners and teachers within the frameworks of different methods in a way ignores the contextual nature of language learning. Kumaravadivelu (2001, p. 538) termed this notion as particularity by saying:

> …language pedagogy, to be relevant, must be sensitive to a particular group of teachers teaching a particular group of learners pursuing a particular set of goals within a particular institutional context embedded in a particular sociocultural milieu. A pedagogy of particularity, then, is antithetical to the notion that there can be one set of pedagogic aims and objectives realizable through one set of pedagogic principles and procedures.

Widdowson (2003) contends that searching for methods and trying to theorise them may be in vain because with such an aim, a commonsensical practice which is language teaching, is unnecessarily mystified or problematised, and the pursuit itself is far from the actual situation itself.

The idea behind such a view is that the search for a suitable method that can be used across different contexts will not go beyond combining the techniques from different approaches. However, this creates new opportunities to leave the confines of method and focus on what is more important, in this case, learners and learning.

Weimer (2017) states that learner-centred teaching is characterised mainly by the utilisation of content to enhance learning skills. Secondly, these learning skills are complex and sustainable in that they can be used for learners' whole lives. Additionally, content is also used to elicit a state of self-awareness as an individual.

Therefore, the content is viewed as being more than a thing that is covered in a limited time frame.

This brought a shift of practices in language teaching, as well. As Thomas and Farrell put forth (2010), there has been an almost revolutionary paradigm shift in the way that languages are taught. This change can be summarised as follows:

- There has been a shift from what to teach to how learners learn. That is, the focus is the learner, resulting in what is known as learner centred instruction.

- Learning process rather than the end product has gained more emphasis leading to a process-oriented view of teaching and learning.

- Learners are dealt with as part of a context not as isolated entities; thus, the social nature of language learning is recognised more.

- Diversity among learners is no longer a shunned fact, but rather it is celebrated, and the goals of instruction are determined in a way that learner differences are regarded as useful resources to draw on.

- As a result of the increasing number of qualitative inquiries enabling one to get subjective insider views on what is going on in a particular classroom, more attention has been devoted to the actual experiencers of learning and teaching processes rather than outsiders who dissect and study classrooms in order to theorise and make judgments about the classroom

- The aim is to help learners realise and identify their own learning purposes and base their learning on them.

- A more holistic approach to teach is taken rather than dealing with partial features of a text. Therefore, the focus is on meaning and the organisation of a text.

- The life-long nature of learning is emphasised.

Apart from these, some additions can be made from what John Gray (2010) summarised concerning the paradigm shift in language education in his book. He states that within the frame of this change, native speaker models of language are ditched and a more intercultural, global view of language is emphasized. That is, language education should aim at constituting socioculturally competent individuals.

Ellis (2003) suggests that a language teaching programme should revolve around integrated language skills; focus on meaning as well as grammar, communicative competence and cognitive processes. Achieving the goals of such an integrative language programme is possible through engaging learners in tasks that they use the language to achieve communicative goals by drawing on their

knowledge of the language. In other words, these tasks should be simulations of the real world in terms of the utterances they elicit.

The post-era is also characterised by the notion that English does not belong to a single nation any more, which means it is a global property to be taught. It is viewed as a must-have in many educational institutions, for career prospects, to have a certain degree of literacy in using technological tools, to keep up with scientific advancements as well as to communicate with people from around the world. Mentioning the need to teach language integratively in a way that caters to the communicative needs of learners, Hinkel (2006, p. 113) asserts that:

> In an age of globalization, pragmatic objectives of language learning place an increased value on integrated and dynamic multiskill instructional models with a focus on meaningful communication and the development of learners' communicative competence.

Baker (2012, p. 69) points out that "English as a global lingua franca forces us to go beyond notions of teaching a fixed language and cultural context as adequate for successful communication." As pointed out above by different researchers, the movement in TESOL is characterised by creating learners who can cope with the demands of the global world in which people not only speak to the native speakers of English but also with speakers from other nationalities. Thus, EFL coursebooks should portray such a world so as to equip learners with cultural and communicative competence. Likewise, Sandorova (2016) underlines that students have to acquire more than vocabulary and grammar of a language. They also need to have the ability to survive in various social contexts by stressing the role of coursebooks in familiarising the learners with those situations.

According to Widdowson (2003) and Vettorel (2018), English should be treated as a tool for international communication while teaching it and this enables learners to make the most out of their learning time by focusing on their general knowledge of language and communication strategies which are essential for communication in international settings. Apart from viewing English, not just the property of native speakers, he further emphasises that linguistic knowledge about a language does not suffice in specifying what needs to be learnt and taught in differing contexts. Graddol's (2006) views in relation to international nature of English also support that with many non-native speakers, taking the native speakers as a reference point or trying to be accurate is about to become obsolete. The status shift of English from native speaker property to a globally accepted tool of

communication also means a change in the needs of learners who possess a different L1 (Galloway and Rose, 2017; McKay, 2018)

Of course, with such various uses, the demand for learning English has been growing, and a vast a market of publishing has emerged in which almost every publisher claims to have created a coursebook package that caters the needs of teachers and learners. Thus, faced such an enormous supply, it is important to choose what textbooks to use and while choosing that it is also important to keep learners in mind. With a shift from teacher-centred education towards learner-centred one, the selection of EFL coursebooks has become a much more complicated matter. As mentioned above, with the development of technological and communicational tools, the information is becoming even more accessible for learners. Learners are also becoming more complex, and their expectations are raised with respect to the environment that they are learning the language, and one of the components in this environment is textbooks. Although the optimal situation is the use of tailor-made materials that are designed by the teachers for the specific needs of their EFL learners, due to constraints such as time, resources, and money, textbooks need to be used in most of the learning environments. As suggested by Cunningsworth (1995, p.7), textbooks can serve as:

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

Akbari (2008) points out another function of textbooks that usually goes unnoticed. He implies that we are not in a post-method era, but instead language learning and teaching practices are driven by textbooks. Thus, we are in a textbook-era. The reason for this is that; books hand over whatever is needed to the teachers, from teachers' guides to extra worksheets, supplementary CDs, exams, quizzes and evaluating schemes for written and oral production. Although it is claimed that there is not a method on the surface, it seems that the practical approach of textbooks to language teaching has taken over. Therefore, it can be contended that textbook selection and evaluation are crucial steps in language instruction, and evaluation should be carried out by a set of criteria that derive from learners' context-specific

needs. The set of criteria that is needed to select a coursebook might be constructed by consulting to teachers and learners in particular. Involvement of students in the textbook evaluation and selection process does not only enable the choosing of suitable textbooks, but it might also generate motivation in students towards language learning. In a study that was done in order to find out about the causes of demotivation towards language learning, 47 learners were interviewed, and the interviews revealed that the students feel frustration when they face with old-fashioned learning materials that are full of long texts, and when they do not encounter goal oriented materials which do not give the sense of progress (Kikuchi, 2009). In order to cross out one reason contributing to demotivation, students should feel that their opinions also matter in textbook selection and even in preparation. As a result, this study is a significant step as it set out to find out the relevant and necessary criteria from the learners' viewpoint.

1.2 Statement of the Problem

The role of English in Turkish state schools is limited to only a subject in the curriculum. According to Kachru's (1990) framework, Turkey can be defined as an expanding circle country where English has no official status. Learners in this study reported having started studying English from 4th grade on. However, the hours allocated for it decreased as the years went by, merely taking the form of classes in which almost nothing is achieved. They also added that this is because a system that relies on multiple-choice exams, especially at high school levels that favour rote learning. Also, in order to enter university, a student has to pass a series of exams none of which is English which in turn renders English far less critical in the minds of learners, administrators and families. All these factors, in combination, seem to contribute to the creation of passive and voiceless learners who are captivated by the education system and culture of learning (Allwright 1981; Thompson 2009).

Another problem arises due to the fact that changes that are made in language instruction are not properly trialled and tested for a period that is long enough to see any fundamental changes. On the one hand, claims are made on the globalisation and the need for change in language education, on the other hand, there is very little done in the name of piloting the new changes and collecting public opinion on those changes and training teachers and administrators on how to implement them. Kırkgöz (2009) stated in her study related to English language policy in Turkey that the role of English as a global language is recognised in the

education system through government work, but problems in practice arise showing a lack of consistency between what is planned and what is implemented. Therefore, the perceived goals and the demanded goals do not always correspond with each other creating discrepancy as a result. In addition, lack of materials or textbooks to create an actual change in the way that English is taught and considered poses another problem in Turkey.

Although most of the students are capable of learning other subjects, they have difficulties in learning English because they lack the necessary knowledge of what language learning really entails. They only approach a subject in terms of its test value and regard language learning as the memorisation of multiple choice exam techniques and fixed phrases, not as a means of communication or a tool for learning other subjects. The fact that there are still struggling learners at beginner level at university is the proof of how grave the situation is, and the problem aggravates when the students are forced to learn English in one short instructional year with no notion of what language learning means.

There is a vast literature on textbook evaluation in language learning, including studies that were carried out to evaluate specific textbooks with teachers and students as participants via questionnaires or checklists (Sheldon, 1988; Skierso, 1991; Cunningsworth, 1995; Mukundan, Hajimohammadi and Nimehchisalem 2011; Harmer 2001; McDonough and Shaw 2003; Miekley, 2005). However, studies that employ learners for an in-depth investigation of what they have in mind in terms of evaluative criteria while selecting a coursebook are limited in number both in the international context and the Turkish context. According to Cunningsworth (1995), students' opinions regarding the usefulness of a specific textbook are worth referring to even if their statements would not be professionally driven like those of their teachers'. Students can very well present an intuitive framework regarding what they like and what they do not like about a textbook. Some of the learners may even provide fairly reasonable views because they are the primary users benefiting from the book and with carefully chosen prompts, useful insights can be procured. This is crucial for teachers, material writers, and publishers especially to see the discrepancies between what is perceived to be expected from EFL textbooks (by teachers) and what is actually expected by the actual users of the textbooks (by learners), and the extent to which those expectations are met. Besides, many studies presented in the literature (e.g. Litz 2005; Kırkgöz 2009; Mukundan and Kalajahi 2013; Riasati and Zare 2011; Rezaeian

7

and Zamanian 2014) focus on the specific textbooks in use and rely on checklists distributed to teachers and learners to evaluate material in question. However, they do not focus on what learners bear in mind while evaluating a book in relation to their needs, age, background and interests. Therefore, there is a need to address this research gap in the literature. This need is particularly evident in Turkey where many students have problems in communicating in English at a tertiary level even though English is sometimes taught as early as the second grade in public schools recently. Apart from the problems concerning learner performances in the L2, the issue of textbooks should also be addressed.

There is a centralist approach governing the Turkish education system. Therefore, in the state schools, the EFL textbooks which are imposed by the ministry of education are used. Preparation of these textbooks also takes place in a closed-circuit system in which the textbook writers who were determined by the board of education, present their prototypes. Those drafts are also reviewed by experts who have been trained by the Board of Education and Training. Additionally, when a new textbook is introduced into the system, no piloting work is done. Thus, one can assume that no learner participates in the preparation process. However, the teachers working in state schools must utilise those books in their classrooms with no outside supplementary sources. Şimşek and Dündar (2017, p. 972) mentioned the existing internal problems in official EFL textbooks in Turkey as well as the criticisms directed at them:

> Having reached a tacit agreement on their major responsibility for our failure to learn a foreign language, these coursebooks do continue to be used without palpable opposition, and often with no treatment in foreign language classrooms.

This might lead one to think that textbooks are partly the culprits in the problematic foreign language instruction in Turkey. Therefore, there is a need for fully functioning sets of criteria to be used in different phases of textbook preparation and selection, and these criteria should also be proposed and revised by the actual end-users of textbooks. To this end, context-specific needs analyses and studies to find out what learners consider crucial in an EFL textbook should be conducted.

Although there are studies that were carried out to evaluate the prescribed textbooks in Turkish schools (e.g. Kırgöz 2009; Dülger 2016; Tekir and Arıkan 2007; Arıkan 2009; Tok 2010; Peksoy and Harmaoğlu), there is a limited number of studies, if any, that focus on creating evaluative criteria to be used while the textbooks are being compiled and used.

The study presented here was designed to take a step towards meeting this need and addressing a gap in the Turkish EFL context by investigating the perceptions of EFL learners' at tertiary level at a preparatory school in Turkey. Therefore, this study examined what learners perceived to be important in terms of characteristics of an EFL textbook regarding general attributes, (appropriacy, availability, flexibility, overall value for money) in addition to features related to the content of a textbook (exercises and activities, communicative properties, grammar, vocabulary, and four basic skills).

1.3 Research Questions

The main research questions to be answered in the study were:
Based on the perceptions of tertiary level EFL students who participated in the study,

1. What constitutes a good EFL textbook?
2. What are the most important characteristics of an effective EFL textbook in terms of:
   a. general characteristics
   b. four basic skills (reading, writing, listening, speaking)?
   c. grammar and vocabulary?
   d. communicative content?

1.4 Significance of the Study

Investigating students' perceptions of what constitutes an effective EFL textbook may have implications for English language teaching and material design. Therefore, it is significant to know what learners have in mind when they are asked about what is important for them in an EFL textbook. There are already some checklists or evaluative frameworks provided in order to evaluate a given textbook (e.g. Mukundan et al. 2011; Sheldon, 1988; Skierso, 1991; Cunningsworth, 1995; Mukundan Hajimohammadi and Nimehchisalem 2011; Harmer 2001; McDonough & Shaw 2003; Miekley, 2005). However, the criteria that such checklists have may not be sufficient or relevant enough be used in various contexts. Besides, those checklists are most of the time prepared by theorists, teachers, and publishers. Thus, identifying the demands of the students as the first step in order to better revise the existing evaluative criteria would be beneficial.

As suggested in the literature, the perceived aims, students' interests, and anticipations and the actual student needs might be different; therefore, evaluation criteria from the students' point of view may be useful (Mohammadi and Abdi 2014). Roberts (1996) also claimed that materials are "used on" learners, and their comments should be taken into consideration. From a curriculum planning perspective, Jagersma and Parsons (2010) affirmed that learners are at the centre of the curriculum; however, their participation is frequently overlooked. The researchers call learners "silent stakeholders" and emphasise the need to recognise their rights to have a say in their learning. Earlier, some benefits of learner involvement are argued in the process of evaluation in language programmes. It was suggested that the achievement rate of learners would increase because they feel that they have an active role in the programme as partners and have to attain the goals that are set (Chambers 1997; Genesee 2001). It is usually noted that situations in which learners are consulted during curriculum planning and materials selection are rare. However, an inquiry collecting student views may provide valuable insights because what teachers and decision makers think learners need may clash with the thoughts of learners (Mitchell and Lee 2013; Tomlinson and Dat 2004). With all the above benefits of learner involvement in mind, this study may contribute to the literature by gathering students' perceptions regarding the usefulness of a textbook for language learning in general. As well as providing useful insights and a glimpse into the learner perceptions, this study might also be valuable as it does not conform to the trends in coursebook research in the area of EFL. This study also tries to address a gap in the Turkish context where a catalogue of problems (related to policymakers, educational philosophy, teachers, exams and textbooks) lead to shortcomings in the teaching of a foreign language.

In order to identify the trends in Turkish coursebook research in the Turkish context, Dündar and Şimşek (2017) analysed 54 theses published about textbook evaluation from 2001 to 2013.

Their inquiry revealed that most of the studies employed a quantitative design, and the ones that include qualitative measures were usually directed at content analysis.

Additionally, there were few mixed-method studies. The investigations also demonstrated a tendency towards the evaluation of coursebooks via imported questionnaires and mostly after the coursebooks were used in the instruction. In other words, there were not context-specific criteria to evaluate the coursebooks,

and evaluation was made retrospectively when there is indeed a need to carry out a fully fledged evaluation before, during and after the use of a specific coursebook. The researchers also raised concerns about the repetitive nature of existing studies by concluding "This vicious cycle can be turned into a virtuous one, if further studies concentrate on identifying user needs and wants before coursebook composition and selection (p. 1000)."

All in all, it can be contended that there is a need for more comprehensive studies with a holistic perspective. Hence, this study might be considered a crucial step towards the inclusion of learners to unravel their perceptions concerning an EFL textbook, not with checklists narrowing evaluation down to a single coursebook, but with a mixed method inquiry in order to attain a broader perspective regarding textbook preparation and evaluation in general.

CHAPTER 2

REVIEW OF LITERATURE

This chapter presents the definitions of EFL textbooks asserted by different researchers, the roles of textbooks, the advantages of textbooks as well as the disadvantages of them, and textbook evaluation with selected empirical studies of textbook evaluation.

2.1 Definitions of EFL Textbooks

A general definition made by Shannon (2010, p. 397) regarding textbooks is as follows:

> Textbooks are fixtures in schools, nearly as ubiquitous as teachers and tests. Traditionally, textbooks have been considered enduring repositories of knowledge that enable students to move past their daily experiences in order to grasp the possibilities encoded in the textbooks' articulation of history, the sciences, mathematics, language, the arts, and other topics deemed to be important.

Richards (2001) asserts that the use of materials that are commercially produced is liable for the language teaching taking place throughout the world most of the time. Hutchinson and Torres (1994, p. 315) claimed that

> …The textbook is an almost universal element of English language teaching. Millions of copies are sold every year, and numerous aid projects have been set up to produce them in different countries…No teaching-learning situation, it seems, is complete until it has its relevant textbook.

Likewise, Appel (2011, p. 50) argues that no other school subject is more reliant on textbooks as much as English. Textbooks most of the time determine the direction in which the instruction is headed, and may even be regarded as a syllabus containing the goals and the content alongside teaching methods. Both learners and teachers are guided by what the textbook offers as a road map, and this may enable the lessons to be more organised and well-founded.

With this crucial role as the foundation of teaching and learning attributed to them, several researchers have provided definitions as to what textbooks are. Sheldon (1988) defines textbooks as published materials that claim to help learners

to improve both linguistically and communicatively with an underlying aim of making an economic profit. Tyson and Woodward (1989, p. 14) defined textbooks "messenger, not the message" implying that their role is only secondary in a classroom, and they are a means to an end. Ahour and Ahmadi (2012) define textbooks as sources of knowledge by which information is conveyed in an organised manner. McGrath (2002); in addition, asserts that a textbook is an integral part of the classroom because it determines the progress, content, and provides ideas and tips about methods of teaching, placing more responsibilities and functions on a textbook. Tandlichova (2003) referred to textbooks as aids that help the teacher conduct the class and make students aware of their progression in their language learning.

McGrath (2006) carried out a study in order to get a glimpse of what metaphorical meanings are associated with textbooks by teachers and learners. The results revealed that the metaphors vary along a continuum of dependence and independence. The teachers in the study claimed that textbooks have the function of a guide with metaphors such as map, path and lighthouse. They also stated that a textbook provides support by arguing that they resemble things such as petrol and anchor. Another function that was related to textbooks in this study was a resource with metaphors such as oil and supermarket. The final quality, being a negative one that was reported by teachers, was constraint with metaphors such as straitjacket and roadblock attached.

In the same study, the learners were also asked to provide metaphors that they associate with textbooks, and in addition to the ones that teachers stated, the students also reported that textbooks are the authority with metaphors like an elder, a bible, and time machine. They added a feature of boredom with metaphors sleeping pills and bed. The learners also related the textbooks to worthless possessions such as toilet paper and rubbish bin. Finally, they identified textbooks as the source of anxiety and fear with metaphors devil, professional killer. As the results of this study indicated, both the learners and teachers have positive and negative views on language textbooks, and the definitions that are made may demonstrate variance depending on whether textbooks are viewed positively or negatively. McGrath also urged teachers that they need to be aware of what learners think of a coursebook that is used in their class.

13

2.2 Roles of Textbooks in EFL Instruction

As mentioned at the very beginning, there are different definitions made about a textbook that ascribe various roles to it. For example, Davison (1976) states that the textbook has the second important role in a classroom the first one being teacher, maybe putting the learners in the third place or even leaving them out. Some roles are imposed upon textbooks according to the views on why they are needed in language instruction by Allwright (1981). The first one is the 'deficiency' view. In compliance with this view, it can be said that teaching materials compensate for the deficiencies in teachers by ensuring that syllabus is administered in an organised way. The other view is the 'difference view'. It advocates that teaching materials are one of the agents of decision making in the classroom since it is considered optimal that decisions are taken by some other units not by the teacher solely. This is not because the teacher is deficient, but the set of requirements to be an expert in material writing are different from the ones to be a teacher. In the same line with Allwright's deficiency view, Richards (1993, p. 2) puts forth an idea of "teacher-proofing materials":

> …the extent of English language teaching activities worldwide could hardly be sustained without the kind of teacher-proof textbooks currently available. In many parts of the world, much ESL teaching goes on outside the state school sector in private language schools. Many of the teachers in these schools are native speakers of English but have little or no formal teacher training. The textbook and the teacher's manual are their primary teaching resources.

For Cunningsworth (1995) the role imposed upon a textbook in a language programme depends on the amount of dependence or reliance on it. In some contexts, the textbook may make up the syllabus itself, and everything it provides is used without questioning. While inexperienced teachers may benefit from such an approach towards a textbook, there are some constraints, such as a paucity of diverse teaching techniques characterised by creativity, negligence towards student needs and problems that should be taken into account. Supporting this constraining role in a relatively older paper, Allwright (1981) strictly proposed that no material should be assigned the role of syllabus no matter how detailed they are because the activities and dynamics during a class constitute an entity of what we call intake. It ranges from the target language explanations made by the teacher to the negotiations of meaning taking place during the interaction among students and the teacher, and no written and marketed product can cover such an unpredictable

14

content. Allwright additionally contends that if students, teachers and the administration at an institution are considered shareholders, some clash of goals might be expected to occur. For example, the teacher may seek professional development; the administration board may have a different agenda usually related to its survival, and lastly, the learners obviously want to learn the language. These goals can have a role in the choice of teaching and learning materials and vice versa. However, this does not mean that materials are the primary determinants of goals. Supporting the secondary role of textbooks in the language learning curriculum design, Brown (2002) cautions that textbooks should never be the primary regulators of language teaching and learning aims, but instead, they should be regarded and treated as objects that are in the service of teachers and learners.

In Ball and Cohen (1996), textbooks are said to be created with a desire to ensure uniformity in language learning in settings which are home to a diversity of systems. Moreover, they assert that what is done with textbooks is most of the time not what is intended by writers because of the backgrounds and expectations that students bring into the classroom, in a way recognising that textbooks are never able to be the determinants of the language curriculum.

Focusing on the market value and its primary role in language instruction on a global scale Gray (2010, p. 714) asserts that:

> Coinciding with the global boom in commercial English language teaching is the development of a sizeable publishing industry in which UK-produced textbooks for the teaching of English as an international or foreign language are core products.

The textbook may also have a less dominant role in the instruction in which it is used in a more selective fashion enabling adaptation and change according to the learning context. This has several advantages. Firstly, there is a framework upon which to place the instruction without being limited too much. Secondly, there is room for adaptation and replacement of the parts that need modification. Thirdly, such a stance towards the use of textbook allows for professional development as teachers prepare additional materials more freely and gain self-esteem in return. In addition, there can be more variety in classroom activities used in teaching, and the instruction is more adjustable, fulfilling the learners' needs.

Richards (2001) also puts forth the functions as to what textbooks serve in a language classroom. In some contexts, textbooks are the foundation for the input that the students are exposed to in a classroom. Additionally, they serve as the content and provide a balanced practice of the skills and linguistic structures for the

learners. Textbooks may also act as a supplementary source for the teacher. In a foreign language context, they might also be the only available means of practice outside the classroom. Lastly, textbooks provide support for novice teachers by helping them with ideas and frameworks to plan a lesson.

As Garinger (2002) suggests, defining the role of the textbook is not an easy thing to do. However, teachers and students are provided with a framework, and it is ideal for building upon it without following the textbook as if it is the Holy Bible. Setting out with such a framework makes it easier to create an instruction that is directed towards a goal.

Before Garinger asserted that, Allwright (1981) argued that textbooks are thought to be making up for the deficiencies of the teachers, and they assure that a syllabus is followed thoroughly by means of well-constructed exercises. He also states that textbooks are assigned a role as "decision carriers" because experts prepare them.

However, Allwright (1981) goes on to suggest that because a classroom is where interaction takes place, different content may appear. Therefore a textbook can only support the instruction one way or another, not determine what is going to be covered in a classroom. Giving coursebook a limited role in instruction, Allwright argues that the students may become what he calls "captive learners" oblivious of the state of "whole involvement" that enables learners to take over the role of active participants who manage their learning (p. 15).

Crawford (2002) and Ellis (2005) defending the use of textbooks only as a starting point of instruction, state that any course that relies heavily on teaching the students what the book offers superficially cannot expect its learners to progress in terms of language proficiency and become independent learners who are the regulators of their own learning.

Tomlinson also (2008) defends that the failure of learners is partially the fault of textbooks because the learners only try to achieve the goals that are imposed by the stakeholders because those goals are far from what is classified as language acquisition as we know.

Although teachers might think of an ideal learning environment revolving around a bunch of tailor-made teaching materials, Sheldon (1988) asserts that in learners' views the 'seriousness and the validity' of the course will be more likely guided by a coursebook which is followed strictly. Such a view may stem from the learners' inclination to evaluate their progress linearly, which is usually tied to a

coursebook, not a collection of materials that are used selectively. Regarding the DIY approach of materials, Harmer (2001) stresses that teachers need appropriate training on materials design and a vast array of resources to utilise while designing their materials. He adds that this is a time-consuming activity and notifies about the risk of leaving students with a set of disconnected materials from different sources extracted with a "bits and pieces" (p. 182) approach. What Dawn (2008, p.2) claims in relation to materials design also supports the fact that published materials look more professional: "…textbook design is, in fact, much more than task design; it involves the development of not only tasks but of whole units which must fit together seamlessly in order to reflect a coherent end product"

The roles that are taken over by a particular textbook may also be shaped by the way they are utilised in a class. Adopting a more integrative stance regarding textbooks and their role in what is called "classroom ecology", Johnston and Guerrettaz (2013) carried out a study to find out about the roles of the textbook *"Understanding and using English"* in the English programme of a public university. They aimed to arrive at a more concrete depiction of how the elements of the classroom are intertwined those elements being teachers, students, conversations and materials. The reason for their approach was preventing an isolated examination of a given textbook and seeing how materials, textbooks here, and the way they are exploited influence the other elements and how they are affected by the other parties in classroom ecology. They collected qualitative data through observations, recorded classroom talk, focus-group interviews with students and semi-structured interviews with the teacher. After the rigorous data collection and analysis, some conclusions about the textbook and its roles in class has been reached. The first one was the role of a curriculum since the students and the teacher followed their progress through the chapters that were covered in the book. The second role of the textbook was that of a discourse organiser in the classroom. The textbook affected and determined the topic, type and organisation of the talk in the classroom. That is, the types of exercises which were being completed were the determinants of the discourse and the language produced by the students. There was also a lack of student control and meaningfulness in the interaction in the class.

The researchers referred to it as "impoverished discourse (p. 787)." The other role was related to language learning. It was found out that the material covered in the textbook yielded the utterances that were intended. In this study, they were sentences with the grammatical structures that were being covered. However,

the book also generated personalised utterances which were not elicited by the book itself. Thus, it was concluded that the book also gave way to unique strings of language when learners made some connections between their lives and the activities, and this was not intended by the authors. The study was concluded with a call to the school administrations related to the selection of textbooks. It was claimed that a textbook is not just an object in the classroom, but rather it is shaped by the handling of it by learners and teachers. Therefore, it is critical to evaluate textbooks when they are also in-use.

This might in a way make one think that even though the opposite is usually claimed, textbooks influence the way the content is presented in class, and they may also alter the perceptions of learners about how they learn. Therefore, textbooks are, in most cases, at the core of the instruction (Kitao, 1999).

In a study that investigated the roles attached to a textbook by teachers, Soares (2005) carried out a study that employed a written survey given out to nine teachers. The results demonstrated that teachers agreed on the central role of a textbook for several reasons. One of them was the conception that textbooks derive from research and are prepared according to the latest developments in the field. Besides, textbooks usually come with a series of ready-made extra materials which save time and effort; hence, they are valuable sources of reference both for students and teachers. Lastly, teachers in the study agreed that textbooks could assist learners in terms of regulating their studies and help them develop effective learning habits.

Gurung, Landrum and Daniel (2012) characterise textbook as one of the factors that should be considered while analysing how learning occurs in learners in a specific context. They listed textbooks among the factors that are student behaviours (e.g. study techniques), instructor behaviours (how learning is facilitated), and classified textbooks as tools that enable the transfer of content. Khoo and Knight (2015) also claim that textbooks have a lot to offer in terms of language learning, and their dominance in language learning programmes over teacher-produced materials is proof for their essential role. They also add that textbook packages come with ancillaries that enable their adaptation for specific contexts, which are other mitigating factors that might decrease their negative influence in language learning. Hence, one can consider that textbooks play a prominent role in instruction.

2.3 Advantages of EFL Textbooks

Considering their role in language instruction, EFL textbooks are said to provide some advantages for teachers and learners. For instance, O'Neil (1982) favours textbooks for several reasons. Firstly, despite the argument that no textbook can fully cater to the learner needs in different contexts, textbooks are suitable for the most part. Another reason is that textbooks give the students the chance to assess themselves by revising what they previously learnt retrospectively. The third reason is that textbooks are organised in a way that they present the material according to a certain order. Finally, they leave room for adaptation and modification on the teachers' part and enable students to engage in spontaneous interaction in class.

Ur (1996) also points out the benefits of English coursebooks by emphasising the roles that they take on in the classroom. Firstly, coursebooks are the frameworks to which teachers and learners can refer to see where they are heading in terms of what is going to be taught/learnt. Secondly, the textbooks may also serve as a syllabus for they enable progress across systematically selected and placed language content. Thirdly, textbooks assist beginner teachers by functioning as an inventory of ideas and activities. Finally, the textbooks liberate the learners gradually and may transform them into autonomous learners who monitor their progress in terms of language.

Harmer (2001) asserts that the materials used in coursebooks are meticulously chosen and planned to offer variety to a course by providing a syllabus, and control over what is to be covered. They most of the time have attractive layout and have ancillaries such as CDs /DVDs, and extra practice materials as well as teachers' guides that provide procedures and alternatives to a teacher. He also claims that students are also in favour of textbooks because they can see their progress. They can also revise the previously covered material from a visually appealing source, and this may lead to an increase in their motivation and engagement.

Nahrkhalaji (2012, p.185) refers to textbooks as the "security blankets" because they act as a map for students that guide them through the curriculum by shaping their expectations as to what has been and will be learnt.

Apart from the views of teachers and scholars who advocate the use of textbooks, Garton's (2014; in Garton & Graves) students in a TESOL graduate programme provided following reasons to use English textbooks to teach English:

19

- A textbook makes sure that lessons progress according to a predetermined framework.
- It lessens the workload of teachers who otherwise have to spend lots of time to prepare their materials.
- It provides the learners and the teachers with a direction as to where they are headed in terms of their learning and teaching in a programme.
- Learners can be in charge of their own learning while they are studying on their own.
- Textbooks are credible sources of reference because they are designed and written by experts in the field.
- Textbooks seem more organised and professional.
- Various places and cultures are presented, and thus, it gives the chance to look at things from different viewpoints.

Textbooks have been favoured in the area of language teaching for some apparent reasons stated above. Hutchinson and Torres (1994) proposed another beneficial function, which is called "an agent of change." They pointed out that textbooks may include untried methodologies, which are bothering in a good way, empowering teachers to construct an original methodology of their own by supporting or obliging them to try out new methodologies. The professional outlook of textbooks and the way they make teachers aware of the new practices and theories in the area of language teaching and learning are also advocated by Richards (1993). He claimed that textbook writers and publishers are informed about the latest pedagogical practices and may take up a mission to communicate these changes to the teachers who might otherwise be unaware of new theories and practice. In a relatively recent study conducted in Hong Kong, these views were reinforced. Leung and Andrews (2012) concluded that textbooks might enable the actualisation of curriculum reforms. In the context of their study, a new type of assessment, school-based assessment, was introduced and the degree to which this change happened and realised by teachers was examined through the use of school-based assessment textbooks. Forty teachers were consulted about the efficiency of these textbooks after the curricular reform. The results showed that textbooks assisted with the application of the new system, the materials offered oral production samples and opportunities, and they were flexible enough to ensure adaptation. Lastly, they offered a sense of safety for students because they have a textbook as a source of reference for their learning. Apart from these positive and

promising results, there were also negative comments on the books. Some teachers asserted that the textbook should include videos that show sample student performances ranging from poor to excellent and also materials that cater to the needs of learners with diverse language learning levels. In addition, they expressed a need for a set of guidelines to improve and score students' spoken performance.

2.4 Disadvantages of Textbooks

As well as the researchers who point out the benefits of English language textbooks, there are also ones who support the opposite. Swales (1980) defends that no single textbook can fulfil the differing needs of learners in different contexts.

Swales (1980) adds that the abilities of a coursebook would be overestimated when they are thought of as being suitable for all learners in all contexts. However, such an opinion might lead to what Greenall (1984) refers to as "coursebook credibility gap" which is characterised by the toll on the users of it because of not being as effective as it is claimed to be.

O'Neill (1982) also cynically approached textbooks, pointing out their flaw of not being able to meet the needs of learners in an area that is as diverse as language learning. He mentioned that claims that are made by those who are out of language classrooms can only be predictive in nature and are bound to disregard the language learning needs of many. Similarly, Allwright (1981) refers to the somewhat unrealistic representation of language in textbooks that in no way reflects the real-life use of it.

Regarding the restraining roles of textbooks, Swan (1992) and Littlejohn (2011) contends that textbooks may cause teachers to slavishly follow a predetermined course of events rather than making their modifications to enhance the learning and teaching experiences in a class.

Ansari and Babai (2002) also note the drawbacks of textbooks in a language classroom. Firstly, they stated that if every learner group is different in terms of needs, current proficiency levels, and learning styles, it means that no coursebook works for everyone since they are created based on the judgements of writers and publishers. Secondly, topics in the textbook may not be appealing or relevant to students. Finally, the textbook may hinder teacher creativity turning him/her into a mere follower of the textbook who does not make modifications or adaptations at all.

The TESOL graduate programme students mentioned above in (Garton & Graves, 2014) also provided their opinions as to why they would not use a textbook for their teaching:

- Textbooks are not context specific most of the time.
- There can be issues related to the appropriacy of the language that is taught as well as the issues related to culturally inappropriate material.
- The material may be too outdated and artificial.
- A textbook does not always refer to the local context and people who live in it.
- Teachers may feel they are forced to present the material in the way the textbook does, and this limits the space for creativity.

Richards (1993) points to another jeopardy posed by textbooks on language teachers. He argues that if the commercially produced textbooks are reified and thus attributed qualities that they may not actually bear, teachers may not be able to examine what they are teaching through in detail and turn into a mere follower of the book. However, Richards further argues for a change in the roles of textbooks from the determiner of goals to a facilitator of instruction providing chances for critical thinking. Therefore, training teachers on material evaluation and adaptation is a vital issue.

Cunningsworth (1984) emphasises that teaching materials are good servants but bad teachers. Similarly, Harmer (2001) cautions teachers not to follow a coursebook in a page-by-page manner but revise and adapt it to achieve a fit with learner needs. Nahrkhalaji (2012) also reinforces that placing the coursebook at the very centre of the instruction to maintain the sense of security and abide by the regulations imposed by the administration at the expense of quality instruction is a misconception.

Kumaravadivelu (2003) as well claims that teaching materials as a whole are produced by textbook writers for commercial gain, and dynamics in language classrooms across different contexts are overlooked. Those materials are most of the time regarded as the bearers of knowledge that have to be passed on to learners. Kumaravadivelu further argues that "Commercially produced for mass consumption, they can hardly address the specific interactive needs and wants of a given group of learners. (p. 46)"

Xiong and Qian (2012) reported in their study analysing textbooks from a critical discourse perspective that the language representations in books are usually superficial and when it comes to grammar they entertain a sanctioned view of it for

the sake of uniformity. The researchers also imply that the books were most of the time Anglo-centric, which is against the claims of multiculturality.

Bradley (2016) similarly argues that what is published in the market of textbooks may be falsely shaped by the demands of consumers to evade rejection rather than current theories and practices. However, from a global perspective, contexts, as well as the consumers of textbooks, are too varied to be served by textbooks that are published for global use.

Cynical about the textbooks as a result of the surveys distributed to learners, Davies (2006) concludes that mass-produced English textbooks do not cater for student needs and interests for they do not present attractive, appealing and personalised material. Davies further discusses that such personalisation can only be achieved by materials that are teacher-generated and shaped, modified, or dismissed according to survey results obtained from students.

Pointing to the rarity of studies that rely on student perceptions and views in textbook evaluation, Rahimi and Hassani (2012). conducted a study to find out whether the views regarding textbooks are reflected in learners' attitude towards language learning. Their population comprised of 244 high school students and two questionnaires, one a textbook evaluation checklist and the other an attitude scale toward language learning. The results revealed that students do not rely on textbooks as the primary unit of input. Also, a connection between positive views on textbooks and a positive attitude towards language learning was found.

Apart from the concerns mentioned above, there may also be some cultural biases that are raised by the coursebook itself. As stated by Alptekin (1993), the target language should be embedded in its own culture. He adds that culture changes the way the concepts are perceived and processed, shaping the cognition of people, so teaching the culture of the target language is vital in helping learners achieve a different kind of worldview. In a context like Turkey, the classroom is the only place that students are exposed to the target language, and the textbook is the only source of input alongside the teacher. According to Tayyebi et al. (2014), the textbook and the teacher are the agents that connect the learners' own culture to the culture of the target language, which means any misrepresentations or negative stereotypes may lead to discouragement on the learners' part.

Although there are pro-textbook and anti-textbook views, teachers usually regard them as necessary evils because textbooks are time and effort saving tools. However, Brumfit (1980, p. 30) goes to the other end of the scale by saying that

"masses of rubbish successfully marketed". ELT textbooks are also viewed as educational sacrifices made for the sake of what is financially reasonable. Sheldon (1988) argues that this kind of sacrifice might stem from the big unrealistic claims made by the authors and publishers. Later, such claims are contradicted by staff-room discussions on what parts of the textbook can be excluded to achieve teaching goals which take one to the argument: "The whole business of the management of language learning is far too complex to be satisfactorily catered for by a pre-packaged set of decisions embodied in teaching materials."*(Allwright 1981, p. 9)*

Sheldon goes on to add to the common theoretical problems by pointing out to the contradiction between what is claimed to be achieved by the publishers and what teachers (I also would like to include students here) anticipate getting. Apart from these, Sheldon also notes the following practical problems that may be related to textbooks:

- ambiguously defined language levels and haphazard use of terminologies such as 'beginner' and 'intermediate' levels
- the inconvenient workbooks or exercises with very little space to write on
- ignoring the defined course goals, hence the needs of the students
- the way that the materials in the textbook are selected, and the sequencing of them
- economic constraints leading to jam-packed pages with too much text
- teacher's books that are usually the answer key inserted versions of student's books
- terminology-laden descriptions (i.e. notional, authentic, and so forth) of the books that make comparison among books nearly impossible.
- culturally-inappropriate material
- a failure of considering the limitations that exist in most situations
- ignoring the recent theoretical assumptions in linguistics and language learning made by research.

As Sheldon (1988, p. 239) puts it, "there may indeed a closed circle at work here, wherein textbooks merely grow from and imitate other textbooks and do not admit the winds of change from research, methodological experimentation, or classroom feedback."

Pennycook (1994) had a different take on textbooks by criticising the ones that are aimed at the international market. He supported the use of locally produced

materials because every context has its own unique set of needs and dynamics. He maintained that the international textbooks are driven by partial views of language education and learning, and those views are governed by a western perspective which does not apply in most parts of the world. Bao (2015) similarly argued that what a textbook includes is most of the time guided by the writer's intuitions and perceptions in terms of content. However, dissatisfaction among users is most likely to occur, as a result of the clash between what textbook writers think as relevant is far from the reality of the context in which the textbook is used.

Referring to the marketing of textbooks, Shannon (2010) contends that textbooks are educational, cultural and political commodities and there has always been a clash among the parties who produce them, controls their production and users. Therefore, they might be considered as "a site and a result of economic, political, and cultural struggles and compromises (p. 397)." However, this kind of struggle during the production stage does not straightforwardly lead one to the in-class educational ramifications.

2.5 Characteristics that EFL Textbooks Should Have

Cunningsworth (1984) proposed some characteristics that should be considered necessary for EFL materials. He stated that those materials should fit the functional and contextual nature of language, and they should be as authentic as possible, reflecting the actual usage of language. Only then, can they help a learner practice language in a meaningful way with a purpose. Another characteristic he listed is that even though a perfect fit across different learning contexts cannot be achieved, flexibility to the point that necessary adaptations to a material can be made should be aimed at. An important feature that was mentioned is the degree of learner autonomy that materials can evoke. This means that a useful set of materials develops learners into people who can handle different contexts by making them aware of different communicative strategies with different suggestions for activities that require the use of language in different contexts. This is also supported by Cotterall (2000, p. 111) in the principles of course design she offers. She claims that "Course tasks either replicate real-world communicative tasks or provide a rehearsal for such tasks." For this reason, being a core component of most of the language programmes, a textbook should live up to that principle.

In a later publication that is directed exclusively at textbooks, Cunningsworth (1995) stated that a textbook should match the students' needs and help them gain

independence in using the target language. It should also ensure that there is harmony between the process of learning and learners. Cunningsworth (1995) similarly suggested some characteristics of textbooks that should be considered while evaluating materials. The first point is that the goals and objectives of teaching materials should correspond to the ones that are stated in the curriculum. Another point to be considered is the purpose for which the students are learning the language.

According to Kitao (1999), the five components of language instruction are students, teacher, materials, teaching methods, and evaluation. Allwright (1981) like Cunningsworth (1995) argues that materials should liberate students to be in charge of their own learning by providing ideas for learning, and these materials should guide teachers by theorising what is done in practice.

O'Neill (1982), additionally, asserts that textbooks may serve to fulfil the needs of a group of learners even though it is not designed for that group in particular. The learners may as well benefit from them by reviewing what they learnt and prepare for what is ahead. Textbooks also save time and money, and there is always a chance for adaptation.

The instructional procedures and methods should be clear and easy to follow for students and teachers. They should have support for learning with different visuals, interactive sources, and technological aids.

The following is similar to Kitao's but a more detailed set of criteria of usefulness suggested by TESOL (2002, in Tayyebi, Khalili, Teimori, and Mahdi 2014).

- Textbooks should be recent and include relevant subjects.
- They should reflect the linguistic and social variety of learners.
- The layout and arrangement (including the size of the fonts) should be suitable for learners in addition to images and illustrations that are precise and socially sensitive.
- They should show clear, genuine and suitable visual and audio materials.
- They should present various learning methods.
- They should be practical for various grouping plans (p. 190).

Williams (1983) also pointed out some must-have features of EFL textbooks that are more specific compared to the two features mentioned above. Firstly, an effective textbook should be informed by current methodologies. However, he also warns writers to be critical of current theories in order not to follow them blindly. Another criterion he suggested was that textbooks should provide guidance for non-native teachers. Third, he stated that a textbook should take the heterogeneous

environments of language learning into account since it is important to cater to different learner needs. It was also suggested that different varieties of English should be considered in textbooks, and the presented materials should be appropriate both culturally and levelwise. Lastly, the contexts that items are presented in should be relevant to target learners.

In the guidelines that they proposed for creating useful EFL materials, Howard and Major (2004) emphasised that materials should present simulated versions of real-life situations that offer opportunities for students to have a glimpse of interaction as it takes place in real life.

Larsen-Freeman (2013) suggested that student motivation can only be generated and maintained when they have the chance to use what they have learnt outside the class. Regarding the potential of textbooks to encourage the transfer of language learning in class to the outside world, James (2017) underpinned that textbooks should promote transfer, and during selection and evaluation process, this feature should be sought for in the activities and exercises of the book. He stated that the situations presented for practice in the book should overlap with the ones that learners may be involved in their daily lives. He also proposed an evaluation tool specifically designed to judge the transfer promoting the potential of language textbooks.

Richards (2014, p.21) also argued that an effective textbook should resemble a teacher by attempting to achieve the following:

- generate interest in students
- recycle what is covered before and ensure revision
- set clearly defined goals, and inform the learners of what is going to be covered next
- provide training for learning strategies
- offer a large amount of practice and feedback on their progress

Adding that learners need the type of input to facilitate their language learning would not be so surprising. According to Swan (2006), during the process of language learning, learners need two types of input which are extensive and intensive input. The former means the samples of language that can be found in additional materials such as books and magazines that would induce the generation of free non-controlled products of writing and speech. The latter is characterised by the materials that are studied in detail, and they help students to perform the controlled practice of productive skills. Analysed input refers to the rules, examples and lists that lead learners to analyse the type of language that is studied, which

results in learning the rules that govern a language. Thus, it can be assumed that a textbook package should include a balanced variety of these input types to engage learners in meaningful language practice both in and out of the classroom without sacrificing accuracy and fluency at the expense of each other. This is particularly vital for foreign language contexts where students have limited opportunities to encounter language outside the class.

Considering the learners, Cunningsworth (1995) put forth that the first-hand experiencers of textbooks are learners themselves, and a textbook should not disregard the fact that students have a role in their own learning. A textbook should leave room for the learner to experiment with different learning strategies and communicate in meaningful situations by making them accomplish tasks enabling them to think critically and solve problems. Cunningsworth goes on to suggest that textbooks should help to create whole-persons with an open mind towards learning since they proceed in their language learning continuum by engaging in different ways of learning which they have never tried before. Therefore, as the language proficiency of a student is changing, the ways s/he used to learn are progressing, which in turn liberating the learners by putting them in charge of their own learning. A textbook can do such a thing by helping learners to set learning objectives for themselves and providing self-study materials requiring the completion of tasks that include the meaningful practice of the material.

Pointing to both teachers and material writers and their vital place in language learning, Tandlichova (2003, p.145-147) summarises the abovementioned characteristics textbooks should bear:

> …if a foreign language teacher wants to achieve good results in his/her classroom, s/he should respect his/her learners and give them enough space for creativity and independence, and be creative and flexible as a teacher too. Then their common work, cooperation and efforts will result in final success. We are convinced that this is not only the case of a foreign language teacher, but it is also the requirement for a coursebook writer who has to take this responsibility and offer material which should be useful for learners and teachers…. When selecting and evaluating it, we expect it to correspond with communicative aims stated in standards and syllabuses for the particular age group and level of English proficiency.

2.6 Textbook Evaluation

Whether it is assumed that textbooks are biased or restrictive, or they facilitate learning and teaching, they are sure to remain as essential components of language instruction. Thus, careful selection is necessary to ensure textbooks reflect

the aims and objectives of a language programme without disregarding the students' needs (Mohammedi & Abdi, 2014).

According to Hutchinson and Waters (1987, p.97) "textbook evaluation is basically a straightforward, analytical matching process, matching needs to available solutions." According to Sheldon (1988, p. 237), the selection of a specific coursebook means that there has to be a decision making that requires "professional, financial and even political investment." With this in mind, one can quickly realise that the definition of systematic criteria is vital in evaluation.

Roberts (1996, p. 382) underscores the contextual nature of material evaluation by saying that being "good" is not a valid criterion for a set of materials because it does not necessarily mean that it is suitable for specific learners in a particular context. Thus, it should be noted that the aim of the evaluation is not choosing good materials but finding ones that are "appropriate."

Referring to how challenging textbook evaluation is, Block (1991, p. 211) stated that scarcity of textbooks is not a problem thanks to the enormous market, but the real problem emerges when people are presented options "in a veritable land of plenty."

Nazeer, Shah and Sarwat (2015, p. 52) describes evaluation by stating that "it is a systematic process to investigate data, which is gathered through different instruments and from different sources to determine the effectiveness of that data." Tomlinson (2011).also defines textbook evaluation as the work of assigning a value to material through measurement. In Tomlinson (2001), it was suggested that the textbook evaluation process consists of teachers, supervisors, administrators, and material writers making judgments about the strengths and weaknesses of a given textbook.

The evaluation of a given textbook can be carried out in different ways. In Cunningsworth (1995), they are pre-use and in-use evaluation. Being maybe the most commonly entertained one is a pre-use evaluation that is characterised by a lack of experience with the book in question; hence, decisions are made based on assumptions on the potential of the book. This might be said to be the most challenging type of evaluation despite being widely used.

The second type, which is called in-use evaluation, is more experimental since the textbook is experienced in an actual learning/teaching context. In addition, it is evaluated to see whether there is a need to replace it, or how modifications can be made on the book to achieve a match between learning needs and what the

textbook has to offer. Having a more reflective nature on the past use of a textbook is the post-use evaluation, which is done to see the extent of its effectiveness and efficiency. Ellis (1997, p. 41) refers to this as empirical evaluation or retrospective evaluation by putting emphasis on how necessary it is:

> Materials have traditionally been evaluated predictively using checklists or questionnaires to determine their suitability for use in particular teaching contexts. There have been surprisingly few attempts to evaluate materials empirically, perhaps because a thorough evaluation of a complete set of materials is a daunting undertaking, which few teachers have the time to make. There is, however, an urgent need for the empirical evaluation of teaching materials.

He also ascertains that with retrospective evaluation the previously made judgments about the book via checklists can be validated or refuted, and the results can be used to adapt the textbook for further use or dismiss it entirely. During that kind of evaluation, he suggests different types of info to be collected, which are what students do, what students think, and what students learn.

Regarding the types and nature of evaluation, Mukundan (2010, p. 271) necessitated a change of the focus from just predictive evaluation of books for selection to a more extensive one that involves predictive, in-use and post-use evaluation. He suggested:

> The development of textbook evaluation instruments from the perspective of predictive evaluation is still relevant but what teachers need to do is to look at evaluation from a wider perspective a perspective which encompasses diagnostic, formative and developmental aspects of textbook use. It is when evaluation is viewed from this perspective that while-use and post-use evaluation of textbooks become more important than evaluation for selection.

Similarly, Amerian and Pouromid (2018) suggest that the quality of a textbook is definitely influenced by the ways teachers make use of them in a language classroom. In order to make a more holistic inference, evaluations during and after using a textbook for instruction is elementary.

Regarding the phases of textbook evaluation, McDonough, Shaw and Masuhara (2013) suggest that the evaluation of materials should be about the external qualities of them such as organisation. Later on, an internal evaluation may be carried out to see how much the textbook lives up to the claims made by the author(s) as well as to see whether it matches to goals of the language programme. McDonough et al. (2013) also emphasize the dynamic and ongoing nature of textbook evaluation, and the fact that a particular textbook is selected for use in

instruction does not mean its test has been over, on the contrary, it should be evaluated during use, after it is used for some time, and after it has been used.

Kitao (1999) states that "materials have an underlying instructional philosophy, approach, method and content, including both linguistic and cultural information. That is, choices made in writing textbooks are based on beliefs that the writers have about what language is and how it should be taught (p. 8)."

Tayyebi et al. (2014) commented that the portrayal of people in various contexts in the target culture and the way they make use of language to convey their intentions might influence the preferences of students as to the language they use to communicate with others in L2. In addition, textbooks reflect the philosophy of language teaching and learning that are popular at the time they were published. However, as Kumaravadivelu (2006) says, we are in the post-method era where no one can assure that a single method would suffice in teaching languages in every situation. This locality and broadness make it even more critical to evaluate textbooks in terms of their merits and demerits.

The selection of a textbook primarily requires thinking about some learner factors related to age range, purpose in language learning, level of proficiency in the target language, and gender. These factors go hand in hand with learner needs, including dialect, language skills, components of language (grammar, lexis, phonology), and concerns related to mechanics (McGrath, 2001). As well as taking these factors into account, an evaluation needs sound criteria and a group that is a large enough sample that represents the population that will use the textbook is required for a more stable instruction (Angell, DuBravak, and Gonglewski 2008). Angell et al. (2008, p. 569) found out that the need for a more extensive evaluation is great, and they also concluded that there is not one set criteria to choose a textbook, but:

> …an ecological approach that balances global concerns with considerations of the local context appears the ideal compromise. Thinking globally implies that faculty involved in evaluation and selection keep up to date about changes in the textbook market and maintain a healthy skepticism about any books claims to meet the needs of any program, regardless of the local context.

That is, an effective evaluative process does not disregard what is taking place in the language learning field globally while trying to achieve a more localised perspective that is tailored for the stakeholders in a specific context. It is also made

clear that consistency should be ensured in the process by updating the criteria and checking the impact of materials chosen to be used.

Rubdy (2003) thought that it is important that materials reconcile teacher and learner beliefs and goals. Thus, three categories are suggested to be fundamental for evaluating a textbook.

- The learners' perceived aims and needs in learning a language
- The approach of the teacher related to language learning and his/her abilities
- The material writer's motives in terms of the ways the content is conveyed to the users and beliefs about language learning and teaching.

In the evaluation of textbooks, some of the fundamental aspects are layout and design, activities, language skills, language type, subject and content are the areas of interest (Arıkan; 2008):

Layout and design: a thorough and elaborate description of the functions, linguistic structures and lexis, appropriacy and the organisation, as well as suggestions on efficient use of the book.

Activities: the meaningful practice of structures, balanced mix of individual, pair and group work activities that encourage creativity and autonomy

Language skills: a balance of the four basic skills and activities for their individual and integrated practice, and sub-skills such as pronunciation, stress and intonation, note-taking, etc.

Language type: issues such as authenticity vs inauthenticity, level of the language, the sequencing of grammar points, vocabulary, and the variety of accents and registers

Subject and content: a relevant subject and content that speak to the learners' needs, being realistic, motivating and challenging enough including the culture of the English speaking countries without being culturally-biased

With these points to consider, there is a need for a careful and systematic evaluation by constructing a set of criteria deriving from the points mentioned above. Cunningsworth (1995) and Ellis (1997) state that textbook evaluation helps acquire a more in-depth assessment and the output of an evaluation of such nature is more precise and systematic.

Hutchinson and Torres (1994) also view textbook evaluation a point that teachers should be trained in. They point out ways in which a critical approach towards a textbook can generate awareness. Firstly, it makes teachers compare theoretical beliefs about language and what is actually going on in the class and

leading to a better accommodation of theory and practice. Secondly, it enables teachers to set their priorities straight and decide on a textbook accordingly. Thirdly, by means of evaluation, the teacher can examine the material not only for its potential to contribute to the instruction but also for reconciling the learning context and the materials by helping the teacher to contemplate on ways to supplement those materials and make use of them efficiently.

Similarly, Nahrkhalaji (2012) states that materials evaluation help teachers to realise their tendencies and potentials in terms of teaching and make them gradually proficient at creating their own set of criteria to design and evaluate other materials. This also confirms the practicality view proposed by Kumaravadivelu (2001) that defines the act of theorising from one's teaching not to generate a new theory but to improve the existing practice. Thus, by engaging in the act of evaluation, teachers can become competent in terms of critically approaching materials and train their students to do so.

Griffiths (1995) also notes some factors to be taken into account while evaluating EFL materials. To better account for these factors, Griffiths presents the following questions:

- Does the material correspond to the learning objectives?
    - The material should be designed to meet the learning objectives as much as possible.
- Is the material learner centred?
    - The materials should equip learners with the ability to take charge of their own learning.
- Does the material encourage interaction?
    - The materials should be designed in a way that there are opportunities for students to interact with each other by engaging in role-playing and conversational activities.
- Is the material socio-culturally appropriate?
    - The material should not have an offensive language and racially biased tones or images.
- Is the material gender sensitive?

Just as there is a requirement that a textbook needs to be suitable to be used in a specific programme, a fit also needs to be achieved between the students and the textbook itself (Byrd, 2001). Therefore, the content, examples, and exercises or tasks should be sufficient for the needs of the students. Additionally,

those components of a textbook need to be accompanied by visual and graphic elements with a clear layout. Firstly, the content needs to be appealing to the students' interests, and should not have offending or biased language. Secondly, the examples should be correspondent with the concepts that are taught and must be followed by exercises of enough variety. Lastly, the format and layout of a textbook must be clear to the learners. It should have readable print, organised illustrations, and an index or appendix, maybe even a dictionary.

However, for smaller programmes, like the one in which this study is carried out, it is harder to ensure compatibility between the curriculum and the material. The first reason is that such a programme may have only obscurely stated curriculum goals, and most of the time, these are too general. In such a context, it is usually inevitable that the textbook itself becomes the curriculum. The second reason is that the goals of a smaller programme are far too localised and unique, and publishers may find it hard or not financially rewarding to create a textbook tailored for a specific context. Therefore, it is crucial to have well-structured criteria that will assist in the pursuit of finding a textbook that is as much context relevant as possible (Byrd 2001, in Celce-Murcia, 2001).

Garinger (2002) asserts that one of the steps of textbook evaluation is to pinpoint the suitability of the book for the intended audience. Student needs are not one-dimensional to be met merely by setting language learning objectives, but they are multilayered. Learners and teachers alike demand a visually attractive material that is neatly organised, which are the concerns about layout, design and organisation. Other points of consideration are the learners' cultural background, ages, areas of interest, and aims of language learning. For example, the purposes of students who have to learn English to pass a proficiency test and pursue their studies, and the ones who learn it to travel abroad and meet different cultures are expected to be different, and this difference in purpose would undoubtedly shape their expectations from a coursebook.

Breen & Candlin (1987) suggest that teachers may benefit from student feedback greatly in the course of the material evaluation, design, and use of materials. Learners may help to construct more accurate criteria, and these criteria may be utilised while bettering the materials as well as selecting new ones. This enables the production of materials which are more perceptive of the ones who are using them. The selection of a coursebook is a key process. Therefore, a proper evaluation procedure helps make informed decisions and ensures that chosen

materials are of interest to learners' needs. It also assures that a textbook is supportive of institutions' philosophies regarding language and language learning (White, 2001).

Although there is a tendency among designers to come up with an all-inclusive checklist in an effort to not leave out an important point, such an approach is criticised by Swales (1980) noting that going to extremes in order to make complex inquiries on a textbook makes it an unnecessarily exhausting process that is probably bound to disappointment.

Cunningsworth's (1995) claims also support this opinion. Evaluation is a 'framework' not a 'straitjacket' and any criteria should be subject to modification by bearing the context in mind. Similarly, Sheldon (1988) notes that "coursebook assessment is fundamentally a subjective rule-of-thumb activity, and no neat formula, grid or system will ever provide a definite yardstick (p. 245)."

Since the selection of materials used in language teaching is one of the determinants of quality in the instruction and the achievement of goals in language learning, it is important to take utmost care of the tools used in evaluating a specific textbook. The most common one is a checklist that aims at evaluating a specific material against some criteria containing the features that the material should supposedly have. (Souri, Kafipur and Soury, 2011).

Although published checklists are usually regarded as being adequate models in the selection process, they need to be adapted before they can be used in a given situation. Byrd (2001, in Celce Murcia 2001) suggests that a system that is designed to select textbooks is required to take into consideration the three components of instruction which are the curriculum, the students, and the teacher. Byrd (2001) adds that the consensus (fit) between the curriculum and the materials is generally given priority. When considered, ensuring this seems practical since the curricular goal guidelines of a more extensive system are easily accessible by the publishers, and they can provide a textbook that is fit for those goals.

According to Ansary and Babai (2002), evaluating a textbook is one of the responsibilities of a language teacher, and to fulfil that, a systematic evaluative criterion is needed. However, as consumers; teachers, students and administrative bodies may have different criteria about what a good language textbook is, and many checklists are offered with some so-called generalizable criteria. However, textbook evaluation should include everyone in the teaching/learning process. Therefore, we need student preferences to be taken into consideration during

textbook evaluation and selection processes. The perceived aims, students' interest and anticipations and the actual student needs may not necessarily coincide, and evaluation criteria that are built upon students' opinions may be useful (Mohammadi et al. 2014).

Supporting the claims of Mohammadi et al. (2014), Famogbiyele (2013) states that there is no way that there can be universal criteria for textbook evaluation. Every context has different needs and goals, so they call for unique criteria that are created for and within that context.

The views of Sheldon (1988) and Cunningsworth (1995) about which characteristics of a textbook a checklist should include concur. Those characteristics are the layout, organisation, logistical features, methodology, goals and relatedness to the philosophy of the teacher and curriculum of the institution.

It is inevitable to come up with some evaluative criteria, and this should be achieved via gathering learners' opinions rather than intuitions of teachers and administrators as to what constitutes a good textbook. It should be done as a progressive procedure in every institution, which means there should be a continuing process of gathering opinions and changing them according to changing needs and conditions. In the same vein, Tomlinson and Masuhara (2004, in McDonough et al. 2013) also state that developing evaluative criteria can be achieved via collecting teacher beliefs on the nature of language learning of the learners in their own contexts. Then, these set criteria can be merged with the ones from the literature on textbook evaluation.

As mentioned above, textbooks have a fairly central role, and some evaluative criteria are needed, which takes students' backgrounds and educational needs into consideration (Mukundan et al. 2011). There are significant numbers of suggested checklists for EFL textbook evaluation in the literature; however, very little of them (if any) are designed by consulting the learners, and most of them cannot go beyond being a summary of existing ones. In the Turkish context, for instance, Demir and Ertaş (2014) set out to create what they called 'an eclectic coursebook evaluation checklist.'

The researchers browsed through thirty checklists. After reviewing the checklists and choosing criteria to be used in their eclectic checklist, they proposed a set of evaluative criteria by also including items of their own.

Since learners have been the centre of language learning since the 1970s, it is of great importance to choose, prepare, and adapt proper materials to cater to their language learning needs. Therefore, constructing evaluative criteria by collaborating with learners themselves may prove useful in the process of language learning and teaching.

2.6.1 Studies on Textbook Evaluation

Morgan (2003) evaluated IELTS preparation textbooks, and the results revealed that the materials used do not really aim at improving learners' language competency in the areas that they need for their educational and career-related aims. However, the learners reported high motivation to learn the language, and they thought visual attractiveness of a book is not of primary importance even though defects in visual properties in a textbook are a pitfall.

Curious about the reasons as to why the students and teachers are into textbooks at the beginning and the end of the year, Kartner (2003) suggested that textbooks bring a different perspective with new ideas to have qualities that learners and teachers desire.

Also, Weiten, Deguara, Rehmke, and Swell (1999) investigated the role of pedagogical aids that are present in textbooks from the perspectives of the students. The results demonstrated that students favoured the use of technical terms written in bold, chapter summaries and revisions, self-tests to measure progress and glossaries.

In Lesikin (2001), four grammar textbooks were analysed to see the extent to which students can make decisions in terms of content and procedures. Overall, it was found that the primary focus of tasks across four books was on getting the right answer. The researcher suggests that textbooks should enable learners to make hypotheses and test them with the help of tasks that yield a set of answers instead of only one correct answer. It was also claimed that even when learners get their answers wrong, they can benefit from the feedback to a great extent. Additionally, having opportunities to make decisions during their language learning process may empower students for their whole lives because they are active participants in instruction. The researcher also necessitates the provision of books for learners by

which they can practice language both in and out of the class with a detailed answer key and charts that can be resorted to during self-study.

Taking an affective stance towards textbook evaluation, Yakhontova (2001) carried out a study in which an academic textbook for teaching writing was analysed in terms of the emotions and opinions that it evokes. The textbook was a US-based one, and the context it was used was a Ukrainian university. The aim was to see how learners who are subjected to education in one culture view a textbook that was published in another country. The students were asked to write an essay telling about their opinions related to the book. The analyses revealed that learners in the study appreciated the explicit approach towards writing because it provided opportunities to realise that writing traditions are different across languages. Therefore, they gained an awareness of the need to adjust the tradition and culture of academic writing in their minds to that of another language. The researcher added that internationally published materials might be modified by presenting activities that learners can compare the target language to L1 since it might be beneficial for foreign language contexts.

Nitta and Gardner (2005) examined nine textbooks to find out about the nature of grammar presentation and tasks to see whether there is a purely consciousness-raising approach or not that deny the controlled practice. As a result of their examination, some similarities indicating a trend towards PPP approach were found among the textbooks. Inductive presentation approach was the one that dominated. When it comes to practice, the researchers concluded that controlled practice of structures was not shunned in any way, but instead, they were placed along with conscious raising activities.

Jahangard (2007) investigated the materials that are prescribed to be used in Iranian high schools. To this end, the researcher collated a 13-item checklist by browsing ten other checklists. The results demonstrated several points that need further improvement. Firstly, it was seen that the books did not have any long term or short term objectives clearly stated. Secondly, inconsistencies between the ways that new vocabulary items are presented and the way they are contextualised were realised. The researcher exemplifies this problem by mentioning that the definitions and usages of new words in the section where they are introduced differ from the ones in the reading comprehension part. In addition to the problem of presentation, the practice of vocabulary was not satisfactory, as well. Third, it was found that the books focused on grammar focused drills a lot at the expense of other skills.

Another shortcoming was the incompatibility of tests in the textbook packages and the exams that are carried out in high schools. The need for a reconciliation of these two is mentioned because a negative backwash effect of the exams is observed in classes where teachers and learners prefer to engage in exam-oriented work. A lack of quality in paper and in use of colourful visuals that would aid comprehension was also another problem area that results point to. Another area that needed improvement was the topics. The writer suggests that the textbooks need to incorporate up-to-date topics that are of interest to the new generation. Some other problems are revealed in terms of the organisation of content. The researcher states that reading texts most of the time are above the levels of students, and textbooks need to incorporate more activities like 'preteaching vocabulary' or a reordering of texts in the books according to complexity. Authenticity was listed as a positive feature in the evaluation because the learners in the study need to be able to read a range of academic texts with minimal occasions of verbal interaction. Therefore, the researcher implies that the book fulfils the criteria of authenticity because it caters to the needs of learners. Grammar is practised with intensive oral drills in the book, and very little attention is paid to the communicative properties of the language. The researcher justifies this by referring to the national exams in which learners are not tested for their communicative competence. Therefore, speaking is overlooked or ignored both in classes and textbooks. An imbalance in the practice of four skills is also noted because of the generosity of the textbooks towards reading practice. Although the researcher infers that this might be because of the curricular needs of learners, he states that the textbooks should not marginalise other skills at the expense of one. He suggests that how listening, writing and speaking can be tackled should be clearly specified in teachers' guides. The writer also mentioned that there is a need for strategy training to liberate students into independent learners of the language. The researcher concludes that textbooks are a reflection of the curriculum and visa versa. Thus, it is necessary to improve the curriculum to make practices more effective and counting.

In Riasati and Zare (2010), New Interchange series, including all its ancillaries, were evaluated with an evaluation checklist handed out to 35 teachers. Among the strengths, layout and design and content, its pricing, accessibility, and teachers' guide were listed. As for the shortcomings, insufficiency of extra materials, the language type that is not appropriate for students' levels, little amount of writing practice, and lastly culturally irrelevant were mentioned. In the study, the

impossibility of finding a textbook that is a perfect fit for a large group of learners is mentioned, and the need for teachers to adapt and supplement what they have is emphasised.

Rowland and Barrs (2013) carried out a study to analyse student reactions to the method of different textbooks. In the study, a textbook with a teacher-fronted methodology was replaced with another one that had a more student centred one. The new textbook focused on small group work that attributes different roles to the students. For the study, 57 university students at a Japanese university provided lesson reflections. There were concerns towards the textbook as well as positive qualities attributed to the new method. Although the students favoured the new textbook, they mostly reported that there was anxiety from at times because of increased responsibility. More positively, the students stated that they liked the fact that there is more chance to interact in English among themselves in a collaborative atmosphere. The researchers also concluded that it is mostly a teacher's duty to utilise the textbook in more efficient ways to maximise meaningful interaction. Therefore, the way a textbook is exploited is a powerful determinant of its quality.

Mohammedi and Abdi (2014) conducted a study to investigate the appropriateness of the *Top Notch* series used in Iranian language teaching institutions, in terms of skills, practical considerations, layout and design, language type, and subject and content. In this study, questionnaires were administered to both teachers and students, and there was also a needs analysis component in the study. The results revealed that the textbook presented learners with a range of activities that required meaningful practice, and those activities also encouraged students to think critically and provide original and creative responses. The results coming from the needs analysis questionnaire revealed that half of the students preferred individual activities rather than group work. The needs analysis data also demonstrated that students demanded supplementary quizzes and tests to test themselves and see their own progress. The needs analysis data also suggested that the students demanded a textbook in which all four skills are practised in a balanced way. Besides, reading and speaking were chosen to be the two most important skills and should be practised more. The results of the data coming from the teachers revealed that the textbook being evaluated did not include various accents, which may indicate that this is something that an English textbook needs to achieve.

To evaluate a textbook that was being used in the 9th grade in Iran in terms of its efficiency, its presentation of skills, layout, exercises and activities, suitability to the curricular goals, supplementary materials and appropriacy, a study was carried with a checklist as primary means of data collection. The results revealed an imbalance in the handling of skills, which mainly focuses on reading and writing. Reading was only practised by answering questions that require no higher-order thinking skills, and writing was actually practised in the form of written productions of newly learnt grammar and vocabulary which suggests that there is no actual practice of writing as a skill on its own. The exercises and activities in the book did not conform to the goal of enabling learners to communicate in the language. Although it was claimed otherwise in the book, the results revealed that the book was indeed a structure focused one in nature. The dialogues and language functions were presented in a fashion that does not encourage interaction. It was also found that the book neither had a teachers' guide nor did it have a workbook that students can refer to outside the class. The researchers imply that there is a need for teachers to be well trained to adapt, prepare and modify materials in contexts that textbooks are mostly imposed by authorities like ministries of education to facilitate language learning.

Another study in Iranian context was carried out in order to see what a high school English textbook has to offer from the perspectives of 25 teachers who used it for instruction (Ahour, Towhidiyan and Saeidi, 2014). The researchers employed a checklist for quantitative data collection that was originally designed by Litz (2005). The results demonstrated that deficiencies in the book outweighed its positive features. The book was found to be dull and insufficient in terms of its content. The book also did not maintain a balance in skill practice since it only emphasised reading skill. Lastly, it was found that the textbook did not have activities and tasks that would engage students in meaningful communicative practice.

In a large scale study that 944 teachers were handed out textbook evaluation surveys, textbooks used in Malaysian context (Year 1 to Year 6, and Form 1 to Form 5) were evaluated (Mukundan and Kalajahi, 2013). The textbooks were evaluated regarding their usefulness. The results demonstrated that the general attributes of books in Year 1 to Year 6 were generally satisfactory whereas the ones in Form 1 to Form 5 series are evaluated as being "moderately useful (p. 42)." With regards to learning and teaching content of the books under study, the same results also were obtained. The books in the series Year 1 to Year 6 were positively evaluated while

the ones in Form 1 to Form 5 were deemed moderately useful contentwise. The researchers stated that carrying out a retrospective evaluation after using each textbook might be useful in finding out areas that need improvement. However, they also stated that the actual usefulness of a textbook could be more reliably judged with observational data obtained from classes in which books are used.

In ESP context, a set of reading texts that were combined according to students' needs, the field of study (electrical engineering) and grammatical and lexical content were evaluated (Beshatrati and Mazsdayazna 2013). The course instructor and a content specialist took part in the preparation of reading materials. Throughout the semester, after each course session, the students were contacted to find out their attitudes towards the material. At the end of the semester, a questionnaire was distributed to 45 students. The questionnaires yielded positive results towards the material overall, and the researchers concluded that tailor-made materials taking learner needs and interests into consideration are significant in EFL contexts and they may increase motivation, and necessary adjustments to those materials should be made by carrying out an evaluation.

In a study, Ahmadi and Derakshan (2016) evaluated two versions (an old one published in 2011 and a newer 2013 version) of a textbook series from teachers' perspectives. A questionnaire was used to this end. The results revealed a difference between the focus of two versions. The older publication emphasised reading and writing skills more, whereas the newer version focused more on listening and speaking. Thus, the researchers inferred that the older series was not a communication-oriented one. The newer series was rated positively because a connection between real life and textbook was thought to be evident. The teachers' manual of the new series was also listed among the positive attributes. The teachers are presented with suggestions to cover different language components. It was implied at the end of the study that the results might prove to be useful for teachers' professional development and also guide textbook writers.

In the South Korean context, Litz (2005) carried out a study to find out about the suitability of an English textbook in a university context. It was a new book that was introduced to the market and was not very popular at that time. A needs analysis was carried out with students in the form of interview questions, and a student textbook evaluation form was distributed. Teachers also contributed to the study by filling out a teacher textbook evaluation form. It was found that the book was organised in a manner that reflects the aim of engaging learners in

communicative work. Supplementary materials in the coursebook package were also among the positive aspects of the textbook. The skills were also included without one dominating the others. Vocabulary and grammar also were presented and practised, both controlled and free in the ways that they can be personalised by the students. A couple of defects related to the textbook were also raised in the study. The first one was that the book did not provide genuinely communicative and meaningful practice that would lead learners to work with different learning strategies and negotiate meaning.

Another problem that was raised was the treatment of pronunciation in the book. It was suggested that the book should have a more specific focus on pronunciation that would make learners aware of its essential nature in language learning. Despite all these concerns that were pointed to, the researcher concluded that none of the shortcomings was impossible to be tackled with slight modification or adaptation because the book was flexible enough to enable teachers to do that. Reinforcing the positive features of the book, teachers in the study maintained that it, in a way, encouraged students to pursue language learning further.

In a quantitative study, Catalan and Fransisco (2008) analysed four English textbooks used in Spanish primary and secondary education. The study aimed to find out how different textbooks represent vocabulary that is to be taught by using a text analysis programme. The analyses revealed results that show a disparity in the approach of word selection (if any), in frequency, number and the type. This discrepancy in the number and type of vocabulary input across different books in the study may demonstrate that students who study language from different books may have their vocabulary determined by the book. Therefore, one might conclude that apart from the differences that the students bear personally, another one is imposed by the textbook itself, which means that it is crucial to analyse and evaluate a textbook in terms of vocabulary that it chose to cover.

In order to carry out an in-depth analysis Sahragard, Rahimi and Zaremoayeddi (2010) employed Littlejohn's (1998) comprehensive analysis for English textbooks. The aim was to find out about the internal qualities of the textbook as it is. To this purpose, four teachers with an experience of 4-10 years were chosen as participants in this study. The analyses revealed that the tasks in the textbook enable the students to use the language to convey their opinions. It was also observed that the book emphasized meaning over grammar, which confirms the claims made at the preface part of the book. It was also seen that there

is an effort in recycling the previous material covered by associating them to the new ones. Focus on productive skills and pair/group work were other prominent features of the book. The book was not without any negative attributes. For instance, there was a lack of inductive teaching approach or activities that require discovery or noticing in the presentation of grammar. Another weakness that the book had was that it usually leads learners to respond rather than initiate communication or any language-related activity. A disproportionate amount of written input was also another negative quality of the book because it is usually expected that a textbook exposes learners to various types of input trying to achieve a balance.

A study was conducted by Kırkgöz (2009) to gain insights regarding the opinions of young learners (4th grade) and teachers about the various qualities of language textbook that was suggested by the Turkish Ministry of Education. A series of interviews were also carried out to collect a relatively more detailed data. At the end of the study, suggestions were offered for future revision and modification of the textbooks, which may bring significant insights into the preparation and selection of English language textbooks used in state schools.

A relatively recent study in the Turkish context was carried out to evaluate the English coursebooks taught in state schools (Dülger, 2016). The study was carried out in Düzce by distributing a coursebook evaluation checklist to 118 teachers. The results revealed that the teachers found the officially mandated coursebooks to be of average quality in general. However, when the results were analysed more in-depth, it was found that there is a need for modification or an entire change in the areas of speaking, writing, listening, grammar and exercises since the items related to those categories had a mean score below 3. At the end of the study, the researcher concluded that there is a gap between the perceptions of textbook producers and teachers regarding the overall suitability of the coursebook for the given coursebook. He also urged for the use of checklists by publishers to collaboratively evaluate the textbooks with teachers since helpful insights as to the quality of their products might be gained.

Nahrkhalaji (2012) studied the effects of textbooks used by carrying out a two-phase analysis. Firstly by observing two teachers that use the textbook in the study, and then referring to the oral and written test scores of learners, as well as the evaluation tool distributed to teachers, while-use and post-use evaluation were conducted. Observations revealed that the books were visually appealing to the students. The tasks in books were found to be engaging for students with different

44

preferences judging from the participation of learners to complete them. The topics presented in the textbook were also broad in range, and the students were exposed to different varieties of English, which contributed to the practicality of the textbooks. In the lessons, it was also observed that the newly learnt items are recycled through different activities, including reading or listening, that enable internalisation. Instructions for activities, explanations for grammar and vocabulary, and reading texts were clear and level-appropriate. The balance between free and controlled practice was also found to be decent, and tasks required the students to think critically and engage in communicative activities thanks to the group and pair work activities. Post use evaluation tools revealed that learners progressed in terms of proficiency. Teacher questionnaires also revealed positive results for the textbook. Teachers rated the quality of communicative activities, practice of sub-skills in reading and listening, employment of different communicational strategies, and contextualisation of grammar and vocabulary positively. However, insufficiency of pronunciation practice is pointed out, and the only supplementary material that was accessible was CDs, and other supplementary materials that accompany the textbook package were not easily accessed locally. The researchers stated that teachers need to evaluate to see the effects of it on students' learning. The necessity of being able to realise the constraints of a textbook and supplement it to fit the learner needs is mentioned by the researcher at the end of the study.

Anjaneyulu (2014) also conferred with students via a questionnaire to find out about the shortcomings of the textbooks used in 6th grade in Andra Pradesh region of India. The study aimed to highlight the reasons for the failure of learners in mastering the English language by referring to the educational system, teacher attitudes and quality of textbooks. As a result of the study, a combination of problems is noted. One of them was the disproportionate focus of grammar in comparison to vocabulary. The textbook seemed to place more emphasis on grammar. The scrutiny revealed that grammar practice was most of the time form-focused and structures were not employed in communicative contexts. On the surface, the book seemed to be one that emphasises productive skills more; however, a closer analysis again revealed that exercises aiming at production were quite controlled. The reading practice was limited, and there was no integration of the skill with others, such as speaking and writing. The writer stated that there should be more comprehension activities where students are asked to write the answers because these kinds of exercises may have positive impacts on learner

autonomy and interaction with reading texts on a deeper level. Another shortcoming was related to listening since there were not any awareness-raising pre-listening activities throughout the book. The authenticity of the book was also another dubious quality, although the publishers stated otherwise in the book. The texts were highly structured and controlled; for these reasons, the language and materials in the book were deemed unauthentic. A positive quality is mentioned in relation to the inductive approach to presenting the grammar. The grammar sections usually followed the reading and listening parts and included extracts from the reading and listening sections. At the end of the study, a call is made to the textbook developers for a need to carry out retrospective evaluation and make amendments to the material. It was also concluded that teachers should not treat the textbook as the centre of their teaching; on the contrary, they should deal with it as an object that can and should be modified and supplemented.

Another study in the Turkish context was carried out by Tok (2010) to evaluate and analyse the textbook that was being used in primary schools (8th grade). For the study, 46 teachers were contacted from different schools in two Eastern region cities, and these teachers filled out a textbook evaluation form. As well as positive attributes such as a detailed teachers' guide and attractive and realistic content that integrates four skills without compromising grammar and vocabulary, some drawbacks were also found in the book. The first one was that the book did not present grammar and vocabulary in contexts that are meaningful to students, and the book did not encourage a genuine communicative practice that is characterised by a considerable insufficiency of pair and group work.

In a study carried out by Badea and Iridon (2015), in a context of teaching Romanian as a foreign language, the results revealed that the current textbook was enough in terms of the organisation of topics and grammar and vocabulary. Students also favoured the textbook under inspection because they could easily find it in stores and libraries, because of its organisation in presenting structures and topics. However, quantitative data revealed that the textbook was not sufficient overall. They also expressed their dissatisfaction regarding the insufficiency of the book in terms of exercises that promote critical and creative thinking as well as the ones that enable them to use the language productively both written and spoken. They also suggested that some adjustments need to be made according to different levels, and more writing tasks should be included.

Investigating two textbooks used in Malaysian secondary school context, Khoo and Knight (2015) carried out a mixed method study. They aimed at finding out how suitable the textbooks were to student needs as well as their deficiencies. Data gathered via a textbook evaluation checklist and interviews with teachers revealed that both textbooks were found to be fitting student needs to a certain degree. Teachers suggested some modifications, including an increase in exercises for grammar and vocabulary, a more engaging content, the practice of speaking with tasks that have meaningful contexts. Some modifications that would make the textbook more beneficial for students' exam scores were also demanded as well as personalisation of writing tasks. The researchers stated that despite having favourable results in checklist evaluation, the deficiencies were pointed out during the interviews.

In the Turkish context, Tekir and Arıkan (2007) conducted a study to evaluate an EFL textbook used in 7th grade. The book *Let's Speak English* was prepared by Turkish writers. For this investigation, the researchers handed out student and teacher evaluation checklists to 80 students and 50 teachers. It was found out that both the teachers and learners were not content with the topics. Another deficiency was related to the presentation of grammatical and lexical items, as they were not presented in meaningful contexts. As for the exercises and activities, the results indicate that critical thinking and free practice were not encouraged by the book. It was also evident that both teachers and students in the study thought there is a need for group and pair work activities as well as those that allow for personalisation. The researchers concluded that learners and teachers in this study did not favour the book. Therefore, it should either be dismissed or modified by the teachers.

In another study, Rezaeian and Zamanian (2014) carried out an evaluation study on the book *Learning to Read English for Pre-University Students,* which was used in Iranian high schools. The study had teacher participants, and the results revealed that the book lacked an effective presentation of the four basic skills because it did not have any activities to practice listening and writing. The book was also poorly rated by the teachers because it did not follow a communicative methodology with no emphasis on speaking skill. The book also did not contain any activities such as role-plays, information gap activities and creative writing, which means fluency-oriented activities were disregarded. Regarding the grammar parts included in the textbook, the raters identified deficiencies (absences as the

researchers stated) in production activities that require students to use the newly learnt structures by writing or speaking. The book was also found to be insufficient because it did not have any supplementary materials whatsoever, and there were not any review sections in the book.

In a survey study by Sarem, Hamidi and Mahmoudie (2013) a book titled *English for International Tourism* used by pre-intermediate students was evaluated in terms of its physical make-up, grammar, vocabulary, exercises, and illustrations. The results revealed that the book under scrutiny was satisfactory in terms of its layout, a characteristic related to the design of the textbook. Since the students were tourism majors, the book needed to equip them with skills that may be necessary for them in real life, and the results revealed that there were meaningful activities, mostly communicative and based on listening. The visual elements of the book were also rated positively, and the grammar was presented in meaningful contexts with activities that require the production of structures in each unit. The book was also sufficient in terms of review parts, grammar glossary and CDs with scripts accompanying the book.

Widodo (2015) investigated a writing textbook published for college learners in terms of its "goals and organisation, content, input, models, and lastly the suitability of the textbook form the viewpoint of learner/teacher roles, goals and approaches to writing instruction" by adopting an in-depth approach to evaluation. The analyses revealed confirmation of textbook writer's claims related to belief about writing, and accordingly, the book followed a process-oriented organisation of writing. Secondly, it was found that the textbook had clearly defined goals and organisation pattern that conveys clearly what is required to achieve those goals. As for the content and input analyses, the researcher stated that the topics of sample essays were familiar to the students and models and other input are made clear to learners through explanations, and step-by-step approach to writing is always apparent. As a result, the researcher inferred that the textbook provides a thorough guide with its instructors' edition and regulates the teaching process of writing both in class and outside the classroom as a source of reference.

Cheng and Warren (2007) compared the interactional strategies (checking for understanding and ensuring one's own understanding) in Hong Kong Spoken English Corpus, to the ones in 15 textbooks that were used in upper secondary schools in Hong Kong. The results indicated a mismatch between the corpus data and data that were extracted from books. The researchers pointed out that writers'

instincts usually guide the presentation of interactional strategies about what they think is needed. It was concluded that the gap between what is presented in textbooks and what takes place, in reality, should be addressed, and writers may revise corpus data to achieve this.

Chan (2013) compared the situations that English is used in three textbook series that are claimed to be in line with Hong Kong language use context to real-life situations. The written and spoken input in the textbooks were classified and counted later to be compared with the results of a previous survey that gathered English use habits of adults and teenagers. The results demonstrated very little correspondence between the two sets of data. This might imply that achieving a very close fit between real-life situations and the ones in textbooks seems a little delusional because of a set of concerns publishers need to resolve. Firstly, the needs of learners in classrooms and people outside differ significantly. Secondly, some limitations are imposed by factors such as examinations and time limit for each class. Thirdly, in foreign language contexts, the English language has limited use. The final constraint is that there is very little work done in terms of needs analysis, and this leads to reliance upon teachers to create a classroom environment that encourages the use of language in real-life like situations which is a challenge.

Focusing on the authenticity of topics in EFL textbooks elsewhere, Siegel (2014) compared textbook topics to the ones that are collected from "naturally occurring" real-life conversations. The English conversations were between Japanese and non-Japanese students (from ten different countries) at a dormitory of a university in Japan. The results of the comparisons reflected disparities both in the variety of topics and the handling of these topics in conversation and textbooks. The topics that were handled in textbooks were shallow and universal, but the ones in real conversations were more local and included more profound handling. It was concluded that varying the topics in textbooks is of great importance because they prepare the learners for later communication in their lives by helping them add depth to their conversations with the help of different topics they discussed earlier while trying to learn the language.

Gilmore (2004) investigated the features of seven dialogues in seven different books that were published between 1981 and 1997 to see how these dialogues differ from the ones that occur in real life. It was found that the dialogues in the textbooks differed to a greater extent from their authentically produced

counterparts in terms of length, pauses, false starts and repetitions. Although authentic data showed a smaller lexical density, the ones presented in the textbooks included more substantial amounts of vocabulary that need to be processed by learners. As for, repetitions, pauses and false starts, the authentic data presented a more significant percentage of these features more than the ones in textbooks. Besides, dialogues in authentic data were longer. After the enquiry of older books, the researcher turned to relatively recent publications from the years 1996, 1999, and 2001. Three different books and dialogues extracted from them were compared against the authentic ones again, and a more considerable resemblance was found among them. Thus, it was concluded that the publishers and materials writers are trying to include more realistic dialogues in terms of discourse features. It was also argued that if the goal of language instruction is to enable individuals to use the language and function better outside the classroom, textbooks need to represent conversation by including its genuine features.

Intending to examine the communicative oriented content presented in the books, Nguyen (2011) examined a textbook set used in upper secondary school level in the Vietnamese context. The results revealed that various speech acts in the given textbooks were contextually underrepresented. That is, they were only conveyed through short dialogues and information as to the time, place, and the speakers and their relationship were lacking. Additionally, how, when and where a speech act is committed is poorly introduced, which leaves out most of the essential details. The study was concluded by stating that although claiming to teach the students procedural knowledge about the language that enables learners to function in the real world, the pragmatic content and its representation is somewhat impoverished and superficial. Therefore, textbook writers should be informed about how to present communicative content and think of the contexts in which learners are going to be using the language. This is especially crucial for learners in EFL contexts because the most intensive input they are exposed to is textbook-generated.

Elsewhere, Vellenga (2004) carried out a study in which 8 English books were examined in terms of the amount and quality of pragmatic information that was presented and practised. It was found that the books analysed in the study suffered from a lack of depth in terms of the ways pragmatics is conveyed. In addition to that, teachers were also surveyed on how frequently they bring in additional materials to compensate for that deficiency. Survey also revealed that teachers rarely entertain

such materials; thus, it was concluded that learners are unlikely to learn pragmatics properly from textbooks and materials writers should pay more attention to the communicative content and its quality in their works.

In Mukundan and Roslim (2009), three English textbooks were analysed in terms of the frequency and usage of prepositions based on British National Corpus. When the frequency order of prepositions in the textbooks compared to the one in the corpus, differences with no pattern were seen, and it was inferred that this variance stemmed from the nature of data in the corpus because it carries all kinds of written information from different sources. Another difference was the words that prepositions co-occur in the textbooks and the corpus. This incompatibility between textbooks and corpus was considered negative by the researchers, and it was stated that learners need to be acquainted with what is mostly encountered in reality. The researchers also stated that choosing textbooks by evaluating the resemblance of lexical and grammatical content to the ones in real contexts is significant and corpus-based analysis can be a valuable and easily accessible tool for this kind of inquiry.

Taking on a corpus-method approach while comparing the language used in coursebooks in Turkish high schools, Peksoy and Harmaoğlu (2017) compared grammatical structures and collocations to those in British National Corpus. It was found that the studied aspects of language in the textbook did not bear any close resemblance to those found in the corpus. The authors explained that textbook writers might tend to make the language unrealistically explicit to assure learning of the structures, however, it poses a concern when the situations that learners will encounter in real life are considered because the language they are presented in textbooks is usually far from being authentic.

Nazeer et al. (2015) carried out a study in order to evaluate textbooks that are taught in 6th and 7th grades in Pakistan via the checklist prepared by Mukundan et al. (2011). The characteristics that were examined in this study included physical and utilitarian attributes, learning teaching content, listening, speaking, reading, writing, vocabulary, grammar, pronunciation and exercises. Except for listening and speaking skills in the textbook, other attributes were suggested to be sufficient.

A survey study was carried out to gather the perspectives of teachers by Zacharias (2005) on locally published and internationally published materials in their home countries, Indonesia. The results were in favour of the usage of international materials because they present error-free samples of language to learners. Another

factor contributing to this result was that local materials were not readily accessible in the country and viewed as being amateurly produced. Teachers in the study also defended the view that the culture underlying the English language can be conveyed only by those who are the native speakers of English. Zacharias concludes that the domination of internationally marketed textbooks renders the locally produced ones "stepchildren in their own home (p. 24)"

In another study, Forman (2014) investigated the cultural content and the treatment of a textbook in a Thai university context. The data were obtained via semi-structured interviews and observations. The observation data revealed that the textbook was followed devotedly by the teachers as a credible source which seemed because of what it offers as content and language. Another reason for such treatment of the book was expressed during the interviews by teachers. They stated that textbook writer is an expert on what he is doing, and they are not in a position to interfere with the content. However, they had to resort to L1 numerous times during their lessons in order to explain points. Interviews conducted with the teachers demonstrated underlying reasons for the way the books are used in class. Teachers also expressed their concerns related to the irrelevance of the content to their students. The researcher concluded the study by explicitly stating that the book under investigation posed a threat to teachers as professionals and to learners who need to acquire the language.

In China, Han and Ren (2016) investigated the presentation and practice of pragmatic information in 10 textbooks (from 2009 to 2013) that focus on oral communication skills. For the study, bits that contain pragmatic information like speech acts were counted and analysed for content. The results indicated a trend towards both inclusion and development of the ways speech acts in textbooks. However, two of the books did not contain any pragmatic information whatsoever, while three of the books devoted more than a third of their content to pragmatic information. Another finding was that textbooks did not include any explanations as to how expressions in pragmatic contexts are formed.

Additionally, there was a dearth of activities that direct students' attention to contextual, linguistic and lexical features of the expressions presented. Across the ten books that were analysed, the amount and types of speech acts also showed variance indicating an inconsistency implying that writers' judgements guided these two. It was concluded at the end of the study that although there is a tendency to

include more pragmatic information in books, the discrepancy between real-life speech and the one represented in textbooks is still wide and needs to be tackled.

In a relatively recent study done in the Italian context, Vettorel (2018) analysed to see how communicative strategies from the 1990s to 2015 are placed in textbooks both published in Italy and by international publishers (20 books were analysed). The results revealed that textbooks in the study did not show consistent handling of communication strategies. Even if such strategies were present in the books, they were conveyed to learners superficially. For example, strategies that are usually associated with listening, such as listening for specific information or the gist were only limited to the activities with recordings. Their functions in real interaction were not given. This implies that learners are not provided with chances to see how listeners and speakers interact in genuine contexts. Another instance of inconsistency was related to writing and speaking. Although information related to how to organise a paragraph is provided, the same thing was not applied to the speaking activities. The researcher concludes that learners need to be familiarised with strategies that would be of benefit for them while communicating outside the class with people from various cultures.

In summary, the abovementioned studies were on evaluation specific books via surveys directed at students and teachers and interviews directed most of the time at teachers to question the degree of effectiveness and usefulness of the textbook that was being taught in various institutions. As Tomlinson (2012) states although there is an increase in the studies focusing on materials and textbook evaluation, some of them are narrowly focused, and they do not address the interaction among textbook teachers and learners. With this in mind, it might be claimed that, studies that provide a solid basis on textbook evaluation focusing on the learners, as well as teachers and administration, should be conducted not with just surveys to evaluate an existing book but also with interviews and other research paradigms, such as classroom observations to have a broader understanding about the nature of the act of evaluation and its results. As also demonstrated by Dündar et al. (2017), textbook research in Turkish literature is inclined towards evaluating specific textbooks retrospectively via imported checklists or content analysis. However, there is a need for transforming coursebook research into a more inclusive one by employing observations, field notes and empirical evaluation. Apart from the need for a shift of focus and method textbook evaluation, consulting learners, who have been underrepresented while determining and creating

evaluation tools, might prove to be a fruitful act. In light of the above literature, this study might be considered a long-needed first step at constructing textbook evaluation criteria by also including learners.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter presents a description of the research methodology that was followed, research questions, setting, data collection tools and data analysis.

3.1 Design of the Study

A mixed method research design was followed to answer the research questions mentioned above. The data were collected via two different tools from students in a preparatory programme of a state university in Turkey. One of the tools was a semi-structured interview which had tentative questions that were shaped according to the flow of the interview being conducted at the time, and the other one was a questionnaire with 39 items on a four-point Likert scale designed by the researcher. The questionnaire was designed by considering Sheldon's (1988) questions for evaluation and Mukundan et al. 's coursebook evaluation checklist. The statements were placed on a scale of four in order to avoid the central tendency bias, which was stated as one of the downsides of tools that employ Likert type items (Bertram, 2007). The aim of administering these tools was to get a comprehensive picture of the subject under scrutiny.

A mixed-method design was followed because both quantitative and qualitative data collection and analysis procedures have been followed. It includes data collection by bringing together the two approaches in one or more parts of research (Dörnyei, 2007). The driving force in doing mixed method research is that neither forms of inquiry are sufficient in providing details about a situation or a phenomenon (Ivankova, Creswell and Stick, 2006). Therefore, the researcher needs to make sense of the data collected through both paradigms and integrate them to base his/her study on solid ground (Creswell, 2012). That type of inquiry provides a better understanding of the matter at hand with a combination of data collected via different means. One of the principles of conducting a study of such a nature is to build upon the strengths of both kinds. Firstly, quantitative data collection enables one to reach out to a larger population with statistical data collection tools such as surveys. Qualitative data collection, on the other hand, gives the researcher insights

and perspectives into what a participant has to express, which suits the complexity of the issue researched (Creswell 2012). Mixed method paradigm is also used when data obtained through one channel is not adequate in addressing a complicated issue such as the one in this study which investigates perceptions of learners as to what constitutes an effective EFL textbook. As Creswell puts it, when 'numbers' and 'stories' behind those numbers are needed at the same time, mixed type research is a powerful mix.

Mertens (2005) also (in Dörnyei 2007) also pointed out that mixed methods are especially beneficial if the subject matter being studied is a part of an intricate educational context.

According to Sandelowski (2003), combining two types of methods enables one to gain a broader insight concerning the phenomena researched. This is beneficial in that it presents a more comprehensive grasp of a complicated matter, such as the one in this study, and such a method also enables triangulation of the findings by associating the results obtained via different methods.

In this study, the goal was investigating the perceptions of preparatory school students as to what makes an EFL textbook efficient in terms of the criteria that are presented. For this reason, a **convergent parallel design** is employed to gain a deeper understanding of the learner perceptions on what an efficient language textbook is with a questionnaire and with a series of semi-structured interviews. Both datasets were analysed separately and merged to get a comprehensive picture of an abstract concept, which is 'perception.' The data obtained through questionnaire and interviews are interpreted and reported in a combined fashion in the results section.

3.2 Research Questions

The following research questions were posed to inquire about the subject matter in this study. Based on the perceptions of tertiary level EFL students who participated in the study:

1. What constitutes a good EFL textbook?

2. What are the most important characteristics of an effective EFL textbook in terms of:

    a. general characteristics
    b. four basic skills (reading, writing, listening, speaking)?
    c. grammar and vocabulary?
    d. communicative content?

3.3 Institution

This study was carried out in the preparatory school of a state university in Turkey. In this university, the students who are registered in mechanical engineering, electric and electronic engineering, computer engineering, international relations, and architecture programmes are required to pass an English proficiency exam that tests listening, reading, writing, and language use (vocabulary and grammar) by scoring 60 out of 100. Therefore, general English is taught in a preparatory school in levels beginner, elementary and pre-intermediate, and it is aimed that at the end of the year, all learners are intermediate level and capable of completing their preparation year. The instruction is carried out around a set of English textbooks whose levels are again beginner, elementary, pre-intermediate, and intermediate. The book set takes up an integrated approach in regards to the teaching of four skills, grammar, and vocabulary. Carrier topics of the units are usually culture and travel related. Thus, the students recognise the global value of English when they see that it is the de facto language around the world. Grammar is included in the units as a part of either listening or reading. The reading and listening texts are usually related to life in other countries, and the communities. The book has LMS (Learning Management System) that students are to register and complete the exercises, and this contributes to their end of the year grade. The package also includes a student's book, a workbook, and four CDs (one for each level). However, there are additional grammar and writing packs. The grammar pack consists of exercises that are aimed at controlled practice. It was prepared by the teachers at the institution in a patchwork manner by simply collecting relevant parts from several traditional grammar books. Additionally, the writing pack attempts to teach academic writing by giving the fundamentals of paragraph writing and essay writing in a controlled manner. It was also created with a piecemeal approach by taking relevant parts from different books, which results in a pack. It can also be said that there is not a curriculum in the professional sense, but rather the books and

packs make up the curriculum. The instructors must follow the books religiously, and the objectives in the books are the objectives of the institution. Once the books of a level are covered and finished, the instructors go on with the next set. no examination that determines the level of students during the year is carried out, so classes get more and more heterogeneous in terms of language proficiency. Midterms and the final exam are not the only assessment tools. The students also take seven quizzes which are based on what is covered in the book every two weeks and up to ten free quizzes which are administered if the responsible instructor sees fit. Those quizzes measure reading, listening, grammar and vocabulary. Another assessment tool is the writing assignments which students complete in class after the relevant part is covered from the so-called writing pack. The instructors collect learners' written output and evaluate them impressionistically without any set criteria. All these writing assignments, quizzes and midterms make up 60% of the students' grade, and the final exam is allocated a percentage of 40. At the end of the year, the learners who achieve a grade of 60 or above are eligible for continuing their major. The ones who fail at the end of the year can sit the proficiency exam, which measures reading, listening, grammar and vocabulary. The testing unit of the department prepares the proficiency exam, and it resembles the national foreign language exam (YDS). The students who attain a score of 60 or above are also able to continue their departmental studies. The proficiency exam is carried out three times a year; one at the beginning, one before the winter break and the last one after the finals are complete. The students who fail both the final and proficiency exam can take the next proficiency exam. If they fail again, they must study English in the preparatory programme one more year. However, a student can only study English for two years at the preparatory programme. If s/he fails the second year at prep school, s/he has to go to another department or university with Turkish medium. The number of instructional hours changes across levels. Hence, the students are exposed to 24 hours of English instruction if they are beginners, 22 hours if they are in the elementary level and 20 hours if they are pre-intermediate students. There are four midterms in a year, and they measure grammar, vocabulary, reading and listening. Productive skills are measured neither in midterms nor in the final exam. To sum up, the institution in which the study is carried out has the coursebooks as curriculum, and the system is rather assessment oriented, which leads to decreased levels of motivation during the year. Thus, it might be a good idea if not necessary to delve deeper into student perceptions as to

what an EFL textbook should offer, especially in a context where books are taught instead of language.

3.3.1 Participants

The participants of the study were students of prep school at a state university in Turkey. A convenience sampling procedure was followed to select the participants. There were 117 students (93 male, 24 female; mean age: 19.78) who took part in the questionnaire part of the study, and 12 students (6 male, 6 female; mean age: 19.91) who attended semi-structured interviews. The students who took part in the interviews were chosen from the ones who responded to the questionnaires based on convenient sampling.

3.4 Data Collection Procedures

For this mixed method study, two tools were used. One of them was a semi-structured interview, and the other one was a questionnaire with 39 items on a four-point Likert scale. The questionnaires were distributed to the participants during their classes, and they were expected to complete it in 25 minutes. For the interviews, the students' instructors were contacted first, and the students who volunteered to take part in the interviews met the researcher at a café on campus. All the participants in this study were informed both verbally and written about privacy. Therefore, all the participants were assured that their personal information would not be shared out of the study, and they signed a consent form.

3.4.1 Questionnaire

One of the tools utilised to require data was a 39-item Likert-scale questionnaire, which included statements that were about the characteristics of an English textbook. The participants were supposed to indicate their attitude on the importance of the given statement on a scale of 4 (1-not important, 4-very important), the reason why the items were presented on a four-point scale from "not important" to "very important" was to prevent participants from falling into the pitfall of central tendency, which means they simply stand for a neutral attitude.

The researcher developed the questionnaire after reviewing the literature. Also, Sheldon's (1988) 53 questions which are separated according to 17 general categories were taken as the framework (See Appendix A for Questionnaire and Appendix F for the Questions). To quote Sheldon (1988):

I would like to present what I think is a 'bell-jar' summary of common-core factors that reviewers, administrators, teachers, learners, and educational advisers most frequently use in deciding whether or not a textbook is chosen. A major caveat is necessary, however: no one is really certain what criteria and constraints are actually operative in ELT contexts worldwide, and textbook criteria are emphatically local. Not all the criteria described would be deployed simultaneously, nor is the list definitive (p. 241).

The reasons why these questions are used to base the items on were that the writer of these questions had underscored the diverse nature of language teaching contexts. He included learners who most of the time are left out during textbook selection, and also took into account the fact that the criteria are not prescriptive but a framework that can be used in different contexts having different priorities. Moreover, they helped to see what to expect from a textbook that further enabled to choose what to include as statements that hypothetically learners may consider as important features of a textbook.

In addition to the questions that were proposed by Sheldon, the checklist that was developed by Mukundan et al. (2011) to evaluate a textbook by teachers was taken as a framework to come up with the categories '*Exercises and Activities, Grammar, Vocabulary, Four Basic Skills, and Communicative Qualities.*' The reason why this checklist was drawn upon is that the categories presented are more specific with regards to how a book may deal with grammar, vocabulary and four basic skills. Below, there is an item by item introduction of the questionnaire used in this study.

To ensure that this questionnaire can be applied without any inconveniences, three experts, one expert on curriculum design, one English language instructor at a university, and the other one a research assistant with a master's in the programme of Assessment and Evaluation in a state university, were consulted. They examined the items in terms of their applicability, language use and relevance for the study (See Appendix E for the expert opinion form) and to ensure the elimination of any ambiguities, the omission of redundant items and addition of lacking points. Besides, five learners were requested to check the clarity of the items and suggest corrections if necessary.

Below are the item numbers in the questionnaire and questions by Sheldon (1988) that the items are based on:

- **Accessibility:** *"Is the material clearly organised?"* and the items that are based on this question are (items: 14, 18, 37).

- **Availability:** *"*Is it easy to obtain sample copies and support material for inspection*?"* (item: 20)
- **Suitability of language and topics:** *"*Is the material substantial enough or interesting enough to hold the attention of learners?"
  "Is it pitched at the right level of maturity and language, and (particularly in the case of ESP situations), at the right conceptual level?" (items: 10, 12, 13, 28, 33)
- **Cultural bias:** "Does the coursebook enshrine stereotyped, inaccurate, condescending or offensive images of gender, race, social class, or nationality?" (item: 29)
- **Flexibility** "Is there a full range of supplementary aids available?" (items: 1, 3, 17, 26, 38)
- **Overall value for money:** "Quite simply, is the coursebook cost-effective?" (item:11)

The following categories with the given item numbers are constructed by taking Mukundan et al.'s (2011) coursebook evaluation checklist as a framework:

- **Communicative qualities:** This section consists of items that focus on the presentation and practice of the language as a real-life communication property (items: 4*,* 6, 19, 21, 36)

- **Grammar:** The items in this category focused on the way grammar is presented and practised in the book (items: *7,16, 24, 30*)

- **Vocabulary:** The items in this category focused on the way vocabulary is presented and practised in the book (items: *2, 22, and 35*)

- **Four Basic Skills:** This category is dedicated to investigating the handling of the skills and sub-skills in the book. (items: *5, 8, 9*)

- **Exercises and Activities:** This section focused on the qualities of the exercises and activities presented in the book. (items: *23, 25, 31, 32, 34*)

3.4.2 Interviews

The qualitative inquiry in this study was made via a semi-structured interview whose questions were prepared by the researcher. The purpose of the interview was to find out learners' opinions of what makes a good English language textbook. The questions in the interview were related to general features of an English textbook, the activities, the handling of four skills, presentation of vocabulary and grammar, supplementary materials that can accompany the main textbook, and other issues such as, authenticity, level of language and teaching of communicative competence in the textbook. The outline for the interview questions (see APPENDIX B) was also reviewed by the people who also shared their opinions for the

questionnaire. These open-ended interview questions were tentative since they were changed according to the flow of the interview that was going on.

3.5 Data Analysis Procedures

In this part, the procedures that were followed while analysing the data from two different sources are presented in a detailed manner.

3.5.1 Quantitative Data Analysis

The data coming from the questionnaires were computed, and the frequencies for each item are given to support the data obtained through interviews. Firstly, the internal consistency of the questionnaire was tested, and the Cronbach Alpha was calculated to be .883, which indicated that the internal consistency between the items was high. The frequency analysis of quantitative data obtained through questionnaires was done in order to reveal to what extent the participants consider a given textbook characteristic is important. The results were reported as percentages along with the ones acquired via interviews.

3.5.2 Qualitative Data Analysis

The analysis of the data gathered via interviews started with a verbatim transcription of the recorded interviews on the condition that the part was relevant to the study. Then, for the actual analysis phase as Agar (as cited in Creswell 2013) suggested the transcriptions were read thoroughly as a whole to get a picture of what is being dealt with. The second stage was the open-coding of the data before trying to arrive at themes to be classified under prefigured categories. Later on, in the axial coding stage, the emerging codes are counted and grouped as themes in order to make meaning out of them. The themes are reported with sample excerpts from the interviews for this study. Excerpts are translated into English to present here. In the discussion part, the results are summarised, and they are presented as a basic form of evaluative criteria. A sample for the whole qualitative data analysis procedure is provided:

Direkt konuşmaya geçiyoruz orada ön hazırlık yapmıyoruz, o yüzden direkt kelimeler de aklımıza gelmeyince konuşamıyoruz ondan kaynaklı olarak konuşmamızı hiç geliştiremiyoruz biraz daha ön hazırlık yapıp çalışırsak bence daha da gelişir.

Translation

We start speaking right away with no preparation, and when we cannot think of words we cannot speak and cannot improve our speaking skill. If there were some preliminary preparation, it would get better.

Initial coding with key words

Preparation for better performance, necessary vocabulary for a speaking activity

Pre-teaching of related vocabulary, being familiarised with the topic

A textbook should have clear instructions and vocabulary work before a speaking activity.

Figure 1. Sample Coding Procedure

CHAPTER 4

FINDINGS

This chapter presents the analysis of the results obtained via questionnaires and interviews combined to ensure that results obtained via separate tools serve as complementaries for each other. The findings gathered from the interviews are presented by referring to the excerpts that are translated into English taken from the student interviews.

4.1 What Makes an Effective EFL Textbook?

In this part, the qualities making an EFL textbook effective are examined by analysing learner responses to the questionnaire and semi-structured interviews.

4.1.1 Flexibility

The first aspect, to be handled about this question was flexibility which means the range of supplementary materials with the textbook and their effectivity. The results of the interviews revealed that *supplementary materials accompanying an EFL textbook are important.* **Table 1** shows the frequency of the suggestions of the students related to the supplementary materials.

As can be seen in **Table 1**, the learners had a variety of choices in mind when it comes to extra materials. The most articulated extra materials were graded readers and CDs with more listening and speaking exercises. The following excerpt taken from the interview shows that the learner is not satisfied with the content of the CDs, and she made suggestions to improve them. She states that those CDs do not necessarily have to be related to the content followed in the book. She states that there may be more different activities appealing to that specific age group's interests.

Table 1. Suggestions of learners related to supplementary materials
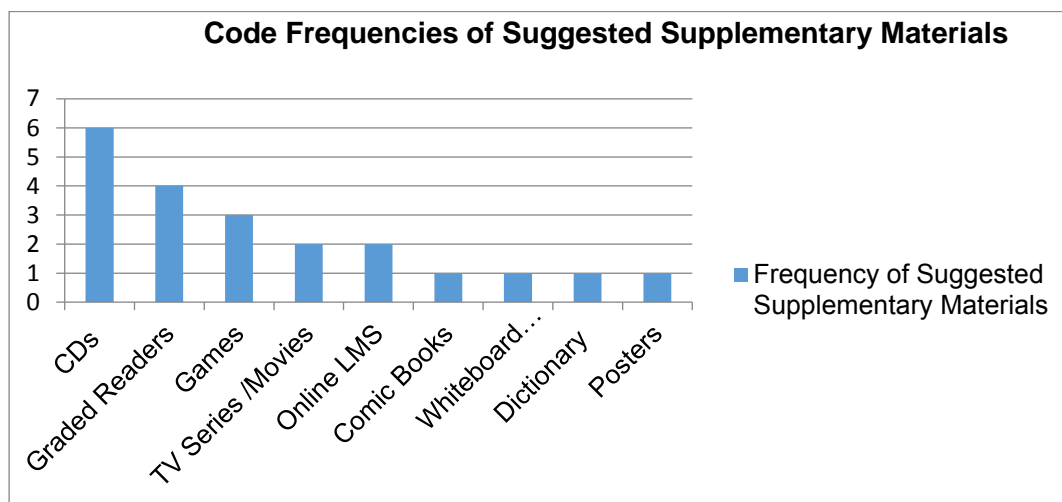
Excerpt #1

I do not think that CDs work. Because I have them with my book, and when I open them I see some listenings and some exercises. I mean, as I said, I would add more different activities to those CDs, they do not necessarily have to be related to the textbook. They can contain activities interesting for that age group; for example, activities that include books or TV series may be more interesting. They would be way more useful than what we have now. *(Participant 7, Level: Pre-intermediate, Age: 19)*

The same student also offers a way to make speaking practice outside the class possible by stating that some connection can be made between the learners using the same textbook in different countries, thus enabling the communicate in the target language.

Excerpt #2

… I think activities that push us to speak better can be added. For example, a book may help us make friends outside the country by giving us connection codes to the students using the same books as we do. Instead of mechanically listening without any response, it is better to communicate with a real person to learn a language. *(Participant 7, Level: Pre-intermediate, Age: 19)*

Another student took this one step ahead and claimed that it is the publishers' responsibility to provide the learners who use their books with opportunities to use the target language outside the class. He exemplifies what he claims with tools such as Skype via which a learner and someone from the publishing house can connect and speak, or talking to native speakers via phone.

Excerpt #3

A textbook should not remain only a book. If a publishing house is selling a book, they have to follow up the ones using it. For example, I am working with a language teaching institution, there was not a native speaker there, so somebody from the team that prepared the book was connecting to us via phone in certain hours of the day, or we were writing to each other as well as talking on skype. *(Participant 10, Level: Pre-intermediate, Age: 20)*

In the questionnaire, the flexibility aspect of the question was measured by five items that are shown in Table 2 below:

Table 2. The percentages and standard deviations of items related to supplementary materials of a textbook.

#	Item	Mean	SD	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %
1	It is important that the textbook contains a dictionary.	3,4	.78	1,7	13,7	27,4	57,3
3	It is important that the textbook contains CDs with explanations and extra exercises.	3	.87	6,8	17,1	45,3	30,8
17	It is important that the textbook has an online study programme.	2,8	.96	12	21,4	40,2	26,5
26	It is important that there is a workbook with the textbook.	3,08	.90	6,8	16,2	39,3	37,6
38	It is important that the textbook has extra quizzes.	3,29	.81	4,3	9,4	39,3	47

As **Table 2** indicated, 85% (27.4% agree, 57.3% strongly agree) of the participants finds it essential that textbooks should contain a dictionary. The interview data also showed that a dictionary is a possible supplementary material.

The results for the item concerning the CDs showed that 45.3% per cent of the students strongly agreed, and 30.8% of them agreed that a textbook should have CDs with explanations and extra exercises. These results supported the data coming from the interview with a twist related to the content of those CDs; the

students suggested there should be more listening and speaking activities in the CDs of textbooks.

Related to online programmes accompanying books the 40% of the students agreed that they are essential and a book should have them, and 26% of them strongly agreed with this item. More than one-third of the students did not agree with the item in question here, and online learning tools are mentioned twice in the interviews.

As for the workbooks, nearly 77% of the students found them important, and 23% per cent of the students did not agree that a workbook is a must-have inside a package of EFL textbook. 39.3% of the students agreed that it is crucial a textbook has extra quizzes, and 47% strongly agreed with this item.

### 4.1.2 Suitability of Topics and Language

Another variable used in this study was suitability of topics and language. It included the substantiality of the textbook for holding the learners' attention with a range of topics that are suitable for their age and interests. It was also concerned with the quality of the language in with regards to complicatedness and authenticity. **Table 3** and **Table 4** show the frequency of the topics suggested by the students, and the type and level of the language that should be presented in a textbook according to students, respectively.

Table 3. The frequencies of topics suggested by the interview participant
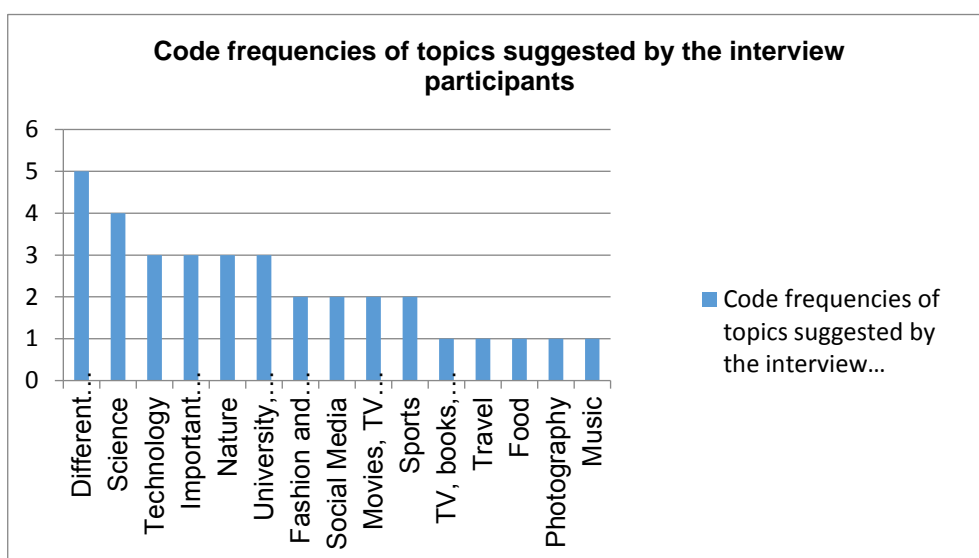
The data that were gathered via interviews demonstrated that the learners have different interests, and this is engrained in the results shown in Table 3. With that in mind, a student suggested that even if what every individual thinks to be interesting is diverse, textbook writers can still include topics that are the common ground among the age group that the study is conducted.

Table 4 Frequencies of the suggestions offered for the language in a textbook
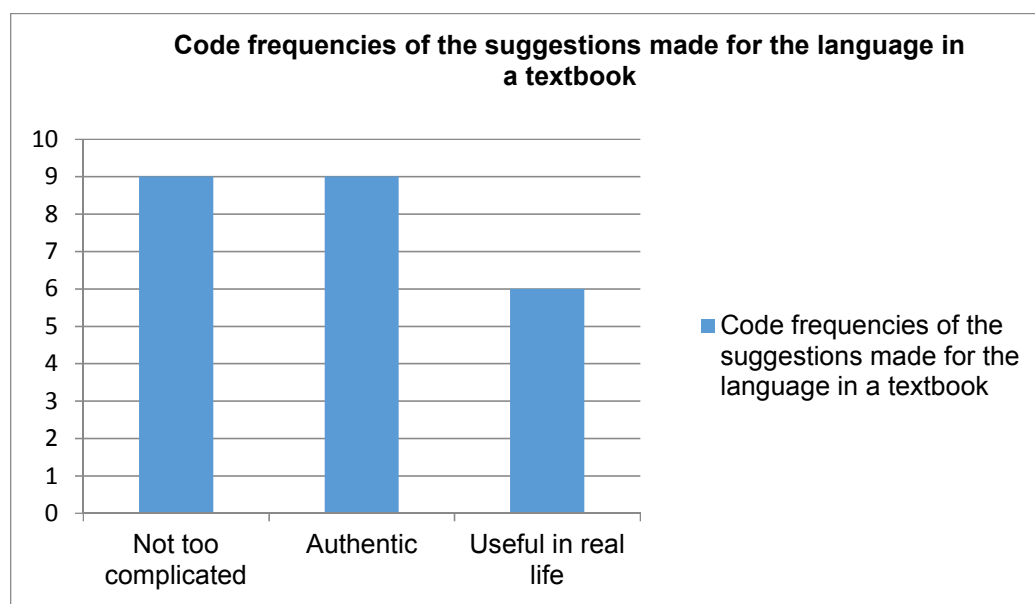
A student summarised this by referring to the diversity of the interests but with an emphasis on the need to find common ground and place a blend of topics in the textbooks.

Excerpt #4

Indeed, this is something different for everybody. Some people are into photography; some are interested in nature, or a place in the world and people there, a camera, or a telephone. Computers, musical instruments. I mean there should be a mix. (Participant 10, Level: Pre-intermediate, Age: 20)

Another participant, however, emphasised the fact that topic is vital to engage in communicative practice inside the classroom. She stated that the topic should be a familiar one because if a topic is unfamiliar, one cannot talk about it even in his/her native language. She also said that when students in a group try to share their ideas as a group on a topic that they are not really familiar with, attempts to talk to one another in English stop.

Excerpt #5

Groupworks that are asked of us are usually on something scientific, one person knows about it in the group, but another one may not know. We have difficulties with vocabulary, and try to speak by checking a dictionary all the time. If the topics are familiar ones that everybody can talk about, better and longer conversations can take place. Because when there are technical subjects, the conversation stops after a short time. More stuff about daily life would work better for me. (Participant 7, Level: Pre-intermediate, Age: 19)

As for the type of language that is presented in the textbook, most of the participants agreed that the language should be authentic, and the textbook should also equip learners with language that will be useful in daily life. The following excerpt shows why there are such criteria in students' minds:

Excerpt #6

In my opinion, there should be texts taken from real life so that the book I am studying does not waste my time. At least I should be able to learn new things from the book because we do not have the opportunity to go to different places (Participant: 4, level: Pre-intermediate, Age: 19)

In this excerpt, the student argues that the material and language in the book should be authentic because otherwise, it might feel like a waste of time since their only chance of coming across target language is most of the time classroom.

Another student takes on the fact that a textbook should clarify to its users that spoken and written grammar is different, and learners need to be familiarised with the language used in daily life to improve their communicative competence.

Excerpt #7

Communication in a foreign language is something that can happen in real life. So, the book should inform about the language that is used in real life. What is grammatically correct in the written medium may not be used in real life, and there should be that kind of information in the book. There can also be excerpts taken from real life; that way, we can adapt better. (Participant: 5, Level: Elementary, Age: 19)

In the same vein, another participant suggests in the following excerpt that if the learners get an impression of what they learn will be of use in their everyday life, they more readily accept the material that is being covered, and they get more motivated to learn.

Excerpt #8

Examples from real life are better, I think. Maybe it is more challenging, but without challenge, you cannot learn. There is always this question "where are we going to use this?" when you take something from real life and put it in the book a student should be able to say "Oh, so this is being used in real life by the people, so we can also use it later."That way, people feel more encouraged to learn. They prepare themselves internally for this. (Participant: 9, Level: Pre-intermediate, Age: 27)

Concerning the language complicacy of the language in a book, most of the students settled on the fact that it should not be too complicated to understand but language slightly above their current level is essential for learning to occur.

Table 5. The percentages and standard deviations of items related to suitability of language and topics in a textbook

#	Item	Mean	SD	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %
12	It is important that the topics of the units are interesting in an EFL textbook.	3,39	,776	1,7	12,8	29,9	55,6
13	It is important that the language in a textbook is not too complicated.	3,28	,741	1,7	12	42,7	43,6
28	It is important that there is a variety of topics in a textbook.	3,38	,741	3,4	5,1	41	50,4
33	It is important that the topics in a textbook are realistic.	3,16	,798	0,9	22,2	36,8	40,2

The data from the questionnaires and interviews seem to complement each other. Table 5 above shows the percentages and standard deviations of items related to the suitability of language and topics in a textbook.

The results from the questionnaires revealed that almost 85 % of the students find it important that a textbook should have interesting topics across different units. When it comes to variety, again the tendency is that participants find

it important that a textbook attains variety in terms of the topics it deals with. With 50% of the participants strongly agreeing and 41% of them agreeing with this item again, the variety of suggestions of topics from the interviews is confirmed. The item concerning the reality of the topics handled in a textbook demonstrated that 40% of the participants strongly agreed, and 37% of them agreed on the importance of the realistic content inside a textbook.

In terms of language complicacy, the results are in line with the ones coming from the interviews with almost 86% (42.7 % agree, 43.6 strongly agree) of participants finding it important that language presented in a textbook is not too complicated.

4.1.3 Accessibility

Table 6 below summarises the percentages and standard deviations of the items related to accessibility.

Table 6. The percentages and standard deviations of items related to the accessibility of a textbook

	Item	Mean	SD	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %
14	It is important that a textbook has a clear layout.	3,44	,622	0,9	4,3	44,4	50,4
18	It is important that the unit objectives are clearly stated.	3,45	,549	-	2,6	49,6	47,9
37	It is important that the content is effectively organised in a textbook.	3,51	,582	-	4,3	40,2	55,6

The results related to accessibility obtained from the questionnaire showed that a clear layout in a textbook is an important quality as can be seen in the table showing that nearly all of the participants (44.4% agree, 50.4% strongly agree) agreeing to item 14. Item 18, which stated that units should have clearly stated objectives again, was found to be important by the participants. Lastly, item 37,

which was concerned with the organisation in a textbook, revealed that the organisation is also a significant feature of a textbook.

The data obtained through interviews, however, showed no clear interest in accessibility characteristics of an EFL textbook. Only one instant from the interviews had a subtle expression related to the layout, which stated that her current textbook is too big, but the paper

Excerpt #9

P1: …and the book is very large, I do not even know why it is bothering me but the pages are really large.
Interviewer: This is related to design.
P1: Yes, that may be changed, but I like glossy paper. (Participant: 1, Level: Pre-intermediate, Age: 20)

Another student also said that he does not favour glossy paper because it does not give him the impression that he is doing something serious or academic.

Excerpt #10

For example, our books are usually printed on glossy paper. I do not like to touch it. A book should give the feeling that you are doing some serious stuff… moreover, the light is reflected from it, this is not good, either. Only simple A4 paper is sometimes better. (Participant: 10 Level: Beginner, Age: 20)

4.1.4 Communicative Content

Complementing the results acquired through questionnaires, the interviews showed the same tendency in learners that it is essential that a book should aim at equipping them with skills that are certainly necessary in order to be communicatively competent. In relation to how this can be achieved via a textbook, the students put forward different examples or suggestions as can be seen in the excerpts below:

One student emphasised the need for familiarising the students with different accents in listening texts by stating that what they listen to in class is too artificial and too obvious that it is aimed at learners with an extremely slow pace.

Excerpt #11

Like I said just now, instead of that uncle speaking very slowly, there can be listenings made with people who are sounding more native-like to familiarise us. In the future, this will help us, because there are many different accents. Not everyone speaks standard English. For example, people in India also speak English, but it is not like the one taught us. Therefore, if there are

different accents in listening texts, it is better for us. (Participant: 2, Level: Pre-intermediate, Age: 18)

Another student asserted that she favours that pronunciation practice should be achieved via exercises dealing with sentence stress and intonation, not just isolated word pronunciation.

Excerpt #12

Actually, there are sometimes pronunciations exercises in the book, I mean we play the recording, somebody reads it fast, but it is boring. They are boring, and there are not sentences, just some difficult-to-pronounce words. However, I do not hear it in a sentence, but when I want to use it in a sentence, I do it instinctively. There can be conversations for pronunciation practice; just isolated words are not enough. (Participant:1, Level: Pre-intermediate, Age: 20)

Another issue related to the communication in a textbook was raised by a student who claimed that the culture of the target language should also be handled in a textbook to enable better immersion of learners in the target language.

Excerpt #13

For example, we can learn stuff about English culture, I think. Or, there can be listenings with different accents or readings to adapt us to the culture. These enable us to adapt to the culture better, and we can use what we learnt better. So, we have to know more about the target culture. (Participant: 8, Level Pre-intermediate, Age: 19)

Table 7 below contains the items related to how communication should be taught in a textbook. The results demonstrate that the majority of the participants (96%) consider activities in a book that prepare them for communication in real life important. Item 4 also supports the idea that a textbook should present the language in a way that its usage resembles that of real life (26.5 %agree; 73.5% disagree)

Again, most of the participants think it is important that a textbook contains exercises for natural pronunciation. For item 21 that is related to the inclusion of accents from different regions, 38.5% of the participants stated disagreement, while 28% of the participants agreed, and 21% of them strongly agreed. When it comes to the use of English fluently and accurately, similarly, most of the participants found it important that a book has that kind of activities.

Table 7. The percentages and standard deviations of items related to communication in a textbook

#	Item	Mean	SD	Strongly Disagree %	Disagree %	Agree%	Strongly Agree%
4	It is important that the language in the book should resemble the one used in real life.	3,74	,443	-	-	26,5	73,5
6	It is important that there are natural pronunciation exercises in a textbook.	3,38	,679	0,9	8,5	42,7	47,9
19	It is important that the activities in a textbook prepare the learner for communication in real life situations.	3,71	,511	-	2,6	23,9	72,6
21	It is important that a textbook presents accents from different regions.	2,59	,957	12	38,5	28,2	21,4
36	It is important that there are activities requiring accurate and fluent use of English in a textbook.	3,51	,624	0,9	4,3	37,6	57,3

4.1.5 What are the Most Important Characteristics of an Effective EFL Textbook in terms of Grammar?

The research question stating "what constitutes an effective EFL textbook in terms of grammar teaching?" was tried to be answered. **Table 8** shows the frequency of the suggestions given by the students regarding the teaching of the grammar in a textbook. As can be seen in **Table 8**, most of the students favoured inductive teaching of grammar in an EFL textbook.

The following excerpts from the interviews exemplify the reasons as to why the learners would support inductive teaching of grammar in a textbook. For example, the student in the following excerpt states that even if the grammar is given deductively in a book, they complete the exercises with their pre-existing knowledge coming from different sources such as films and books anyway and do not even understand what the book is trying to convey. He states that if they compare what they come up with via examples with the actual rules the learning is more permanent.

Table 8. The frequencies of codes related to grammar teaching in a textbook
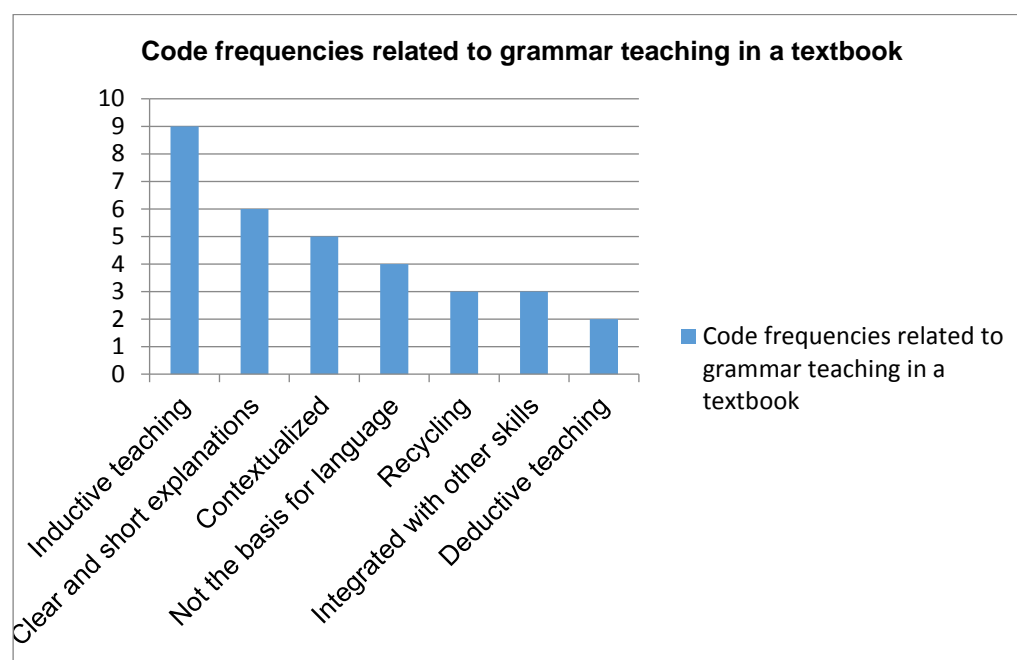
Code frequencies related to grammar teaching in a textbook

Excerpt #14

…we actually go through this. There are rules in the book, explanations given, then we complete some examples, and I realise while doing that, I actually complete those exercises with what I know beforehand, not with the rules given in the book. I learn those from TV series and movies. It is better learning something by doing it first and then comparing it to the rules, this is more efficient and permanent. (Participant: 5, Level: Elementary, Age: 19)

The student in the following excerpt states that decoding meaning should be primary in delivering of grammar in a textbook because she continues, it is how the human brain operates; it operates on connections and discovery not spoon-feeding. She also pointed out the fact that contextualising grammar is one thing, but making the context more interesting is another thing. After that is achieved, the grammatical structures should be made salient to the students for them to notice and ponder on rules that govern the use of these structures, on their own.

Excerpt #15

As I said, there should be interesting topics. Firstly, it should draw attention, and then some sentences can be made more salient for learning the structures in it. Grammar is very important in my opinion, but it should not be a priority over other skills. (Participant: 8, Level Pre-intermediate, Age: 19)

75

A student who reported that she does not like learning grammar used a metaphor to explain the idea in her mind. She said that teaching grammar should take place like feeding vegetables to a baby, inside the more delicious stuff. Therefore, she argued that a skill-based approach is important in a book and grammar is just a tool, not the aim in learning the language.

Excerpt #16

Yes, for example, it is like when you put vegetables inside a child's food alongside the delicious stuff, and he still eats it anyway. I feel the same when grammar is inserted into reading or listening. I can say I learnt it without even noticing it. (Participant: 1, Level: Pre-intermediate, Age: 20)

Another student's remarks pointed out to the fact that grammar is a complicated matter and it should not be made more so, that's why, in the textbooks, caricaturising and visualising while explaining rules are important.

Excerpt #17

Grammar can be taught with caricatures with more basic explanations, because grammar is already difficult, and when you explain it orally some things go missing, so with more visuals and caricatures and with basic explanations, it can be taught better. (Participant: 2, Level: Pre-intermediate, Age: 18)

Recycling of the grammar items in the textbook was another matter arising in the interviews; a student said that they usually see a structure in the book, and when they do not relate or connect them to other subjects in the textbook, they forget them.

Excerpt #18

I told at the beginning, we are taught a topic and it stops there, we go on with some other topics and never turn back to the first one, but the two are related. They should be given together all the time in exercises. (Participant: 3, Level: Pre-intermediate, Age: 19)

Another participant, also emphasising the secondary nature of grammar in language learning, stated that speaking should be the primary focus, and grammar teaching should be based on patterns and chunks occurring in the learners' utterances.

Excerpt #20

I think grammar should be taught, after some basic stuff is given, our level gets better, and some vocabulary along with simple structures are learnt. It should be said, "it was like this, and you actually learnt it before, it is used for this." Teaching it like this is more rational. If speaking skill improves first, other things become easier. Like in Turkish, we speak it first, and then we start to learn about it in the first grade. (Participant: 6, Level: Pre-intermediate, Age: 20)

As for the explanations in a textbook, a student stated that the explanations should be just introductory, in other words basic, because the students should feel the need to search and learn further after the introduction stage. He also stated that the book should be directed to 'learning' not 'teaching.'

Excerpt #21

I guess grammar structures are taught one way, talking about this is beyond my knowledge, but it should be interactive, I mean the students should participate in it, I mean not teaching, but more of an introduction. Let the students think more because when I do not think, I immediately start daydreaming. The teacher talks and I just watch. (Participant: 11, Level: Elementary, Age: 20)

Another participant claimed that grammar of the target language should be taught via comparing it to one's own language and the book also should adopt such a methodology because when a learner realises differences in two languages by making comparisons s/he better understands the rules that apply to grammar in the target language.

Excerpt #22

A student should compare Turkish and English to see the differences, and by doing that, more permanent and accurate learning can take place. (Participant: 9, Level: Pre-intermediate, Age: 27)

Table 9 summarises the results of the items related to grammar teaching in a textbook in the questionnaire. The results of item 7 related to grammar explanations in a textbook, demonstrated that 50% of the students agree that grammar explanations should be short in a textbook. 23% of the participants strongly agreed with this statement, while there is a percentage of 19.7% not agreeing with this item. The majority of the participants agreed that the order of grammatical structures given in a textbook is important.

Table 9. The percentages and standard deviations of items related to grammar in a text

#	Item	Mean	S D	Strongly Disagree %	Disagree %	Agree%	Strongly Agree%
7	It is important that grammar explanations are concise in a textbook.	2,9	,834	6,8	19,7	50,4	23,1
16	The order of grammar subjects is important in a textbook.	3,39	,643	-	8,5	43,6	47,9
24	It is important that grammatical structures are presented in meaningful contexts.	3,42	,722	2,6	6	38,5	53
30	It is important that a textbook contains a detailed outline of grammar topics.	3,3	,710	1,7	9,4	46,2	42,7

The results obtained via item 24 which was related to the contextualisation of the grammar showed parallelity with the ones from the interviews. Again, the majority of the students favoured the contextualisation of grammar in a textbook.

As for the detailed outlining of the grammatical structures present in a textbook, the percentages showed that such an outline is important in a textbook with 42% of the students strongly agreeing and 46.2% agreeing with the statement.

4.1.6 What Constitutes an Effective EFL Textbook in terms of Vocabulary Teaching?

Another question that was addressed in this study was that "What constitutes an effective EFL textbook in terms of vocabulary teaching?" and **Table 10** shows the concerns emerging in the interviews related to vocabulary in a textbook. The interviews revealed that the participants are in favour of a vocabulary teaching that is integrated with other skills as well as the presentation of vocabulary inside meaningful contexts. In the following excerpt, the participant states that the textbook should not direct the learners for rote memorisation, but rather vocabulary should be given integrated with reading arguing that it enables making connections with other things and making vocabulary learning more permanent.

Table 10. The frequencies of codes related to vocabulary teaching in a textbook.

Code frequencies related to vocabulary teaching in a textbook

A bar chart showing values: Integrated... = 5, Contextuali... = 5, Recycling = 3, Visualisation = 3. The y-axis ranges from 0 to 6. Legend: Code frequencies related to vocabulary teaching in a textbook.
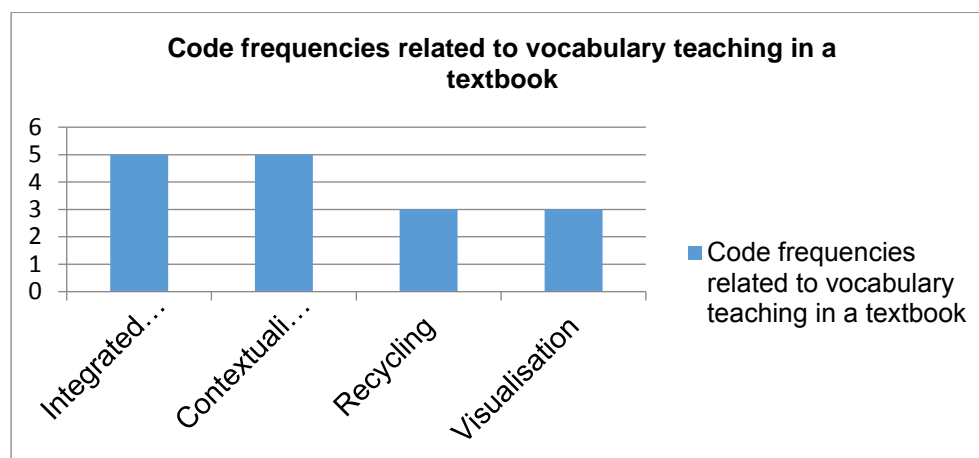
Excerpt #23

I will come to reading again. When I just look words up one by one and actually memorise them, they just fly away from my brain two days later. That is how the brain actually works. But when I learn vocabulary connecting them with other things, I learn them more permanently. That's why learning them inside a text is more logical. (Participant: 6, Level: Pre-intermediate, Age: 20)

Another student argued that a textbook should encourage noticing the vocabulary and making meaning out of them by inferring and decoding their meaning by using the context around the vocabulary because the other way around vocabulary is forgotten very easily actually when it has not even been learnt.

Excerpt #24

I actually said this before, there should be interesting words in a text, and we should notice them on our own and wonder what they mean, and we should wonder about them ourselves. Not rote memorisation, but in a more decoding-like way. I am against memorisation because words tend to get forgotten in a way. (Participant: 7, Level: Pre-intermediate Age: 19)

Another student commented that a learner should be in charge of his/her learning and should be able to identify or decide for himself in terms of the vocabulary he needs to learn because if a learner is given enough opportunity to speak, a need to learn the vocabulary related to the topic that is being spoken or written on will arise, and this will oblige the student to research and learn.

Excerpt #25

I think, this matter is up to students because a book cannot speak to everybody because our interests are different, and a student needs to research, and spoonfeeding everything makes students more uniform which is not good for society. (Participant: 11, Level: Elementary, Age: 20)

**Table 11.** The percentages and standard deviations of items related to vocabulary in a textbook

#	Item	Mean	SD	Strongly Disagree %	Disagree %	Agree%	Strongly Agree %
2	It is important that target vocabulary is presented in meaningful contexts.	3,65	,530	-	2,6	29,9	67,5
22	It is important that the meaning and pronunciation of the target vocabulary are taught in example sentences.	3,42	,646	1,7	3,4	46,2	48,7
35	It is important that a textbook has a word list.	3,49	,651	-	8,5	34,2	57,3

The results pertaining to the vocabulary teaching in a textbook in the questionnaire complemented the ones obtained via interviews. The majority of the participants (67.5%) strongly agreed, and 30% agreed that vocabulary should be given in meaningful contexts in a textbook. For the teaching of the pronunciation of new vocabulary, 95% of the students found it important that pronunciation practice of the new vocabulary should be done in example sentences. Also, 57% of the participants strongly agreed that a textbook should have a word list, and more than a third of the participants agreed with the statement in item 35.

4.1.7 What Constitutes an Effective EFL Textbook in terms of Reading?

This study set out to find out about the teaching of skills in a textbook, and the opinions of the participants on each skill were investigated separately. The first question related to this was *"What constitutes an effective EFL textbook in terms of reading?"* Table 12 shows the frequencies of themes related to the teaching of reading in a textbook. The data gathered through interviews displayed that the subject matter that the texts are dealing with should be appealing to students' interests to help them engage in reading practice more.

Table 12. Frequencies of codes related to the teaching of reading

Frequencies of codes related to teaching of reading
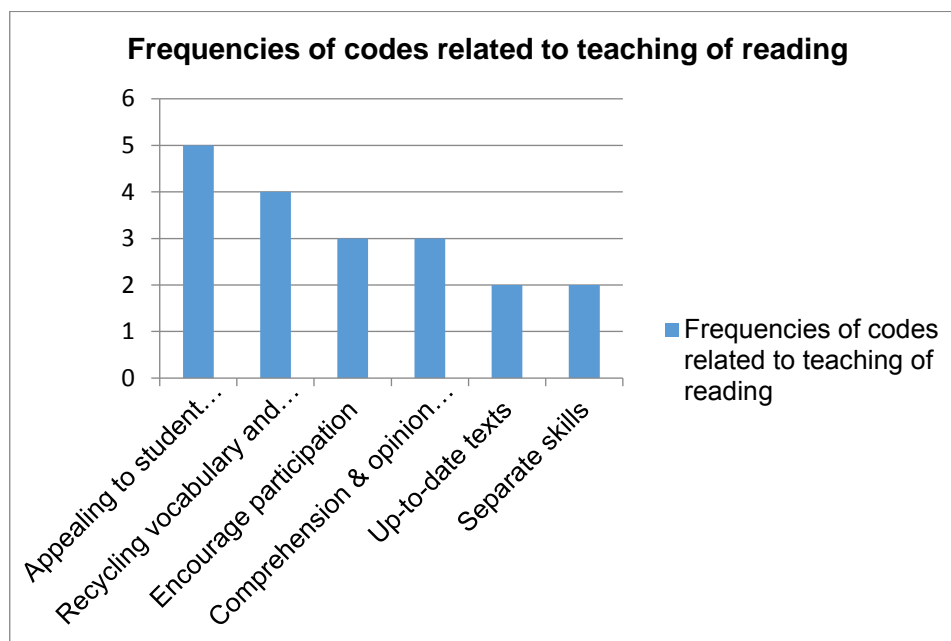
In the following excerpt, the participant comments that reading is one of the most important skills in language learning, and it is a significant one that facilitates the learning of new vocabulary items and the acquisition of language in general.

Excerpt #26

Reading is very important, too. I mean there should be enough reading because not only learning vocabulary but also to identify its place in a sentence is important. There can be more than one meaning and understanding which meaning inside a text is also important. It is very important. The more you read, the more vocabulary you learn, and you become familiarised, and you can say "I heard this somewhere!" All skills are important, and reading is one of them to improve yourself. *(Participant: 7, Level: Pre-intermediate, Age: 19)*

Another participant supported that reading should be taught as a separate skill. She then added that the classical method of 'read the text and answer the questions' is working nicely for her.

Excerpt #27

What kind of texts… good question, readings in our current book are actually good, but I would like to separate reading; for example, there can be reading on certain days of the week. There would be reading texts and questions following them up. I do not think there would be any other way. (Participant: 4, Level: Pre-intermediate, Age: 19)

Below, the participants also stated that the reading texts should not be too lengthy because the interest of learners wears off as they read.

Excerpt #28

And then reading texts and stuff; for example, there should not be boring and long texts. (Participant: 5, Level: Elementary, Age: 19)

In the excerpt below, another participant points out that reading is the best way to learn a language, and differing from the others she supported that texts should be as long as possible because the longer the text, the more they have to learn. Moreover, she stated that the questions following the texts should measure how much of the text they have understood.

Excerpt #29

I think the best way to learn English is through reading. It takes longer, and it is useful. Actually, there should be stuff that can be used in real life. There should be moving texts and questions that test how much we understood. (Participant: 6, Level: Pre-intermediate, Age: 20)

The trend among the participants was also that the topics should be up-to date, and they should contain the language that is useful in real life situations.

Excerpt #30

In a good textbook reading... as I said before in terms of vocabulary it should contain stuff we need in real life, it should have recent English. I do not think it is meaningful that it contains outdated information. New information would be directed to people's minds and their immediate environment. This would be more motivating in terms of learning. (Participant: 9, Level: Pre-intermediate, Age: 27)

Like the one in the excerpt below, there are opinions related to the integration of reading and writing with the activities that require reflecting on or responding to a reading text or writing a narrative related to a given reading text.

Excerpt #31

A reading text can be given, and then something that is asking us to write a narrative or something asking to write our opinions on the same topic can be given associated with the reading text. (Participant: 6, Level: Pre-intermediate, Age: 20)

Regarding the active participation of learners, a participant exemplified that a reading text should always have some element that is unknown to the learners, and the learners should be required to complete the unknown part on their own, not just reading the text without having to respond to the text. He adds that there should

always be room for some imagination and creativity, claiming that way students will be motivated to research, learn new vocabulary and think critically.

Excerpt #32

Of course, there will be reading, it seems inevitable, but the content can be effective. For example, a gap can be given inside a text, asking us to fill it or to continue a given text, pure imagination. While doing that you try to include the words you know. You check dictionaries or some other things. You say "Oh there is this word, too!" and learn the uses of it like whether it is a verb, adjective or noun. Such a thing would be good. This should be done, the tasks that are given to students should be more in number because the students would want to fill the gaps and I think while filling in those gaps learning would increase. *(Participant: 11, Level: Elementary, Age: 20)*

4.1.8 What Constitutes an Effective EFL Textbook in terms of Writing?

This question was addressed through the data acquired from the interviews. Most of the students, as can be seen in **Table 13**, express the need for creative writing. Other issues addressed are the presentation of different genres to familiarise the learners with them and practising academic writing for educational purposes, as well as the use of writing to practice vocabulary and grammar. Related to the delivery of the writing skill in a book, the classical method of presenting the material to be written, going through the examples, and free practice of the type of writing that is taught was suggested.

Table 13. Frequencies of codes related to the teaching of writing
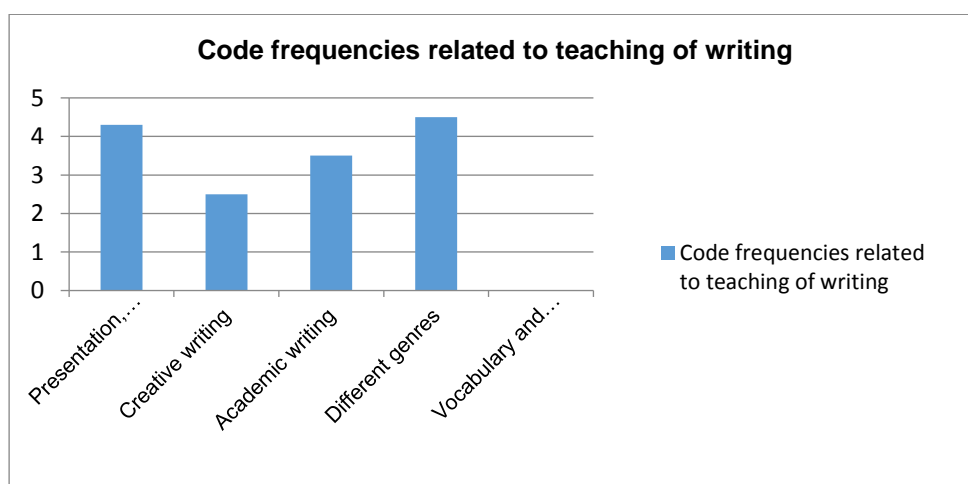
In the excerpt below, the participant summarised the issues that are stated in **Table 13.** She expressed the need for the teaching of writing to survive in the real world, although academic writing is important and the rules of it should be taught as well, people do not communicate themselves formally via academic texts in everyday life. Thus, she said that different examples from different genres should be presented in a textbook, and they should be practised. She also emphasized the importance of achieving native-like perfection in writing competence is important, and the fact that she is not a native speaker should not be obvious in her writing.

Excerpt #33

For writing, I would try to be freer, except for academic writing. Of course, there will be certain rules and guidelines related to academic writing. But, I would try to include stuff that we need in real life, such as e-mail writing, more. Because we are not going to be writing articles or papers in our daily lives, or we will not going to need to express ourselves academically. For example, when we write an e-mail, it needs to sound native-like. Nobody should be able to guess that we are non-native speakers from what we write. *(Participant 7, Level: Pre-intermediate, Age: 19)*

The same participant was also the only one supporting that writing is the most important skill to the same degree as speaking.

Excerpt #34

Both writing that is academic writing we learn, and correspondence or e-mailing, stuff that we can use in our daily lives is more important to me. Of course, all skills are important, but writing and speaking are the most important ones for me. (Participant 7, Level: Pre-intermediate, Age: 19)

The practice of grammar via writing is exemplified in the excerpt below. The student stated that there should be more writing in the book, and they should be checked, and this can be done by requiring the practice of newly learnt grammatical items in their written works.

Excerpt #35

In my opinion, writing should be more frequent in the form of homework assignments with regular feedback…If it were left to me, I would include writings about grammatical structures. For example, we learn perfect tenses, and I would include writing activities for this. *(Participant: 3, Level: Pre-intermediate, Age: 19)*

4.1.9 What Constitutes an Effective EFL Textbook in terms of Listening?

The results from the interviews indicated that listening is the second most important skill, the first one being speaking. Table 14 below displays the frequencies of the codes related to the teaching of listening in a textbook.

Table 14. Frequencies of codes related to the teaching of listening
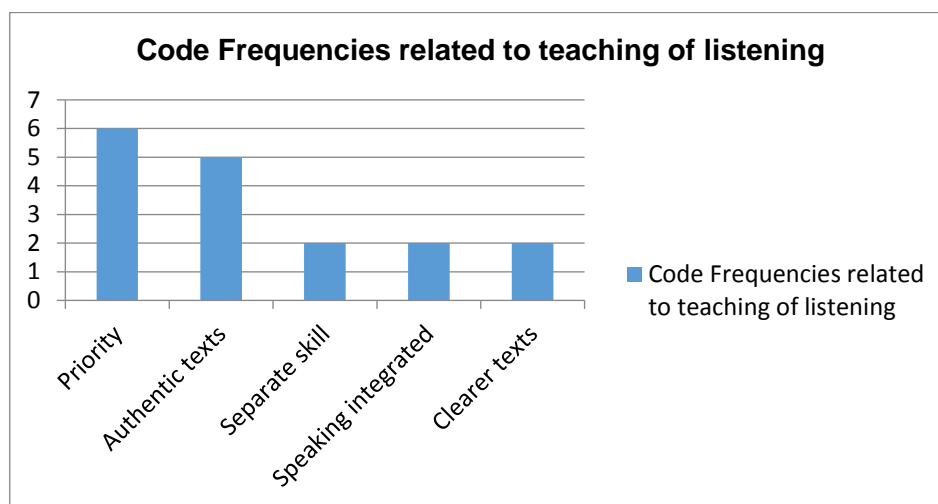
Some of the participants stated that the texts used in listening exercises should be clearer in order to ensure better understanding. The participant in the excerpt below suggests that listening texts should get gradually complicated, but they should be easy to understand at first.

Excerpt #36

Enough listening and speaking practice, but I need to understand their language, so at first, it should start with simpler texts and the difficulty should increase according to levels. (Participant: 12, Level: Beginner, Age: 19)

Some participants also suggested that it should be handled as a separate skill but in an integrated way with speaking. The participant in the excerpt below asserts that listening and speaking should be allocated more time than grammar.

Excerpt #37

In my opinion, listening should be allocated a separate book. I mean the parts should not be combined. For example, in the same way, we can listen to texts and complete sentences, or there can be speaking activities about the topics in listening texts. Listening and speaking should also have more hours than grammar in a week. *(Participant: 4, Level: Pre-intermediate, Age: 19)*

4.1.10 What Constitutes an Effective EFL Textbook in terms of Speaking?

The data from the interviews revealed that listening is the most important skill according to the participants, and more emphasis should be placed on speaking practice in a textbook. The participants stated that in order for the people to get motivated to speak the activities should be personalised and they should be fluency oriented. It was also suggested that it should be integrated with listening. Table 15 below summarises the opinions that are extracted from the interviews.

Table 15. Frequencies of codes related to the teaching of speaking

Code frequencies related to speaking
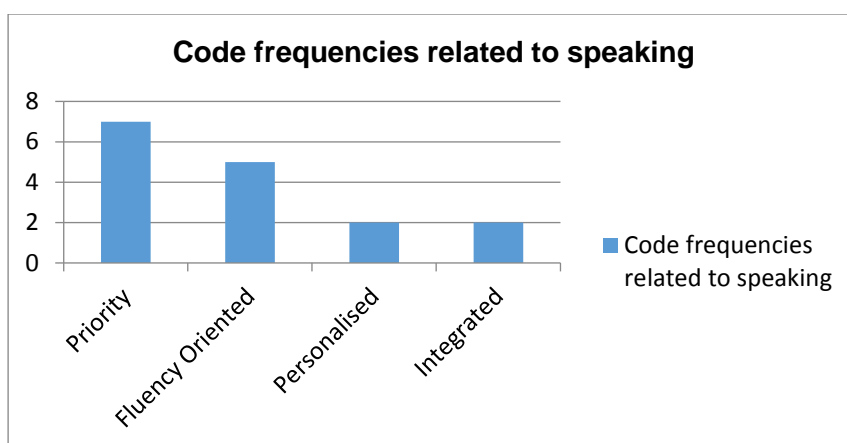
Apart from supporting that speaking is the most important skill, a participant suggested a way to make the speaking activities in a book more effective. She said that they should be guided for a preliminary preparation before starting the activity; otherwise, they do not want to speak since they do not feel confident about their knowledge on a given topic.

Excerpt #38

Yes, for example, without any preparation we try to talk directly, and we cannot think of words to say, and because of that, we cannot improve our speaking. If we do some preliminary preparations before, our speaking might get better. (Participant: 3, Level: Pre-intermediate, Age: 19)

Another way to make speaking activities more effective and operative, a student suggested that they need to relate the matter they are talking about to their real life in the following excerpt.

Excerpt #39

After a topic is covered, we can be asked whether we agree with it or not, or if the subject is a hobby whether we have such a hobby or if we tried something like it before can also be asked. (Participant: 10, Level: Pre-intermediate, Age: 27)

Regarding fluency, the participant in the excerpt below states that nobody has a concern about what rules to apply, it just comes to them naturally, so the activities should encourage fluency not the correct usage of grammar.

Excerpt #40

Because nobody is concerned about thinking of grammatical rules while speaking, it kind of takes place instantly, more like improvisation. We should get automatised for that kind of improvisation. Grammar is of secondary importance compared to this. (Participant 7, Level: Pre-Intermediate, Age: 21)

Another student supporting fluency-based activities stated that during the communication the important thing is to get your meaning across not grammar.

Excerpt #41

I think speaking is more important, because during communication it is not so much important, getting my meaning across is much more important. (Participant 6, Level: Elementary, Age: 19)

To make the speaking activities in a book more relevant a student suggested that a book cannot do much in terms of speaking other than giving useful expressions to be used while speaking and he continued that there should be more pair or group work activities in order to mimic real communication.

Excerpt #42

A book can only give us some useful expressions to be used and some texts, but it is hard to practise speaking on your own, if not impossible. I think there should be more group work activities. (Participant 12, Level: Beginner, Age: 19)

In Table 16, the results obtained from the items related to the four basic skills are displayed. The data from the questionnaire and the interviews were consistent in that most of the participants supported that there should be a separate and integrated practice of skills. Even the ones who suggested that all four skills should be taught separately, they still grouped the so-called connected skills together, such as listening and speaking. There were also participants stating that all skills should be taught integratively because in real life language is integrative.

Table 16. The percentages and standard deviations of items related to skills in a textbook

#	Item	Mean	S D	Strongly Disagree %	Disagree %	Agree%	Strongly Agree%
5	It is important that there are activities for separate and integrated practice of four skills.	3,53	,596	0,9	2,6	39,3	57,3
8	It is important that the distribution of four skills is balanced in a textbook.	3,41	,632	0,9	5,1	46,2	47,9
9	It is important that there are activities to practice sub-skills (finding the main idea, note-taking, etc.) in a textbook.	3,31	,713	0,9	12	42,7	44,4

4.1.11 What Constitutes a Good Textbook in terms of Exercises and Activities?

Another variable that was investigated was the exercises and activities. **Table 17** summarises the results coming from the questionnaire. Most of the participants agreed that the number of exercises in a textbook should be high (37.9% agree, 33.6 % disagree). However, a quarter of the participants did not agree with the statement. Item 23 revealed that 53% of the participants agreed with the statement that activities should consolidate what has been learnt. 34% of the participants strongly agreed with this statement. When it comes to whether it is important that a textbook should encourage critical thinking, 50% of the participants strongly agreed with the item 25, and another 41% agreed. The results of the item related to the balance of mechanical and free practice activities revealed that such a balance is important for the participants. (55.6% strongly agree, 39.3% agree). 90% of the participants also agreed that there should be revision parts in a textbook. Apart from these, 25 % of the students strongly agreed that a textbook has group and pair work activities, and 44% of them agreed with the same item in question. However, 21.4% of the participants disagreed with the same item.

Table 17. The percentages and standard deviations of items related to exercises and activities in a textbook

#	Item	Mean	SD	Strongly Disagree %	Disagree %	Agree%	Strongly Agree%
15	It is important that the number of exercises in a textbook is high.	3,02	,854	3,4	25	37,9	33,6
23	It is important that the activities in a textbook consolidate what has been learnt.	3,19	,730	3,4	8,5	53,8	34,2
25	It is important that the activities in a textbook encourage independent and creative thinking.	3,38	,741	3,4	5,1	41	50,4
31	It is important that mechanical practice activities and free practice activities are balanced in a textbook.	3,50	,625	0,9	4,3	39,3	55,6
32	It is important that there are revision parts for each unit in a textbook.	3,38	,729	2,6	6,8	40,2	50,4
34	It is important that there are pair and groupwork activities in a textbook.	2,85	,906	9,4	21,4	44,4	24,8

Table 18. The percentages and standard deviations of items related to availability of an English textbook

#	Item	Mean	S D	Strongly Disagree %	Disagree %	Agree%	Strongly Agree%
20	It is important that an English textbook is easily accessible.	3,5	,596	0,9	2,6	41,9	54,7
39	It is important that an English textbook is a recent publication.	3,26	,902	5,1	15,4	28,2	51,3

Most of the participants found the accessibility of the book important as shown in **Table 18** (42% agree, 54.7% strongly agree). Results coming from item 39 also revealed that 51.3% of the participants find it very important that a textbook is published in the last five years, and 28% agrees with the statement in this item while

15% of them disagree with the statement. The results coming from the interviews also are in line with the ones here related to the recency of the textbook. **Table 19.** has the frequencies of the codes that are extracted from the remarks of the students regarding the characteristics that an effective English textbook should have.

Table 19. Frequencies of codes related to English textbooks as a whole

What makes a good textbook?

Up-to-date material	7
Educative content	6
Interesting material	5
Visually appealing	5
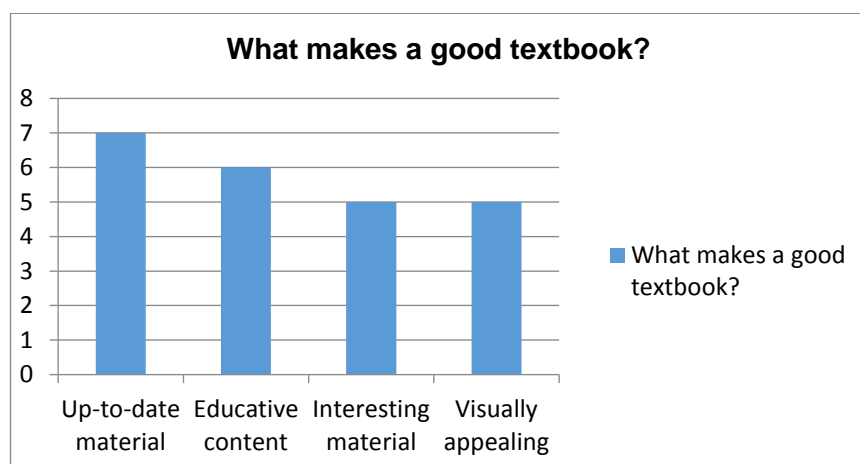
One of the issues emerging in the interviews was that it is necessary that an English textbook has up-to-date material to convey its content better. Another issue that arose was the visual attractiveness of the book and related to the content, it was suggested by the participants that the content should be educative and the material inside the textbook should be interesting.

Table 20. The percentages and standard deviations of the item related to the cultural sensitivity of a textbook

#	Item	Mean	S D	Strongly Disagree %	Disagree %	Agree%	Strongly Disagree
29	It is important that there are not any culturally negative stereotypes in an English book.	3,38	,898	6,8	7,7	26,5	59

The item about the absence of cultural bias displayed results showing that most of the participants find it important that a textbook does not evoke negative cultural images (59% strongly agree, 26% agree).

90

As displayed in **Table 21**, most of the participants support that a textbook should have a reasonable price. The data coming from the interview also were on the same page as the one from the questionnaire concerning this. The following is an excerpt in which the participant complains about the high prices of the textbook package especially when it is going to be used for just one year.

Table 21. The percentages and standard deviations of the item related to the overall value of a textbook for money

#	Item	Mean	SD	Strongly Disagree%	Disagree%	Agree%	Strongly Agree%
11	It is important that an English book has a reasonable price.	3,71	,588	-	6,8	15,4	77,8

Excerpt #40

Firstly, our books are really expensive and be sure that 80% of us do not buy original copies, we simply can't. For example, when I came here last year, the book set was 350 or 400 liras, something like that… You enter the university, move into a new apartment, and when everything is so expensive, hearing that you are going to pay huge amount of money on books you are just going to use for one year makes you a little disheartened. Even if you sell it the second year, you cannot make any profit out of it. Prices that high is really unnecessarily burdening. They could have been lower. (Participant 1, Level: Pre-Intermediate, Age: 20)

Considering the issue of staggeringly high prices of English textbooks, a student suggested that there should be effective books published in Turkey, and in order to reduce the cost of production, he argued that publishers could take ads in order to be displayed inside the textbooks.

Excerpt #41

If a book is too expensive for students to afford, the publishers may consider advertising in their books, just like magazines do. The prices must definitely be lowered. Or, there can be government interference, so that not everyone can sell English books. (Participant 9, Level: Pre-Intermediate, Age: 27)

CHAPTER 5

DISCUSSION AND CONCLUSIONS

This chapter presents the summary of the study, discussion of the results in line with the research questions, implications for ELT and limitations of the study and suggestions for further research.

5.1 Summary of the Study

This study aimed at investigating the perceptions of students regarding the concept of what an effective EFL textbook is. As Garton and Graves (2014, p. 654) suggest "Any view of materials that neglects their actual use by teachers and learners can, in our view, only be partial." For this purpose, data coming from surveys and interviews were analysed.

The participants in this study were university students attending preparation class at a state university in Turkey. They were given a survey in which they state whether a given criterion is important in a book on a scale of four. Interviews were carried out in a semi-structured manner in one on one sessions with participants. Quantitative data obtained via surveys were processed via SPSS 22, and qualitative data from interviews were verbatim transcribed and coded by hand.

As a result, a set of yes/no questions are generated in the form of suggested tentative criteria for textbook evaluation by the learners in the context of the study. **Table 22.** shows those questions. These questions can be utilised with learners while evaluating a certain textbook. However, it should be noted that every language learning context has its own unique characteristics. Thus, additions, omissions, adaptations and improvements are necessary before adopting a checklist to be used for evaluation.

Table 22. Suggested Criteria by Learners

	Suggested Criteria by Learners
	A. General Attributes of the Textbook
1.	Is the book visually appealing?
2.	Is the material presented in the book up-to-date?
3.	Is the material given interestingly?
4.	Is the content informative?
5.	Are the subjects interesting for the age group?
6.	Is the price reasonable?
	B. Exercises and Activities
7.	Do the activities encourage active participation?
8.	Is the number of mechanical and productive activities balanced?
9.	Do they promote creativity?
10.	Do they simulate real-life situations?
	C. Reading & Writing
11.	Do the texts enable the revision of newly learnt vocabulary?
12.	Do the texts enable the revision of newly learnt grammar structures?
13.	Do the texts deal with up-to-date topics?
14.	Do the reading activities encourage critical thinking?
15.	Are academic and free writing practices balanced?
16.	Are there different genres of texts presented to be practised?
17.	Do the activities enable the practice of vocabulary and grammar?
	D. Listening & Speaking
18.	Is the listening practice integrated with speaking?
19.	Are the listening texts clear enough for lower levels?
20.	Are the listening texts authentic enough for higher levels?
21.	Do the texts demonstrate different accents and registers?
22.	Is speaking the primary skill in the textbook?
23.	Are the activities fluency oriented?
24.	Is speaking practice integrated with other skills?
25.	Do the speaking activities allow for personalisation?
	E. Grammar and Vocabulary
26.	Are the vocabulary items presented in a meaningful context?
27.	Is there enough visual support to teach vocabulary?
28.	Are the vocabulary items revisited and recycled with different activities?
29.	Are presented vocabulary items useful in real life situations?
30.	Are grammar structures presented in meaningful contexts?
31.	Is the presentation of grammar topics encourage noticing the rules?
32.	Is grammar integrated with other skills?
33.	Is grammar primary focal point in the book?

One of the points that were worth noting was the difference between the reported needs by the students and the general goal of the department which is preparing students for education in their English medium departments. Most of the students in this study reported that they are learning English because it is the de facto language across the globe, and they need to be recognised as global citizens in the future. It can be inferred that learner and teacher perceptions as to what fulfils instructional needs do not coincide all the time as also claimed in Spratt (1999). In other words, to achieve learning objectives, what and how learners desire to learn and how teachers act on objectives should not differ from each other immensely (Kumaravadivelu, 1991). Therefore, it can be stated that the results of this study may prove to be useful in terms of identifying what type of criteria are suggested by learners concerning a beneficial textbook.

The second point of interest may be the suggestions made by the learners. As mentioned before, the claims made by students as to what an English textbook should be like are more or less the same as the ones made by professionals in the field. The only difference is that students' opinions are guided by their intuition and self-perceptions rather than research. In this respect, Garton & Graves (2014) suggest that materials evaluation is based on analysing the steps and fundamentals underlying the designing, producing and using the materials, and they added any analysis and evaluation process that is devoid of the actual use of the material by disregarding the actual consumers of the materials is incomplete. Lee (2015) contended that the materials evaluation criteria in learners' minds could be usually predicted by investigated their learning styles, and particularly at university level the opinions and insights that can be gained from learners might prove beneficial for publishers.

Thus, adopting Van Lier's (1997, p.783) integrative view that is related to the language classroom and learning which he terms as "classroom ecology" also may lead one to assume that taking learners into account in planning and evaluation stages can prove useful:

> …a conception of the learning environment as a complex adaptive system, of the mind as the totality of relationships between a developing person and the surrounding world, and of learning as the result of meaningful activity in an accessible environment. The language observed in a sociolinguistic (or semiotic) ecology is not seen as input directed at the learner for the purposes of intake and eventual output, but rather as potential affordances, that is, as signs that acquire meaning and relevance as a result of purposeful activity and participation by the learner and the perceptual, cognitive, and emotional engagement that such activity stimulates.

Hence, it can be argued that a language classroom is not a place where learners do as they are asked and produce language that is linearly required of them. On the contrary, it is the place where there is a continuous interaction among learners, teachers, materials and classroom discourse. Therefore, any type of evaluative study that resorts to student opinions about textbook evaluation may yield promising results in getting a relatively more comprehensive picture of how textbooks, language learners, teachers and textbook writers/publishers interact.

5.2 Discussion of the Results

In this part, the results obtained and analysed from the data will be discussed by referring to the previous studies and research questions. Research questions of this study are as follows:

Based on the perceptions of tertiary level EFL students who participated in the study,

1. What constitutes a good EFL textbook?
2. What are the most important characteristics of an effective EFL textbook in terms of:
   a. general characteristics
   b. four basic skills (reading, writing, listening, speaking)?
   c. grammar and vocabulary?
   d. communicative content?

5.2.1 General characteristics of an Effective EFL Coursebook

This study investigated the general characteristics of effective textbooks that were considered significant by EFL students by referring to the data from the survey and interviews.

With the thought in mind that the voices of learners should be present during the process of coursebook selection, this study aimed at highlighting the perceptions of learners about what makes up an effective EFL textbook. In order to investigate this, some predefined criteria were used in questionnaires. They were general attributes such as accessibility, suitability of topics and language, availability, cultural bias, flexibility, and overall value for money, and other criteria related to the content of a textbook which were communicative content, grammar, vocabulary and four basic skills. The questionnaire results concerning accessibility (item 14) indicated that a clear layout in a textbook is an important quality (44.4% agree,

50.4% strongly agree). Item 18, which stated that units should present objectives clearly was found to be important by the participants. Lastly, item 37 which referred to the organisation in a textbook demonstrated that organisation is another imperative characteristic that an EFL textbook should possess.

The data obtained through interviews, however, showed no clear interest in accessibility characteristics of an EFL textbook. Only one instant from the interviews had a subtle expression related to the layout which stated that her current textbook is too big, but the paper quality as well (see Excerpt #9). Another variable whose importance is investigated is suitability. It pertains to the substantiality of the textbook for generating the learner attention with a variety of topics that appeal to their age group and interests. It also referred to the quality of the language with regards to complicatedness and authenticity.

The data that were gathered via interviews revealed the fact that different interests call for a variety of topics (see Table 3). Additionally, it was concluded that despite the wide range of interests, book writers could achieve a common ground by including topics that are appealing to the age group that the book is aimed at (see Excerpt #4).

The interviews also revealed that familiarity of the topics affect whether the communicative practice is facilitated or not. When learners are asked to communicate about a topic that they are not even slightly knowledgeable about, conversation comes to a halt (see Excerpt #5).

Interviews also showed that learners desire that authentic language should be provided in a textbook, and they emphasised the fact that a book should prepare them for real-life use of the language. Additionally, the learners were well aware of the fact that classroom is the only place they intensively practice the language, so the book should not waste their time with loads of artificial language (see Excerpt #6 and Excerpt #8).

Another conclusion that was reached via interviews was that a textbook should notify learners about the fact that spoken and written language are governed by different grammatical rules (see Excerpt #7).

The interviews also revealed that familiarity of the topics affect whether the communicative practice is facilitated or not. When learners are asked to communicate about a topic that they are not even slightly knowledgeable about, conversation comes to a halt (see Excerpt #5).

It was also clearly demonstrated by the interviews that learners are of the opinion that authentic language should be provided in a textbook, and they emphasised that a book should prepare them for real-life use of the language. Besides, the learners were well aware of the fact that classroom is the only place they intensively learn the language, so the book should not waste their time with loads of artificial language (see Excerpt #6 and Excerpt #8).

Another conclusion that was reached via interviews was that a textbook should notify learners about the fact that spoken and written language are governed by different grammatical rules (see Excerpt #7).

Suitability involves the level of language a textbook presents learners, as well. The participants were informed about the fact that learning occurs only when the language they deal with is slightly above their level.

Questionnaire data also showed that topic and language level suitability are crucial in a textbook with 85% of participants finding interesting topics important. The items related to the importance of topic variety showed that a textbook should offer variety in terms of topics (50% of the strongly agree; 41% agree). Items pertaining to if the authenticity of topics is crucial or not also showed that participants favour a more realistic content in a book (40% strongly agree, and 37% agree). As for the level of language in a textbook, the participants showed a good degree of agreement (42.7 % agree; 43.6 strongly agree) which confirms a highly complicated language may overload and demotivate learners because it is hard to process.

Most of the participants found the availability of a textbook in the market important (42% agree; 54.7% strongly agree). Results also showed that for the 51.3% of the participants, it is important that a textbook is a recent publication offered to the market in the last five years (28% agree; 15% of them disagree. The results coming from the interviews also are in line with the ones here related to the recency of the textbook. The participants thought that recency is significant because it affects the degree at which the content is appealing.

As for the treatment of different cultures the questionnaires, the related items revealed results concluding that the learners find it important that a book does not evoke cultural bias in learners or discourage them because of biased content (59% strongly agree, 26% agree).

Both questionnaires and interviews demonstrated that price is one of the most important factors whether a book is attractive for a learner or not. Some

participants suggested that there should be some books that are written specifically for the Turkish context in Turkey. Some were against the use of imported books because of their price. Additionally, there was an eccentric suggestion offering that book writers may advertise in their books to lower the prices (see Excerpt #40).

The flexibility of a textbook was tackled in terms of supplementary materials, such as workbooks, dictionaries, CDs, extra quizzes, etc. Results gained via questionnaires and interviews mostly overlapped. As well as offering a range of supplementary materials for a textbook, students also commented on how to make those materials more effective. It was suggested that CDs accompanying books should follow different content. Another participant asserted that it was the publishers' duty to provide them real opportunities for real communication and offered that the users from different parts of the world should connect via an online platform that the book has (see Excerpt #3).

All in all, with the suggestions made by the participants, the following points are drawn as to general characteristics of a useful EFL textbook. These suggestions are displayed in **Figure 2** below.
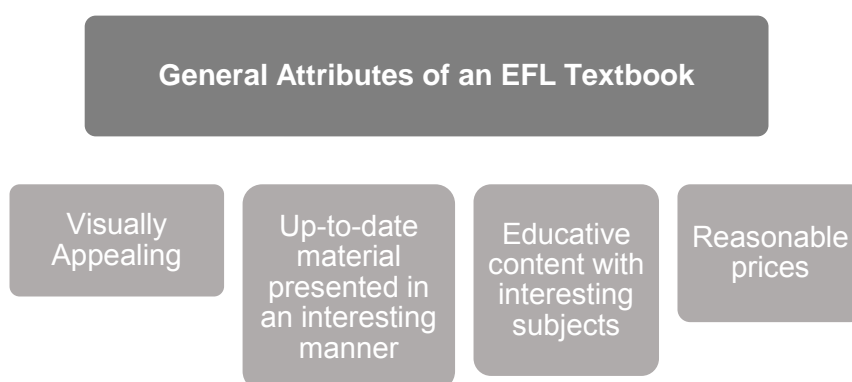
Figure 1. Criteria suggested for general features of an EFL textbook

Since the students themselves came up with these, one can assume that a textbook is one of the factors that may motivate the students to learn a language if they are designed carefully. In a study that was done in order to find out about the factors that decrease the motivation towards language learning, 47 learners were interviewed, and demotivating reasons that were articulated by the students were uninteresting and oldfashioned learning materials that are full of lengthy texts, and a lack of goals (Kikuchi, 2009).

Cunningsworth (1995) also notes the value of visuals in a textbook. Accepted by many, the employment of visuals in a language textbook can be said to be universal. However, while evaluating their existence in a textbook, one should be careful about whether the visual aids are integrated with the learning material or they are in the textbook just for the sake of being there.

Another issue raised by the learners was that the content of the book should inform them about different subjects. This, in a way, can be said to be related to topics that are covered in a book. The learners favoured that they should learn new things, and English should be a means to this end, which means they want to learn the language by learning other things that are of interest to them rather than engaging in mechanical practice all the time to learn the language.

Thirdly, the students stated that the book should be physically appealing because this may encourage them to learn and study. Books are being published these days by spending tremendous amounts of time and money to make them more physically appealing to the learners' profile that is termed as 'digital natives.' As the learners in this study suggested, they usually prefer material that is the reflection of a so-called ideal world that the people are bombarded with information and stimuli via the Internet and social media. The learners in this study most of the time, supported the notion that a book should look colourful and attractive as Gray (2010) puts it 'magazine-like'. However, one can simply ask the question "At what cost?" Almost all the learners interviewed in this study expressed their resentments about the immensely high prices of English textbooks and even when a cheaper alternative is found some sacrifices are made on additional materials such as workbooks, CDs and online practice platform passwords by excluding them from the textbook package. A learner in this study even desperately suggested that the state should publish books and some advertisement of brands can be made inside textbooks (see Excerpt 41). It can also be said that rather than buying the products of the ever-expanding global market of textbooks, needs analysis studies or surveys should be carried out in every context, and textbooks that are as specific to that context should be produced in collaboration with teachers, learners, administrators and publishers in a more localised way. It is also apparent in this study that despite being ignored most of the time, maybe because of the belief that learners are not professionals in the field of material preparation and evaluation, the points that learners proposed indicate that they also have their perception of what

makes an effective EFL textbook, that was also pinpointed by professionals in the field, and this proves that learners' voices should be present during the process of coursebook selection. Moreover, expectations of the students from a textbook should be taken into consideration while determining the criteria for evaluation because the driving force behind their assumptions about an ideal EFL textbook is most of the time the purpose they have in mind while learning a language.

To summarize, the process that needs to be completed in order to select and evaluate a textbook requires lots of effort characterised by a constant cycle of analysing the changing needs of learners and approaches to learning languages, as well as subjecting the utilised textbook to the evaluation of actual first-hand users of the book in this case learners.

5.2.2 Exercises and Activities

Combining the opinions and suggestions of students from the questionnaires and interviews, **Figure 3** below summarises the attributes of exercises and activities in a textbook.

Figure 3. Criteria suggested for exercises and activities

Data obtained via questionnaires show that learners find it desirable when a textbook has a higher number of exercises and activities (37.9% agree, 33.6 % disagree). It is without a doubt; quality is much more crucial than quantity and interview data provided a more in-depth view in this regard.

The results of the questionnaires and the data coming from the interviews confirmed that a range of activities and exercises that encourage independent thinking and creative responses are essentials in an EFL textbook. Questionnaire

data demonstrates that the majority of the students (91%) think that practising critical thinking in a foreign language is significant. Cunningsworth (1995) similarly suggested that a coursebook should ensure that learners make progress, and one of the possible ways of achieving this is bearing in mind that learners are not passive recipients of knowledge, but instead they are and should be active participants in the process of language learning. Therefore, activities tapping into higher-order cognitive skills suggested in Bloom's taxonomy (Bloom, 1956) should be placed in a language learning textbook. Those activities should require students to analyse, and synthesise what they have learnt, and creating something novel as a product of what they have actually acquired from the material that has been covered. Another appearing suggestion in this study claiming that activities should promote creativity is supported in a sense. Cunningsworth (1995) also believes that 'challenging students' intellect' by providing them with necessary activities in a textbook brings them closer to be more independent and autonomous learners who are aware of their language learning needs and possible future situations they will use the language. In Margana and Widyantoro (2017), it was discussed that learners, as well as teachers, demand that there should be more activities and tasks that require the employment of higher order thinking skills. Learners in their study agreed that textbooks should be specifically designed to develop such skills because they are important to become independent learners. Teachers as well stated that textbooks should overtly express the activities that are directed at critical thinking to raise awareness in learners.

The results in this study also implied that activities that ensure covered material is internalised, and target structures are practised both mechanically and productively are crucial in a textbook. The item in the questionnaire suggesting that a textbook should ensure the internalisation of the covered material is a significant quality in a textbook was rated highly by most of the participants (34% strongly agree; 53.8% agree). Relatively similar to the internalisation, the revision was also thought to be important by participants since the concerning item was agreed by most of the participants. As for the balance of mechanical and free practice, most of the participants (55.6% strongly agree, 39.3% agree) considered the concerning item important. Just as learners in this study, Harmer (1996) also suggested that there should be a variety in types of activities. He also added that although mechanical activities such as drills and fill-in-the-blanks are not authentic in the real sense, they still make sure that there is a balance in controlled and free practice. An

approach of this sort is characterised by the fact that students are exposed to different types of activities resulting in interest and maintained motivation in learners, and this, in turn, facilitates language acquisition. Put in a more specific way, it can be contended that when there is such a balance in the input the students are exposed to, output also shows the same variation hence discarding the dilemma of 'accuracy vs fluency' because practices serving for both concepts are done with activities.

Lastly, it was inferred both from the questionnaire and interview data that the activities should direct the students to use the language in real life situations to enhance communicative competence. Questionnaire data suggested that pair and group work activities are important in a textbook (25 % strongly agree, and 44% agree). Participants that were interviewed also favoured that a textbook should offer them helpful expressions to be used in real life, and more opportunities for speaking practice, which was also considered the most crucial skill in language learning.

Supporting the claims of the students, theorists such as Vygotsky (1987), Long (1996) and Farrell and Jacobs (2010) also pointed out that activities enforcing learners to interact and negotiate meaning are substantial cognitively and socially because learning is an act that has a social nature to it. Allwright (1984) underscored that productive activities in the classroom ensure the internalisation of what is covered in learners' inventories to be used in real life. He also warns against the pitfall that communicative activities are perceived as a teaching method; on the contrary, they should be fundamental and natural part of any language classroom.

Long (1996) elaborated that activities encouraging interaction among students are beneficial in terms of providing opportunities for practising the language in real-life like situations, increasing in the amount of language used, and ensuring personalisation of the instruction. As the students interact more, share ideas, negotiate meaning and receive feedback, their motivation may also increase in return. However, pair and group work activities should be placed in a textbook carefully, in a way that they serve a real purpose of creating a need for interaction because just because an activity requires working in a group does not mean it ensures and encourages interaction. This is a pitfall that should be avoided, and Litz (2005) summarises this by stating that some pair or group work activities are just created by putting the phrase 'work in groups' in front of the instruction of an activity that otherwise would have been an individual work. A learner in this study also raised his concerns related to group work activities by claiming that those kinds of

activities should be employed only when it is made sure that all students in all groups have some information about the topic covered in the activity (see excerpt #5). According to Savignon (2001), activities for speaking practice should be presented along with instructions that are clear, along with a suitable context that requires an understanding of the target culture.

Cunningsworth (1995) also supported by claiming that a language learning programme should identify the needs of students as to what purpose the language they learn will serve in the future, and a selected textbook should help to equip the students with the knowledge and practice of language that they are going to be using in their future contexts. Therefore, it should be noted that there is a need to look further in terms of identifying future contexts in which the learners are assumed to be using the language.

By looking at the matter from another angle, Cunningsworth (1995) claimed that if there is a shift towards a learner-centred approach in language teaching, it can be said that one of the goals of language education is raising the level of autonomy in students. For this reason, a coursebook can help accomplish this goal by including authentic materials and authentic situations, enabling them to practise language, participate in communication, progress along the autonomy continuum and gain communicative competence gradually.

In addition to the claims related to the benefits of authentic materials or activities made above, McGrath (2002) also added that authenticity should not be taken for granted because it enables learners to practice the real language in an encapsulated learning environment. If we rely on unauthentic or less authentic materials, the learners may not be very well prepared to cope in real contexts that the target language is being used. Therefore, it is vital to strive for an "…as close an approximation as possible to the world outside the classroom, in the selection of both language material and of the activities and methods used for practice in the classroom" (McDonough and Shaw, 2003 p. 40) in order for an effective language instruction to take place.

5.2.3 Suggested Topics and Supplementary Materials for a Language Textbook

Apart from the points mentioned above, there were also additional remarks made by the students on the topic, in other words, the subjects that can be covered in units, and it was also stated that if the subject matter is interesting, learners feel more motivated to learn which was also confirmed by the questionnaire results. A

student even said that if the topic of a text is boring for her, she will not read it even in Turkish, let alone English. The subjects that are stated to be interesting for the age group in the study are listed in **Table 23.**

Table 23. Suggested Topics to be Covered in an EFL Textbook

Suggested Topics To Be Covered in an EFL Textbook
Travel, Food, Fashion and shopping, Technology, Different cultures, University Life, Daily life, Science, Movies, TV Series Photography, Books, Important inventions, Historical Figures, Sports, Nature, Music, Social Media

Although these topics are thought to be the most interesting ones for the learners taking part in this study, Gray (2010) has some counter arguments for some of those topics. He stated that the view of culture is far from what is real. The topics usually are related to celebrities, consumerism, success, and travel, which may convey the message that English is the key to a glamorous world that is full of success and glory. This, however, may also create a feeling of inferiority in the learners that may yield itself into resistance to learn, unlike what is claimed by learners in this study. He also asserts the textbooks are sterilised by excluding controversial topics, and this may result in shortcomings related to presenting a picture of the real world to learners.

In order to get a more comprehensive picture of what to include as topics in textbooks, studies focusing on real-life conversation topics such as the one carried out by Siegel (2014) can be used for bringing real life and textbook language closer. It was later concluded in the study that if textbooks incorporated "topics, vocabulary and pragmatic conventions (p. 372)", EFL classes would be able to serve learner needs better. McKay (2003) also suggests that textbooks should include local topics because learners may have to introduce their own culture to others in the future.

An array of supplementary materials was suggested to be included in the packages that the textbooks are sold. As was referred to at the beginning of this study, learners need different types of input to advance along the language learning process (Swan, 2006). It was pointed out that students need an extensive type of input which yields products from free practice activities of writing and speaking.

The things suggested below proves that students somewhat have an idea about the type of additional instructional materials. **Table 24** shows the suggested materials by the students.

Table 24. Supplementary Materials Suggested by Participants

Supplementary Materials Suggested by Participants
Graded Readers, Comic Books, Online Tools for Practice, CDs with more listening exercises, games (board games such as scrabble), dictionary, posters

Among those additional materials, graded readers were the mostly suggested materials by the participants. They were of the opinion that such books should be included in a package and if learners are held accountable for them via exams and quizzes, it might make it easier to learn new vocabulary, see grammatical items in a context and enhance their reading skills. Emphasising the importance of extensive reading, Brown (2008) suggests that textbooks can directly recommend students to read graded readers; however, he adds that simply asking learners to read does not suffice on its own without an underlying purpose. He proposes several ways in which textbooks can encourage extensive reading by incorporating it with activities in the actual textbook. His suggestions can be summarised as the following:

- Reading logs onto which students can record the date, title and pages that they covered
- A form of flowchart that leads students to some recommendations as to what they can read according to their choices along with the chart
- Recommendations for graded readers that have the same topic as the unit that is being covered
- Language focus activities that direct students to recommendations to some graded readers or short passages that are extracted from graded readers
- Providing chapters of a graded reader in different parts of the textbook (particularly suggested for lower levels because it is easier to handle a whole book in pieces)
- Discussion activities enabling learners to talk about their book of choice as well as to be introduced to other books.

However, when the participants were asked what they would like in a coursebook package, they were concerned by financial issues by saying that more things added to a package mean more money to pay on their part, so actions must be taken to make coursebooks cheaper.

When looked at from learner-centred perspective, textbook writers can intentionally provide materials that are flexible to the extent that the learners themselves can adapt some parts. (Saraceni, 2003). She also asserts that doing so is one of the ways to make the textbook appealing to various contexts without making them prescriptive and superficial. This also helps learners gain independence to be in charge of their own learning for whole life because to make adaptations learners have to draw on the resources that they are provided.

5.3 Skills in a Textbook

In this study, what qualities an effective textbook should bear in terms of four skills (reading and writing, listening and speaking) were collectively investigated via questionnaires, and a more in-depth view was achieved via interviews in which skills are examined separately (see Table 16). According to questionnaires, it can be argued that skills should be practised both integratively and separately. Balance of skills was also rated as a quality that is important in a textbook. As well as four basic skills, sub-skills such as note-taking, finding the main ideas in a text, etc. were thought to be crucial aspects to be practised in a textbook via activities that strategically train students. Below, four skills are discussed separately with reference to the interview data.

5.3.1 Reading

One of the skills under inspection was about how a textbook should tackle reading skill and the activities it was practised with and the type and qualities of texts. **Figure 4** below summarises the suggestions obtained via interviews for the reading skill in a textbook.
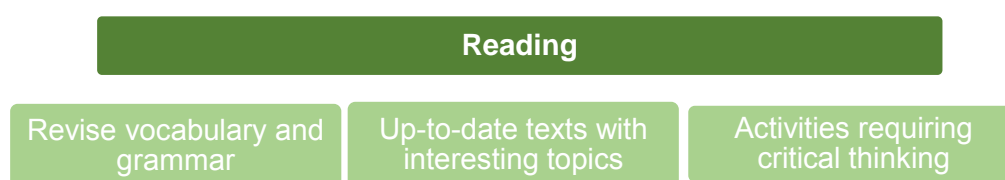
Figure 4. Criteria suggested for reading

Reading is one of the most substantial resources of comprehensible input especially in foreign language contexts; it is one of the ways in which learners can be exposed to the target language, the other one being listening. A participant in this study proposed that the best way to learn English is to read. The same participant suggested that there should be longer and more appealing texts to practice reading as well as comprehension questions (see Excerpt #28). Similarly, Eskey (2005) claims that reading is both a skill that assists language acquisition and also a component of it to be learnt. He reinforces by stating that most of the learners have to use reading skill more than speaking in their everyday life in order to access huge bodies of information presented in English. McDonough et al. (2013, p. 110) also contended that reading has the highest importance among the four language skills. They argued that there might be cases in which the students may have to read to learn a subject during their studies, but there may not be instances that require them to speak. The case in which this study was carried out resembles such a context because the students are expected to engage in a lot of reading when they are continuing their academic studies.

Another suggestion was related to the fact that reading can enable learners to practice a variety of things apart from the skill itself (see Excerpts #29 and #30). The participants suggested that reading texts should be exploited in a way that they can lead to activities that entail the practice of grammar, vocabulary, writing and speaking. They considered the following as to how the reading skill is supposed to be taught in a textbook.

- The reading texts should enable the recycling of vocabulary and grammar.
- There should be up-to-date texts that are of interest to students, and those texts should be presented with activities entailing active participation.
- There should be linear activities such as comprehension questions as well as the ones promote critical thinking such as, information gap activities, and activities that allow opinion statement about a given topic.

Supporting the suggestions made in the interviews of this study, Cunningsworth (1995) refers to reading as a simple skill in terms of its inclusion in a textbook since the things needed are a text appropriate for the learners' levels, a word-list or dictionary for reference. A textbook has reading practice in order to achieve sub-skill and strategy training, recycling vocabulary and grammar, presenting models for writing practice and exposing a topic to learners. He goes on

to argue that while reading, a learner is able to set up his/her own pace to revise vocabulary and grammar which makes it less burdensome for them who otherwise have to be alert and anxious during listening and speaking because the practice of those skills require real-time attention almost all the time. Likewise, Salataci and Akyel (2002) report the benefits of strategy training for reading skill in a study that they carried out in a university context. Thus, it can be argued that textbooks should emphasise strategies to be employed while reading by conveying that reading is not necessarily a passive activity; on the contrary, it is an action that requires complex cognitive processing.

Firstly, the participants regarded reading skill as a source of opportunity to recycle newly-learnt vocabulary and grammar. They thought that a reading text serves as a context containing the correct usage of grammar and vocabulary. In the same way, the participants suggested the textbooks usually have that classical arrangement of presenting reading as a tool for recycling grammar and vocabulary.

Eskey (2005, p. 567) as well, supported the idea of studying reading skill as a tool for extending one's vocabulary by stating:

> …the best way to acquire the extensive vocabulary to acquire reading widely in a second language is reading itself, and it is equally well understood that a prerequisite for such reading is an extensive vocabulary—a classic chicken and egg situation.

However, according to McDonough et al. (2013) such an approach to reading does not suffice if it is aimed that the learners are to be exposed to different genres of texts for reading, such as letters, newspaper articles, scientific reports; it should be noted that strategies required to read and comprehend different texts might differ from each other. Thus, a textbook should present clear goals in terms of what each reading text attempts to cover. Those goals can simply be presenting or revisiting the previous structures, or they can aim at training students in various reading strategies to enable improvement in reading by employing correct strategies. However, one should bear in mind that regarding the reading in a textbook simply as a channel through which vocabulary and grammar are deposited into learners' minds prevents them from encountering real texts that aid in improving reading skills and subskills with real and authentic texts McDonough et al. (2013).

Additionally, it was suggested by the participants that a reading text should generate interest and make them want to read more, and this can be achieved by presenting topics that are attractive for them (see Excerpts #27 and #28). With

regard to making the presentation of reading more appealing, Cunningsworth (1995) suggested that a reading text should resemble the ones in real contexts as much as possible with different colouration, graphics, print and format to make the reading text salient as well as attention-catching as a separate entity.

However, learners' opinions regarding whether familiar topics or unfamiliar ones should be the subject matter of the reading texts in a textbook showed variance. In terms of this issue of familiarity, McDonough et al. (2013) stated that the purpose of reading a text should be getting information and pleasure out of the experience itself. However, if the subject matter of a reading text is too familiar with the hopes of teaching certain vocabulary and grammar, reading skill may, in a way, be made redundant and rendered pointless. The real aim of reading in a textbook should be getting the learners to interact with the text and make their meaning out of the communicated messages. The learners should be viewed as active participants and critiques not 'empty vessels' because every learner has something to bring into the text such as background knowledge, and biases while reading and interacting with the text. Therefore, it can be contended that this takes one to the notion that reading texts in a language textbook should not be objects of the action; on the contrary, they should be viewed as a process.

In a similar vein, Cunningsworth (1995) suggests that reading should be handled in a textbook in such a way that the learners read with pleasure and get the most out of texts. This can be accomplished by including a variety of activities requiring strategy use, such as prediction, dealing with unfamiliar vocabulary, reading for key points and also with activities that ensure the use of personal experiences and opinions of learners as a point of reference. Nevertheless, the common suggestion among learners was that reading texts should be interesting enough to arouse and maintain their motivation along with the activities that challenge their creativity and intellect. McDonough et al. (2013) supported challenging the students via reading in a textbook by encouraging them to engage in hypothetical discussions with the writer of the text and peers as well as questioning the arguments presented in the text by synthesising them with learners' own previous expectations about the subject matter. Drawing attention to how textbooks may shape students perception of their position in the learning process Errington and Bubna-Litic (2015) assert that if students unknowingly assume the relatively passive, non-questioning role imposed upon them by a textbook, they might be stripped of the opportunity to get to know other views and challenge them. The

construction of the real world in a way might be falsely shaped in learner's minds by a textbook that never touches upon controversial issues in fear of a loss in the market value (Gray, 2010).

As the students also proposed, the reading texts in a textbook should be appropriate for their current level, as much authentic as possible, and the activities should challenge them without causing frustration. Cunningsworth (1995) also stated those points for consideration while evaluating a textbook in terms of reading. The students in this study also made it clear that the texts should not be too long and nor should they be too complicated with too many unknown words and structures.

The points that are suggested above indicate that the students are more or less aware of the skills they need to have to be good-enough readers in a foreign language. Therefore, they thought the book should provide what they need. It was also seen that reading was thought to be a crucial skill since it provides exposure to comprehensible input and helps internalisation of vocabulary and grammar by delivering them in a context, and also help the practice of top-down and bottom-up skill practice integratively.

5.3.2 Writing

Another point that was researched in this study was the views of learners about how the writing skill should be dealt with in a textbook. The suggestions deriving from the interview data are summarised in **Figure 5** below.

```
                    ┌─────────────────────────┐
                    │        Writing          │
                    └─────────────────────────┘

┌──────────────────┐  ┌──────────────────┐  ┌──────────────────┐
│ Balanced free and│  │ Different genres │  │ Enabling practice│
│ academic writing │  │ of written texts │  │ of vocabulary and│
│    practice      │  │                  │  │     grammar      │
└──────────────────┘  └──────────────────┘  └──────────────────┘
```
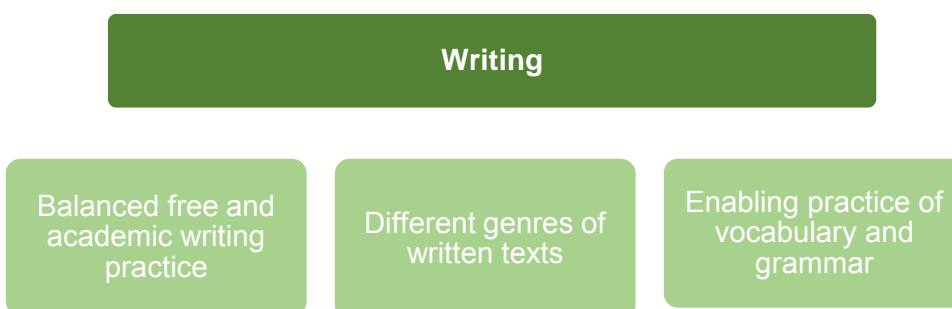
Figure 5. Criteria suggested for writing

Regarding the issue of how writing skill should be involved in an effective textbook, the following views were found to be the most prominent in the participant interviews:

- Free writing that encourages the use of imagination and creativity and academic writing should be practised in a balanced way.

- Academic writing should be taught classically with the presentation of the rules as to how to write a certain type of text and practice of it in order to receive feedback.

- Different genres of written texts should be presented and practised such as letters, e-mails, notes, etc.

- Activities should enable the practising of vocabulary and grammar.

McDonough et al. (2013) claim that even the native speakers of a language do not prefer writing in daily life, and this need is even less for the non-native speakers. As they later add on, the need for writing usually arises from the moment that one is introduced into an educational or academic context. Furthermore, as taking the real world language use into account has gained much significance over the years one cannot necessarily claim that writing should only be taught as a means of academic achievement in a foreign language classroom. Supporting this argument, learners in this study demanded that writing should not be included in the textbook just in the academic sense but other situations that entail the use of writing skill should also be presented in a textbook. Thus, the learners suggested that there should be a balance between the activities of academic and free writing (see Excerpts #31 and #32).

The fact that participants demanded the practice of academic writing as well as the other type that require less formality also supports the opinion asserting that one can gain social acceptance through language and writing (Hinkel, 2006). This issue has also been raised by one of the learners in this study (see excerpt #31) who claimed that writing is maybe the only medium in which you can utter something, and the fact that you are not a native speaker is not prominent because you do not have an accent. In another publication that is devoted specifically to L2 writing, Hinkel (2002) emphasises that learners should have the necessary lexical and grammatical knowledge so that they can get their meanings across via written discourse. Thus, in a textbook, different genres of texts in a written medium should be introduced to the learners, and the practice of them should be encouraged by a process-oriented approach guiding the learners through the different processes of a certain writing task while providing feedback on the grammatical and lexical aspects that are required by different writing tasks. McDonough et al. (2013, p. 183)

summarised types of writing people usually engage in real life; they include the following as the main types of writing with examples of sub-types for each category:

- Personal writing (e.g. diaries, shopping lists, self-notes, etc.)
- Public writing (e.g. complaint and request letters, application forms, etc.)
- Creative writing (e.g. stories, poems, lyrics, posters, etc.)
- Social writing (e.g. letters, postcards, text messages, etc.)
- Study writing (e.g. note taking during lectures, experiment or workshop reports, summaries, etc.)
- Institutional writing (e.g. CV, reviews, e-mails, minutes, etc.)

As learners said, to achieve the balance between types of academic writing and free writing, the situations in which the students may be using the writing skill should be identified first, and then the appropriate types of tasks should be integrated into the language textbook. Each of those types also has different rules about them, and a clear cut distinction should be made visible to the learners in a textbook. Cunningsworth (1995) argues that there should be as much variety as possible in the kinds of writing tasks and situations in a language textbook. He also adds that the textbook should attempt at conveying the concept of 'paragraphing' as the most basic level of writing at least.

Another point of interest among the participants in this study was that writing tasks in a textbook should make sure that they can practice what has been covered in terms of lexical and grammatical items (see Excerpt #33). They supported that writing as well as speaking, is a crucial productive skill and whether the learners have internalised presented grammar and vocabulary can be seen through their written work. Supporting the suggestions made by the learners about the function of writing as a tool for revising vocabulary and grammar, Waters (2006, p. 5) suggests that lessons should include "application" type of activities. Those are the ones that provide the means for students to use what is covered during class in a "real-life like" situation by encouraging them to think critically. Hence, including activities that practice writing in such a way in a textbook should be considered by the textbook writers during the creation process and by the teachers during evaluation. However, this may pose a challenge during the evaluation of a textbook, bringing us teachers to the point of thinking that this might not pass as a type of writing skill practice per se, but rather it is the practice of grammar and vocabulary although such a need for practice also brings about an actual need for writing. This may be considered a pitfall which prevents learners from expanding their knowledge of writing conventions in the target language since they are not required to draw on their

intellectual resources to create a new and organised text. Therefore, one should be aware that writing activities should also encourage learners to engage in analytical thinking and interpretation of the information given to them.

In conclusion, the participants in this study needed to follow their studies in English medium departments; and fitting this need, they expressed a necessity for a thorough handling of academic writing in a textbook, but also because they had other purposes in mind such as socialising with people from different cultures and career advancements, they suggested practising informal writing, additionally.

5.3.3 Listening

The data coming from the interviews about the issue of how a textbook should deal with listening skill practice yielded the following points listed in **Figure 6.**
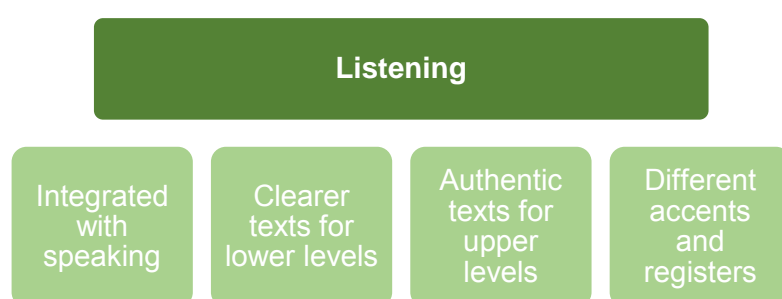
Figure 6. Criteria suggested for listening

Regarding listening, which was considered the second most important skill by the participants in this study, the following points were suggested as to how listening skill practice should take place in a textbook.

- It should be given integrated with speaking skill.
- Clearer texts directed at learners in lower levels should be later replaced by authentic ones.
- Texts should familiarise learners with different accents and registers as the level of language proficiency increases.

The participants argued that listening and speaking skills should have more time allocated because they are vital skills needed in real life (see Excerpt #35).

Although one can assume that listening is simply a skill requiring a learner should only listen passively, Richards (1990) and Vandergrift (2004) argue that it is far from being a passive skill, but the participant is constantly and cognitively active by attending to top-down (context, background knowledge about the topic) and

bottom-up cues (stress and intonation, phonological features, etc.) and synthesizing information coming from those cues as well as retaining them in short term memory while listening. Therefore, listening deserves special attention paid in a language textbook. Focusing on the fact that listening is more than a simple hearing activity as a result of sensation, Cunningsworth (1995) argues that it is a somewhat burdensome activity since it is part of a conversation where one person cannot predict what is going to be uttered next. Richards (2006, p. 9) also points to the complicated nature of listening skill and its role in language learning. He juxtaposes listening for comprehension only and listening that aids language learning. He states that one should be able to notice the linguistic qualities of the input and transform that input into a part of their "linguistic repertoire." Goh (2010) also recognises the superficial and product only approach to listening instruction. She states that most published materials are suffering from an absence of "learning activities that directly develop learners' capacity to listen beyond the topic. (p. 182)" For these reasons, it is imperative for a coursebook to identify the problems that might arise due to lapses in cognitive processing, and include activities to train learners for effective listening strategies as well as strategies to deal with problems stemming from poor listening comprehension. Learners in this study supported that listening should not just be done for its own sake in a textbook, but it should also be done reciprocally with activities requiring listening and responding. One participant suggested such activities while mentioning supplementary materials by stating that online platforms or CDs can contain such activities requiring learners to listen and respond at the same time. Another student also suggested that publishers should attain specially trained people to skype or phone each student who uses the book for speaking practice since they are characterised by listening and communicating with a real addressee.

Another point that the students honed in on was the authenticity of the texts. Peacock (1997) reports that authentic materials positively contribute to learner motivation. He bases his discussion on a study that employed observation of classes where authentic and artificial materials are used as well as interviews conducted with students. Most participants suggested that they need texts directed at learners at lower levels because it is hard to comprehend what they are listening to during these stages. However, they favoured increasing level of authenticity as the progress in terms of language proficiency similar to what participants preferred in this study (e.g. Excerpt #35). Clavel-Arroitia and Fuster-Márquez (2014, p. 124-

125) argue that "…the danger of not using authentic texts is that students at higher levels may be denied sufficient exposure to the kind of English they need to face in the real world after years of study. " Guariento and Morley (2001) also advise that authentic texts and tasks can be employed at higher levels not to challenge learners with overwhelming materials when they are at lower proficiency levels. In the same vein, Sung (2014) also suggests that authentic texts that are extracted from corpora are beneficial for they present learners with real-life material. However, he also added that to prevent the feeling of failure and dissatisfaction caused by challenging texts, learners may be presented with materials that do not require too much processing and background knowledge, and they can also be provided "scripted (p. 2)" listening texts that are authentic and reflect the accents of people with different L1. In his study, Sung collected student opinions as to whether they should be exposed to different accents in English. The results showed that students are aware of both the positive and negative consequences that may be posed by authentic language; however, he stated that informed decisions could be made by addressing student perspectives to contemplate on the ways to present students with varieties of accents without threatening their motivation.

The viewpoint of participants in this study concurred with those of Cunningsworth's (1995). He argued that authenticity or semi-authenticity should be sought for in a textbook since it brings an element of reality to the classroom which is otherwise an isolated place, and it also provides the learners with opportunities to personalise the things they are presented with by making a connection with real-life situations. Provided with a relatively realistic model, the students may also be more motivated to learn and practice the language. It can be said that this motivation is enhanced by the increased degree of realism and a higher possibility of relating what is in the book to that is in real life.

Finally, the participants interviewed in this study suggested that listening texts in a book should vary in terms of the accents. Most of the participants in this study stated that they want to learn English because it is the lingua franca, and also they want to travel to different countries. They were aware of the fact that English is not the property of countries speaking it as an official native language, but people around the world interact with each other in English by bringing their worldview into the language. The opinions of learners in this respect can be supported by the claims made by Baker (2012) who noted that going beyond the idea of teaching English in a stable way by presenting it as if it was only the component of certain

cultures is necessary to facilitate communication among speakers from different countries and backgrounds.

It was observed that students report a need for practising listening and speaking together since they go hand in hand in real life too. Another issue that was raised was the authenticity of the texts. The learners asserted that they are not just going to communicate with native speakers in real life, so it is of great concern that the globality of English is realised in a textbook by exposing the students to different accents and contexts.

5.3.4 Speaking

Learners taking part in this study suggested the following criteria in **Figure 7** to be taken into account while evaluating a coursebook in terms of how it should include the speaking skill.
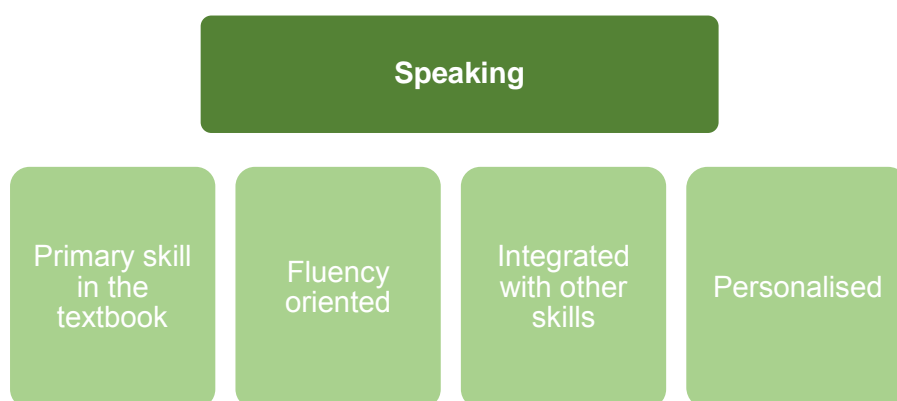
Figure 7. Criteria suggested for speaking

Claimed to be the most important skill by the participants in this study, the following were suggested regarding the presentation of speaking skill in a textbook:

- Activities should be personalised in a way that students can share their own experiences and opinions on a given topic.
- Practice should be oriented towards fluency.
- It should be integrated with other skills.

The questionnaire data which deals with communicative properties in a textbook can also be reported convergently with the ones obtained via interviews. The data suggested that most of the participants thought being prepared to communicate in real life situations is important. Questionnaire data also

demonstrated that learners favour an integrative approach in speaking practice. That is, the data were inclined towards the fact that fluency and accuracy oriented activities should be balanced. Learners in this study also found that the representation of accents from different regions is significant. This may help one to conclude that learners also are aware of the fact that English is not the property of the countries in which it is considered the native language. They also showed awareness as to the contexts in which they are going to be using the language (see Excerpt #11).

As mentioned before, the context in which this study was carried out is one that the learners are supposed to focus on reading and writing academically more because they are assumed to be not needing the speaking skill as much when they go to their departments. However, the results of the research question investigating how a textbook should treat listening skill concerning learners' perceived needs demonstrated that learners aspire to achieve more than what is academically imposed on them. Most of the learners in this study stated that they want to go abroad in the future and meet new cultures. Thus, they need to develop a kind of fluency in order to survive in the real world. They also insisted that grammar and vocabulary aspects of language learning are still overly emphasised wreaking havoc on their communicative competence. Therefore, things should be turned around if real language learning is the main aim, by making the speaking skill a priority along with listening, as well as focusing on fluency more than accuracy.

The fact that speaking skill is considered the most significant skill is no surprise since it is crucial to function in real life situations. Tarone (2005) refers to speaking skill to be a complex one because to be able to speak in an intelligible way in different situations, learners have to process different linguistic and contextual cues in real time and as quickly as possible to engage in meaningful interaction. Therefore, it can be argued that exercises and activities directed at the practice of speaking skill should offer situations in which learners have to juggle cognitively, grammar, vocabulary and comprehension as well as pragmatic knowledge. Thus, a textbook should expose students in the class to what they may find themselves having to do in real life, which means there should be authenticity to some extent in materials and the situations presented for practice (Griffiths 1995).

As most of the textbooks claim that they aim to equip the students with the communicative competence in real life, the models presented in the textbook should cover a wide range of situations that language is used and the styles that can be

employed while using it. Cunningsworth (1995) suggests that three factors are at important in everyday speaking. Those are the setting, social roles of the participants and the purpose of participants' exchange. Therefore, it can be asserted that a textbook should aspire to sensitise the learners to different accents, situations and registers as much as possible. Data coming from the questionnaire also indicated that learners demand that a textbook should try to prepare them for situations that require the use of spoken language, by presenting useful expressions, and authentic situations in order to make interaction in target language possible in a foreign language environment. McDonough et al. (2013) also maintain that speaking is usually overlooked by justifying it as the spoken version of the language. However, learners are required to pick up a range of subskills, and strategies to engage in communication. Another factor making speaking more demanding is that it takes place real-time, unlike reading or writing since speaking is also reciprocal and it entails listening to a message, processing in order to make meaning out of it and get one's meaning across. That is why participants in this study asserted that speaking should be integrated with other skills but mostly with listening. The learners argued that there are explicit differences between spoken and written languages, and as one learner put it, speaking takes place more like improvisation and spoken language is not utopically perfect as presented in most textbooks. Similarly, supporting this argument, thus, the list made by McDonough et al. (2013, p. 165) in relation to the spoken interaction characteristics may be worth quoting:

- ellipsis (i.e. incomplete utterances)
- use of conjunction (e.g. and, so) to add information and achieve continuity;
- very little subordination (subordinate clauses etc.)
- very few passives
- not many explicit logical connectors (moreover, however)
- use of topic head and/or tail (e.g. 'that restaurant yeah the food was great
- that restaurant'); the syntax of the written language would probably have
- a subject-verb–predicate structure
- replacing/refining expressions (e.g. 'this fellow/this chap I was supposed
- to meet')
- the use of vague language (e.g. thing, nice stuff, whatsit)
- repetition of the same syntactic form
- the use of pauses, 'fillers' and lexical phrases (e.g. 'erm', 'well', 'uhuh', 'if
- you see what I mean') in order to not only help oneself organize what to
- say but also to strengthen interpersonal relationships.

Therefore, one can assert that such characteristics should be made salient to the learners and awareness should be raised regarding the features of spoken language in real life. A textbook can achieve this by exposing learners to situations in which those characteristics are embedded via authentic listening texts and authentic tasks that require learners to employ such features in their practice. Moreover, learners must be equipped with strategies and tools that enable them to engage in conversations and repair breakdowns that might occur because of poor knowledge of the language or cultural differences. Koike and Pearson (2005) stated that activities that are directed at pragmatic features of language in a textbook make sure that learners are provided feedback on the usage of language for communication.

Vellenga (2004), Crandall and Basturkmen (2004), and Nguyen (2011) concluded in their studies that knowledge regarding the use of speech acts in varying contexts lacks depth, and textbooks seem to offer lists of useful phrases assuming that learners know how, when and with whom to use them. That is, learners may not necessarily be able to identify the connection between the forms and functions when they are faced with a situation that they have to communicate. Considering especially EFL contexts, the only opportunity that students have for encounters with authentic samples of language is the classroom, and the channel through which that happens is usually the textbook. Therefore, textbook writers should take different variables and norms that govern communication into account and provide real samples in the material that they want to have published.

It can be concluded that learners have their own agenda in their minds, and although they are not taught explicitly, they are aware of the differences between the spoken and written language, and how speaking can be taught in textbooks. It can also be supported that activities encouraging learners to be involved in genuine interaction should be included in a textbook. Finally, the speaking activities in a textbook should purport that students are familiarised with different accents and registers by making fluency and mastery of communicative strategies a priority.

5.3.5 Grammar

Grammar component of an effective English textbook was investigated via questionnaire and semi-structured interviews. The results of the item concerning the quality of grammar explanations in a textbook demonstrated that 73% of the students favoured that grammar explanations should be short in a textbook (50%

agree; 23% strongly agree), while there is a percentage of 19.7% not agreeing with this item. The majority of the participants agreed that the order of grammatical structures given in a textbook is important (47.9 % strongly agree; 43.6 % agree).

The results obtained via the item which was related to the contextualisation of the grammar showed congruence with the ones from the interviews. Again, the majority of participants favoured the contextualisation of grammar in a textbook (53 % strongly agree; 38.5 % agree).

As for the detailed outlining of the grammatical structures present in a textbook, the percentages showed that such an outline is a favourable quality in a textbook (42% strongly agree; 46.2% agree). **Figure 8** below also provides a summary of how grammar should be taught in a textbook suggested by participants.

Grammar

| Contextualised | Presented inductively | Integrated with other skills | Recycled regulary | Not the primary aim in the book |
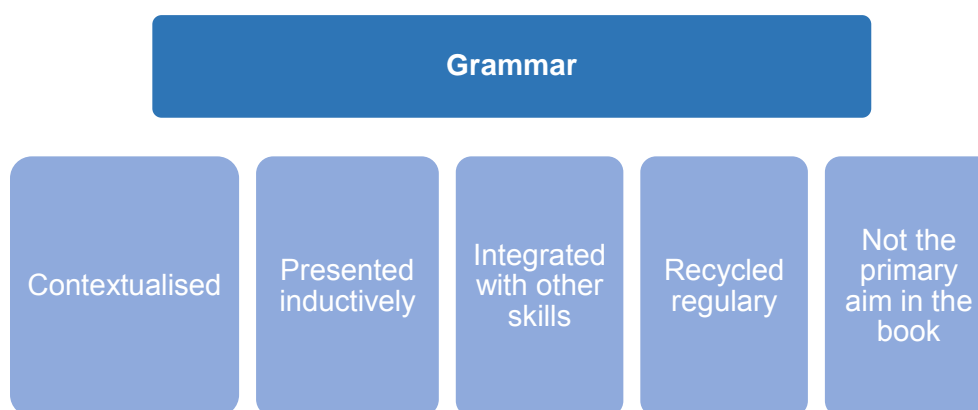
Figure 8. Criteria suggested for grammar

Apart from the interviews suggestions of learners as to how grammar should be placed in a textbook was also investigated via interviews, below are the points that students consider essential in terms of grammar in a textbook:

- Grammar should be presented inductively.
- The rules should be contextualised.
- Explanations for rules should be clear and concise.
- It should be taught integrated with other skills.
- The structures should be recycled.
- Grammar should not be elementary in the textbook.

The most prominent suggestion made by the participants was that the textbook should include grammar structures in meaningful contexts not only for

presentation but also for practice and production (see Excerpt #15). The data obtained via questionnaires also confirmed this suggestion. The results from these data indicated that learners are in favour of grammar structures presented in real-life like situations. Apart from the context, learners who are interviewed emphasised the significance of visuals while presenting a grammatical structure. A student asserted that grammar might be given via comics in a textbook because comics make learning fun (see Excerpt #14). Learner views concur with those of Lock and Jones (2011) in that language should be contextualised because people do not interact via isolated stretches of language, but rather they produce, written or spoken, texts. Grammar is employed within those texts and how rules apply within various contexts should be made visible to learners.

Participants in this study were also in favour of inductive teaching of grammar because stripping structures out of their context and trying to convey their functions in a formulaic manner is somewhat unnatural. Their views coincide with those of Cunningsworth (1995), Ellis (2005) and Johns and Lock (2011) who stated that authenticity and naturality of language should not be sacrificed in order to separate some parts of the language for instructional purposes since language is too intricate a system to be dissected and examined, in other words, 'the whole is greater than the sum of its parts.' The proposition made by the learners supported the integration of grammar teaching with other skills because grammar is a component of language that is at play while reading, writing, speaking and listening. Thus, as one of the learners suggested, grammar should be taught via noticing activities in listening and reading texts (see Excerpts #16 and #17), and the accuracy-oriented activities in a textbook should ask the learners to make use of grammar items. Jones and Lock (2011) also suggested that exploring activities that ask students to identify the relationship between context and meaning also help learners become more independent. However, it should be noted that teaching grammar via other skills is not the same thing as practising skills for their own sake as mentioned before in parts discussing reading and listening, so grammar practice should not be overfocused at the expense of skill work.

Another recurring suggestion was that grammatical structures should be revisited and recycled because it facilitates the acquisition of those structures by linking things to each other (see Excerpt #18). The same thing was suggested by Cunningsworth (1995) himself, who proposed that basing the learning material on what is already familiar to the learners is a point for consideration. This can be

121

achieved in several ways. One of them is engaging learners in activities in which they compare or contrast what they already know to the unknown material. For example, L1 can be drawn upon as also suggested by a learner in this study. The learner argued that one already has a resource of knowledge rooted in the L1 system in his/her mind, and there is no reason not to use it because making comparisons and identifying contrasts between two languages accelerates the process of learning.

Interview participants made it clear that grammar should not be given priority over other skills (see Excerpts # 15 and #20). The suggestions show that the philosophy of language teaching in a textbook should be communicative oriented. However, the participants did not disregard the role of grammar, which had also been supported by research establishing that skill and communication-based instruction should be sided with a focus on grammar (Lightbown and Spada 1990; Hinkel, 2006). Therefore, textbooks should aim for a balance between form-focused and meaning-focused activities.

5.3.6 Vocabulary

There was a congruence of results obtained via questionnaires and interviews. Most of the participants favoured the teaching of vocabulary in meaningful contexts (67.5%strongly agree; 30% agree). The practice of pronunciation of new words was also considered important by the participants. The item about this matter suggested that contextual practice of pronunciation is necessary. That is, the isolated practice of pronunciation should not be the norm.

Presentation of vocabulary items in an effective language textbook was another concern in this study. **Figure 9** below demonstrates the suggestions made by the participants in this study.
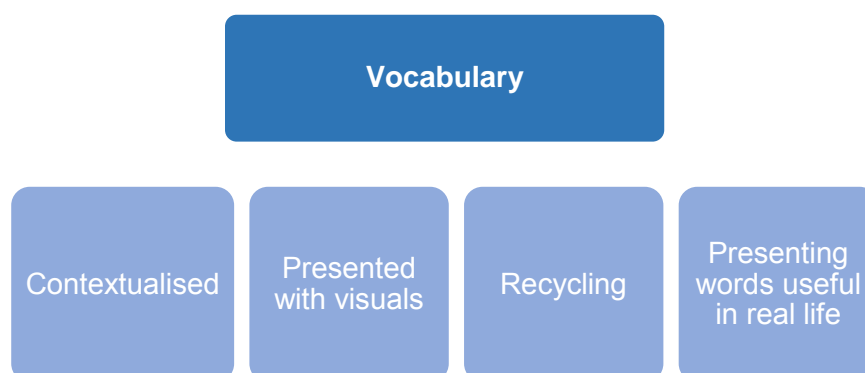
Figure 9. Criteria suggested for vocabulary

For the teaching of vocabulary in a textbook, participants put forth the following opinions to be considered while evaluating the vocabulary dimension in an English textbook:

- Vocabulary should be contextualised and should be given alongside other skills to ensure that.

- Visuals are important to teach meaning, and they should be used whenever possible.

- Recycling is necessary to ensure that a vocabulary item has become a part of learner's existing knowledge.

Oxford (1990) highlighted the fact that vocabulary is the most challenging component of a given language whether it is learnt natively or as a second language because the entity that needs to be mastered is enormous with different words and multiple meanings attached to a single item.

The point that emphasised most is contextualisation, and it was proposed because a meaningful context helps a learner to make connections and inferences and build schemata of certain concepts by grouping the related words (see Excerpt #23). This suggestion was confirmed by the data gathered via a questionnaire in which most of the participants favoured presentation of vocabulary in a context. In order to ensure this, the students suggested that vocabulary practice can go hand in hand with other skills because it is easier to see how lexical items function in a context. Farrell and Jacobs (2010) assert that vocabulary and writing may be interrelated since vocabulary practice becomes a meaningful activity when it is done via writing. By doing so, as well as learning the meaning of words, learners can also make sense of what they have learnt by creating new things. Participants additionally mentioned the use of visuals in order to teach vocabulary whenever possible. Apart from those, to make learning more permanent, the learners suggested that non-direct teaching of vocabulary should be targeted in a textbook through noticing and decoding activities (see Excerpt #24). They claimed that instead of being given the definitions of unknown words directly, they should be taught to identify what items are of utmost importance to them, and strategies to deal with unfamiliar key vocabulary.

Another point arising in the interviews was that the useful vocabulary that learners may encounter in real life. Although not guaranteed textbook writers might try to make sure that frequent vocabulary items are taught in a textbook. However, this is not possible at all times and as Cunningsworth (1995) stated, choosing of

target vocabulary is usually subjected to intuitive judgements of the writers, and learners should be provided with strategies and activities to infer the meaning of unknown words in different contexts. Besides, participants showed a higher agreement for the statement questioning the importance of word lists and dictionaries accompanying the textbook. The great majority of participants filling out the questionnaire favoured that word lists and dictionary should accompany a book. Alsaif and Milton (2012) found out in their research that the size of vocabulary presented in textbooks can be a predictor of vocabulary learning of students. Therefore, they concluded that a good textbook should include 5000 most common words appearing in a range of contexts and topics. Learners should also be presented with less frequent words as they progress into higher levels.

Taking things a step further, a participant in this study suggested during the interview that, as learners, they should decide on what vocabulary to learn, and the only thing that a textbook can achieve in this respect is to offer methods on how to study vocabulary more effectively instead of what he called 'spoon-feeding.'

Supporting the results acquired concerning vocabulary in textbooks in this study, Skierso (1991) argues that the factors such as and recycling of vocabulary among units, context, level and load affect the attitudes of learners to the textbook as well as the language.

In conclusion, as stated by the students, grammar and vocabulary are important, but just to make four skills operate effectively in real life. Thus, the selection of a certain textbook should be made based on the fact that grammar, vocabulary and four skills are complementing each other. As a matter of fact, a textbook should aim at providing students with implicit knowledge of the language by means of presentation of grammatical structures as well as the ways it can be used in different situations by training students in four skills.

Differently from what is being inspected in this study, a participant said that students should be consulted at the end of the year with questionnaires to see what they need and what they demand from a textbook because they are the ones that are aware of their needs, and predetermining goals by the institutions on their behalf remains only hypothetical because a textbook is useful as much as it speaks to the needs of the students. This opinion although presented by a student is confirmed by Johansson (2006) who expressed a need to include students in the planning process of a language learning programme because learners feel that their opinions are attended to, and language learning becomes a worthwhile process for them.

Regarding the planning stage of what materials to use and how to achieve learning objectives, Davies (2006) states that learner involvement is the only rational decision that can be made rather than intuitively deciding what learners actually need and demand from a language course. Rubdy (2003) also expressed the need to create localised criteria for textbook evaluation, which might make it possible to achieve correspondence between the textbook and instructional needs of learners and teachers. Despite made by only a single participant in this smaller scale study, this surely can apply for all language learning contexts. In the end, we are left with a reality that textbooks are almost inevitable, and sound criteria that are dynamic and open to change are needed, and opportunities so as to enable cooperation among learners, teachers, administrators and publishers should be created to decide on a set of evaluative criteria for a textbook in a context-specific way.

All in all, this study purported to shed light on what students, who are the first hand users of the EFL textbooks, perceive to be the characteristics of an effective EFL textbook with respect to general attributes such as suitability of topics and language, availability, accessibility, flexibility, cost effectiveness, and features of content that are four skills, grammar and vocabulary, exercises and activities, communicative features and language type. The learners made their remarks by carrying their purpose of learning English in mind. The results indicated that although the students are supposed to learn English in order to survive in their English medium departments, their perceived and reported needs are not only academic but also a multifaceted one governed by the fact that globalisation is taking over the world more, and English is the de facto language for now. Therefore, instead of just suggesting features that are going to be of use for them academically, they also added their communicative concerns in real life outside the classroom. As Griffiths (1995) states, what may be considered the actual need of a set of learners in a context may not match the ones that the learners have in their minds. Hence, textbooks should provide students with opportunities to collaborate with others to learn the language in different contexts. Additionally, coursebooks need to make learners more autonomous as they proceed in terms of language proficiency by helping build their self-confidence with activities that can be completed if the students put some effort in, lastly, textbooks should also be relevant to the aforementioned multilayered needs of students, and should present what they need (Tsiplakides 2011).

5.4 Implications for ELT

One needs to keep in mind that language learning is a journey for learners during which they acquire knowledge about it and the ways and contexts they can use it. It is also necessary to see language learning as an experience that facilitates personal growth, not just a simple process of increasing fluency and accuracy. With that critical function attached to language learning, the evaluation of textbooks that guide learners along their journey should not go unnoticed. As Allwright (1981) suggests the term "teaching materials" should be replaced with "learning materials" and materials should be produced after resorting to opinions and results of needs analysis in a language learning context. In Focho (2011), it was stated that it is necessary to educate learners related to the potential benefits that language learning brings not only in terms of academic success but also as a tool for communication, personal growth and becoming a global citizen. Thus, we can assume that negative experiences that shaped learners' perceptions towards other languages and learning can be altered via instruction and positive experiences facilitated with thorough planning and materials that are appealing and encouraging.

By considering the results presented in this study, one can be sure that learners also should be realised as an integral part of the process of textbook evaluation and selection. Any conclusions that are drawn from the discussions related to language learning materials are not complete without taking the learners and teachers into consideration in different contexts (Garton & Graves 2014, p. 7)

Kumaravadivelu (2001, p. 543) emphasises the prominent role of educational participants by stating what he terms as "possibility":

> The experiences participants bring to the pedagogical setting are shaped not just by the learning/teaching episodes they have encountered in the past but also by the broader social, economic, and political environment in which they have grown up. These experiences have the potential to alter pedagogic practices in ways unintended and unexpected by policy planners, curriculum designers, or textbook producers.

This can be interpreted as the fact that learners have the potential to affect the decisions made during the production, selection and use of the materials.

To go one step further, it might even be asserted that in addition to determining the levels, needs, backgrounds, ages and context of learners for material evaluation purposes as suggested by Skierso (1991), those factors should be studied in detail before the actual preparation of materials in order to get a general picture of what kind of learners are present. Thus, a significant amount of

effort needs to be exerted to analyse the different contexts and learners by the authorities if the aim is educating learners and liberalising them into whole persons who are in control of their own learning. This may even call for training of teachers and students alike in terms of textbook selection and determining criteria that are most relevant for their contexts and language learning needs. After evaluative criteria are agreed upon by learners and teachers, the selected textbooks should be evaluated via student and teacher generated reflections during the use of the textbook, and also a post use evaluation both to see the points that may be changed and adapted in the textbook, and also to revisit the criteria to see whether there are changes to be made in it or not. This may prove useful because language learning is a dynamic process, and the components such as textbooks in it should also be evaluated dynamically.

Above all, as Allwright (1981) puts forth that before we set out to identify the function of ELT materials (coursebooks included) we first need to consider what alterations to make in language teaching and learning management. Who is going to be in charge of this change is another point to take into account as well as how to bring about such a change? There is an obvious need to shift the object of material analyses from what is called "teaching materials" to "learning materials" should also be noted. As further suggested by Allwright, just like teachers' guides produced along with the textbooks, learner guides may be provided to suggest some ways of benefiting from the instruction that is taking place in the classroom and becoming an independent learner gradually without being simplistic and superficial. If the learners are expected to get involved more in their learning processes, they need to be trained to take responsibility for their own learning. The shift from merely training the teacher on teaching methods to training learners to account for their own learning and processes underlying it also needs to be reflected in a coursebook. Allwright supports that if learners are to be involved in their own learning as 'whole persons', they are also entitled to make decisions in the management of language learning.

Also mentioned at the very beginning of the study, Hutchinson and Torres (1994) attributed a crucial role to the textbooks, which is an "agent for change." However, one should not expect them to change the curriculum and the mindset of teachers and learners in terms of language learning. Firstly, a specific textbook should not be followed page by page, but rather, it should be used as a basis for learning and teaching. The change in question can be brought about when there is a detailed guide for learners as well as teachers that comes within the textbook

package. It should also be noted that when steps are taken towards a change, teachers and learners should have a clear picture of what the changes hold because, in an earlier study with social studies teachers and their use of textbooks, Stodolsky (1998) found out that innovations in curriculum may lead to an instruction that takes place only through the book excluding the group work and critical thinking activities. Thus, it is crucial that the end-users of a textbook should be well informed about the plans and what the innovation entails. Learners, as well as teachers, should be trained to think critically and evaluate what is presented to them.

Another issue that may be considered is the notion of "practicality" proposed by Kumaravadivelu (2001). It might be defined as a practice that seeks to derive theories from what is done and encourages teachers to theorise from their practice. Although it seems to be a rather broad issue, it is a concept that encourages the empowerment of teachers. This may result in better quality textbooks and teaching materials because teachers are well aware of what their context holds in terms of language teaching and learning and in turn demand and design more effective, and localised materials and books. Karn (2007) strictly argues that internationally published textbooks are "in no way practicable" because they were not prepared for the particular context; hence, the inclination should be towards creating local materials.

Regarding the issue of local materials, a project that was carried out in the Romanian context may provide valuable insights as to how local and native professionals can collaborate to create textbooks that may serve valuable purposes in language learning and teaching. At the end of the project, Popovici and Bolitho (2003, p. 162) contended that:

> Textbooks are powerful triggers of educational reform, but there is a need for systematic and integrated reform in other areas of education such as the curriculum, teacher training, and examinations if an educational change is to be effective and long-lasting. There is great mutual benefit in establishing strong working partnerships between local and English native speaker professionals.

With this in mind, a similar project can also be implemented in the Turkish context. Professionals and teachers can cooperatively prepare textbooks for various educational levels, and the textbooks can be developed by piloting and renewing them as needed. This, without any surprise, requires needs analyses and consultation with learners in these contexts as well so that an approach that is

evolutionary, not authoritarian regarding textbook writing and evaluation can be adopted.

One can also conclude that no matter how compatible a textbook to student needs and context, the way it is exploited in the classroom as well as its quality in isolation are determinants of its success. Therefore, apart from evaluating a textbook before using it, assessments about its quality during use and after use should be done by all the parties who used it. Tomlinson (2012) claims that the number of research into how materials are used in classrooms is still not much. These kinds of inquiries are needed because they can alter or modify how materials are produced and presented to consumers. In addition to material use, learner involvement in textbook selection and evaluation also calls for more research because learners can make valuable contributions that shape the way textbooks are produced.

In Kiely (2009), it is asserted that evaluation in educational contexts is beneficial in the way that it guides the parties that are included. It presents the points that were successful in practice and the ones that need further improvement. Although more specific compared to programme evaluation, the same thing can be assumed for textbook evaluation as well. An integrated process with regular supervision of textbooks via relevant criteria and also the subjection of criteria to change and update may even force the coursebook writers to take the suggestions made by actual users into account. Therefore, instead of teachers and learners being the ones to evaluate what the market provides them, the publishers in the market themselves may go through their philosophies and policies regarding EFL textbook writing.

5.5 Suggestions for Further Research

This study is novel in terms of the attempt that it made to find out about the perceptions of students regarding what constitutes an effective EFL textbook. In the future, this study may be carried out in a broader context with more qualitative data to create a set of textbook evaluation criteria that are actually determined by the learners intended for the use of teachers. The same study can also be done by adding another dimension, which is the teachers, to draw a better insight which, in turn, may lead to the construction of more comprehensive evaluative criteria that is constructed with the contributions different parties using a textbook. Also referring to the notion of "classroom ecology" by Van Lier (1997) and in-use evaluation of a

textbook (Ellis, 1997), studies about specific textbooks can be done with the criteria proposed in this study along with other qualitative methods such as classroom observations and discourse analysis. By doing this, a textbook is not just analysed stripped off a context, but it is treated as an entity in a meaningful context interacting with learners and teachers.

5.6 Limitations of the Study

Garton & Graves (2014) argue that the studies regarding the relationship between the learning materials and language learning are usually carried out from teachers' perspectives. Besides, although such a study inquiring the viewpoints of learners themselves is required, those kinds of studies have some internal impracticality. Firstly, they require a substantial amount of time and resources, and there may be confounding variables that are hard to control in a learning environment that affects language learning.

This as well is a mixed method study which employs qualitative and quantitative data collection methods together. The study aimed to find out about the perceptions of students related to what makes an effective EFL textbook. Carried out in a state university preparatory programme with a limited number of students, the results cannot be generalised into all EFL contexts. Moreover, qualitative data collection requires a more intensive data process, so other data collection protocols such as focus-group interviews may produce different results.

REFERENCES

AbdelWahab, M. M. (2013). Developing an English language textbook evaluative checklist. *IOSR Journal of Research & Method in Education*, *1*(3), 55-70.

Ahmadi, A., & Derakhshan, A. (2015). An Evaluation of the Iranian Junior High School English Textbooks. *International Journal of English Language and Literature Studies*, *4*(1), 37-48.

Ahour, T., & Ahmadi, E. (2012). Retrospective evaluation of textbook "Summit 2B" for its suitability for EFL undergraduate students. *Journal of Educational and Social Research*, *2*(5), 195-202.

Ahour, T., Towhidiyan, B., & Saeidi, M. (2014). The Evaluation of" English Textbook 2" Taught in Iranian High Schools from Teachers' Perspectives. *English Language Teaching*, *7*(3), 150-158.

Akbari, R. (2008). Postmethod discourse and practice. *TESOL quarterly*, *42*(4), 641-652.

Allwright, R. L. (1981). What do we want teaching materials for?. *ELT journal*, *36*(1), 5-18.

Allwright, R. L. (1984). The importance of interaction in classroom language learning. *Applied linguistics*, *5*(2), 156-171.

Alptekin, C. (1993). Target-language culture in EFL materials. *ELT journal*, *47*(2), 136-143.

Alsaif, A., & Milton, J. (2012). Vocabulary input from school textbooks as a potential contributor to the small vocabulary uptake gained by English as a foreign language learners in Saudi Arabia. *The Language Learning Journal*, *40*(1), 21-33.

Amerian, M., & Pouromid, S. (2018). Language teachers' beliefs on materials use and their locus of control: Case Studies from Iran and Japan. *Indonesian Journal of Applied Linguistics*, *7*(3), 583-593.

Amiryousefi, M., & Ketabi, S. (2011). Anti-textbook arguments revisited: A case study from Iran. *Procedia-Social and Behavioral Sciences*, *15*, 215-220.

Angell, J., DuBravac, S., & Gonglewski, M. (2008). Thinking globally, acting locally: Selecting textbooks for college-level language programs. *Foreign Language Annals*, *41*(3), 562-573.

Anjaneyulu, T. (2014). A critical analysis of the English language textbooks in Andhra Pradesh, India. *ELT Research Journal*, *3*(4), 181-200.

Ansary, H., & Babaii, E. (2002). Universal characteristics of EFL/ESL textbooks: A step towards systematic textbook evaluation. *The Internet TESL Journal*, *8*(2), 1-9.

Appel, J. (2012). Moments of practice: Teachers' knowledge and interaction in the language classroom. *Theory and Practice in EFL Teacher Education: Bridging the Gap*, *22*, 38.

Arikan, A. (2009). Problems with Coursebooks in EFL Classrooms: Prospective Teachers' Opinions. *Online Submission*, *38*, 309-317.

Atkinson, D. (2008). Investigating expertise in textbook writing: Insights from a case study of an experienced materials writer at work. In *Lancaster University Postgraduate Conference in Linguistics & Language Teaching* (Vol. 2, 1-20).

Badea, M., & Iridon, C. (2015). Students' evaluation of a Romanian language textbook. *Procedia-Social and Behavioral Sciences*, *203*, 303-309.

Baker, W. (2012). From cultural awareness to intercultural awareness: Culture in ELT. *ELT journal*, *66*(1), 62-70.

Ball, D. L., & Cohen, D. K. (1996). Reform by the book: What is—or might be—the role of curriculum materials in teacher learning and instructional reform?. *Educational researcher*, *25*(9), 6-14.

Bao, D. (2015). Flexibility in second language materials. *The European Journal of Applied Linguistics and TEFL*, *4*(2), 37-52.

Bertram, D. (2007). *Likert scales.* Retrieved from http://poincare.matf.bg.ac.rs/~kristina/topicdane-likert.pdf

Besharati, M., & Mazdayasna, G. (2017). Investigating Iranian EFL Students' Attitudes Concerning the Newly Developed ESP Materials. *Modern Journal of Language Teaching Methods*, *7*(5), 45-58.

Block, D. (1991). Some thoughts on DIY materials design. *ELT Journal, 45*(3), 211-217.

Bloom, B. S. (1956). *Taxonomy of educational objectives*. New York: David McKay.

Bradley, N. (2016). Compromise in materials development. *Journal of School of Foreign Languages, Nagoya University of Foreign Studies*, (51), 51-67.

Breen, M. P., & Candlin, C. N. (1987). Which materials? A consumer's and designer's guide. *ELT textbooks and materials: Problems in evaluation and development. ELT Documents*, *126*, 13-28.

Brown, D. (2008). Why and how textbooks should encourage extensive reading. *ELT journal*, *63*(3), 238-245.

Brown, J. D. (2002). *The elements of language curriculum: A systematic approach to program development*. Boston, MA: Heinle & Heinle.

Brumfit, C. J. (1980). Seven last slogans. *Modern English Teacher*, *7*(1), 30-31.

Byrd, P. (2001). Textbooks: Evaluation for selection and analysis for implementation. *Teaching English as a second or foreign language, 3*, 415-428.

Catalán, R. M. J., & Francisco, R. M. (2008). Vocabulary input in EFL textbooks. *Revista española de lingüística aplicada*, (21), 147-166.

Chambers, F. (1997). Seeking consensus in coursebook evaluation. *ELT journal*, *51*(1), 29-35.

Chan, J. Y. H. (2013). The role of situational authenticity in English language textbooks. *RELC Journal*, *44*(3), 303-317.

Cheng, W., & Warren, M. (2007). Checking understandings: Comparing textbooks and a corpus of spoken English in Hong Kong. *Language Awareness, 16*(3), 190-207.

Clavel-Arroitia, B., & Fuster-Márquez, M. (2014). The authenticity of real texts in advanced English language textbooks. *ELT Journal, 68*(2), 124-134.

Cotterall, S. (2000). Promoting learner autonomy through the curriculum: Principles for designing language courses. *ELT Journal, 54*(2), 109-117.

Crandall, E., & Basturkmen, H. (2004). Evaluating pragmatics-focused materials. *ELT Journal, 58*(1), 38-49.

Crawford, J. (2002). The role of materials in the language classroom: Finding the balance. In *Methodology in language teaching: An anthology of current practice*, (80-91) Cambridge: Cambridge University Press.

Creswell, J. W. (2002). *Educational research: Planning, conducting, and evaluating quantitative* (pp. 146-166). Upper Saddle River, NJ: Prentice Hall.

Cunningsworth, A. (1984). *Evaluating and Selecting EFL Teaching Materials.* Oxford: Heinemann Educational.

Cunningsworth, A. (1995). *Choosing your coursebook.* Oxford: Macmillan Heinemann English Language Teaching.

Davies, A. (2006). What do learners really want from their EFL course?. *ELT Journal, 60*(1), 3-12.

Davison, W. F. (1976). Factors in Evaluating and Selecting Texts for the Foreign-Language Classroom. *English Language Teaching Journal, 30*(4), 310-314.

Demir, Y., & Ertas, A. (2014). A suggested eclectic checklist for ELT coursebook evaluation. *Reading, 14*(2).

Duff, P. A., & Van Lier, L. E. O. (1997). Approaches to Observation in Classroom Research; Observation from an Ecological Perspective. *Tesol Quarterly, 31*(4), 783-787.

Dülger, O. (2016). Evaluation of EFL Coursebooks Taught in Turkey Based on Teachers' Views. *Journal of Advances in English Language Teaching, 4*(1), 1.

Ellis, R. (1997). The empirical evaluation of language teaching materials. *ELT Journal, 51*(1), 36-42.

Ellis, R. (2003). *Task-based language learning and teaching*. Oxford: Oxford University Press.

Ellis, R. (2005). Principles of instructed language learning. *System*, *33*(2), 209-224.

Errington, A., & Bubna-Litic, D. (2015). Management by textbook: The role of textbooks in developing critical thinking. *Journal of Management Education*, *39*(6), 774-800.

Eskey, D. E. (2005). Reading in a second language. In *Handbook of research in second language teaching and learning* (pp. 587-604). New York: Routledge.

Farrell, T. S., & Jacobs, G. (2010). *Essentials for successful English language teaching*. London: Continuum International Publishing Group.

Focho, G. N. (2011). Hywel Coleman (Ed.): Student perceptions of English as a developmental tool in Cameroon. *Dreams and realities:* Developing countries and the English language. *Language Policy, 11*(3),137-160.

Focho, G. N. (2011). Student perceptions of English as a developmental tool in Cameroon. *Dreams and realities: Developing countries and the English language,* 137-160.

Forman, R. (2014). How local teachers respond to the culture and language of a global English as a foreign language textbook. *Language, Culture and Curriculum*, *27*(1)*,* 72-88.

Galloway, N., & Rose, H. (2017). Incorporating Global Englishes into the ELT classroom. *ELT Journal*, *72*(1), 3-14.

Garinger, D. (2002). Textbook selection for the ESL classroom. Retrieved from https://www.academia.edu/19090994/Textbook_selection_for_the_ESL_classroom

Genesee, F. (2001). Evaluation. In R. Carter, & D. Nunan (Eds.), *The Cambridge guide to teaching English to speakers of other languages* (pp. 144-150). Cambridge: Cambridge University Press.

Goh, C. C. M. (2010). Listening as process: Learning activities for self-appraisal and self-regulation. In *Materials in ELT: Theory and Practice (pp.179-206).*

Graddol, D. (2006). *English next* (Vol. 62). London: British Council.

Gray, J. (2010). The branding of English and the culture of the new capitalism: Representations of the world of work in English language textbooks. *Applied linguistics, 31*(5), 714-733.

Greenall, S. (1984). The coursebook credibility gap. *EFL Gazette, 53*(54), 14.

Griffiths, C. (1995). Evaluating materials for teaching English to adult speakers of other languages. *English Teaching Forum, 33*(3), 50-51.

Guariento, W., & Morley, J. (2001). Text and task authenticity in the EFL classroom. *ELT Journal, 55*(4), 347-353.

Guerrettaz, A. M., & Johnston, B. (2013). Materials in the classroom ecology. *The Modern Language Journal, 97*(3), 779-796.

Gurung, R. A., Landrum, R. E., & Daniel, D. B. (2012). Textbook use and learning: A North American perspective. *Psychology Learning & Teaching, 11*(1), 87-98.

Harmer, J. (2001). *The practice of English language Teaching.* Harlow, UK: Longman.

Hasman, M. A. (2004). The role of English in the 21st century. *TESOL Chile, 1*(1), 18-21.

Hinkel, E. (2002). *Second language writers' text: Linguistic and rhetorical features.* New York: Routledge.

Hinkel, E. (2006). Current perspectives on teaching the four skills. *Tesol Quarterly, 40*(1), 109-131.

Howard, J., & Major, J. (2004). Guidelines for designing effective English language teaching materials. *The TESOLANZ Journal, 12*(10), 50-58.

Hutchinson, T., & Torres, E. (1994). The textbook as agent of change. *ELT Journal, 48*(4), 315–328.

Ivankova, N. V., Creswell, J. W., & Stick, S. L. (2006). Using mixed-methods sequential explanatory design: From theory to practice. *Field Methods*, *18*(1), 3-20.

Jagersma, J. (2010). Empowering students as active participants in curriculum design and implementation. *New Zealand Journal of Teachers' Work*, *8*(2), 114-121.

Jahangard, A. (2007). Evaluation of the EFL materials taught at Iranian high schools. *The Asian EFL Journal, 9*(2), 130-150.

James, M. A. (2017). A Practical Tool for Evaluating the Potential of ESOL Textbooks to Promote Learning Transfer. *TESOL Journal*, *8*(2), 385-408.

Johansson, T. (2006). Teaching material in the EFL classroom: teachers' and students' perspectives (Dissertation). Retrieved from http://urn.kb.se/resolve?urn=urn:nbn:se:vxu:diva-764

Jones, R., & Lock, G. (2011). *Functional grammar in the ESL classroom: Noticing, exploring and practicing.* Basingstoke: Palgrave MacMillan

Kachru, B. B. (1990). World Englishes and applied linguistics. *World Englishes*, *9*(1), 3-20.

Karn, S. K. (2007). Current trends in ELT around the globe. *Journal of NELTA*, *12*(1), 60-66.

Kasper, G. (1997). *Can pragmatic competence be taught?* Retrieved from http://www.nflrc.hawaii.edu/NetWorks/NW06/

Khoo, H. S., & Knight, P. (2015). Teachers' Evaluation of KBSM Form 4, 5 English Textbooks Used in the Secondary Schools in Penang, Malaysia. *Advances in Language and Literary Studies*, *6*(4), 128-150.

Kırkgöz, Y. (2009) .Evaluating the English textbooks for young learners of English at Turkish primary education. *Procedia - Social and Behavioral Sciences*, *1*(1), 79-83.

Kiely, R. (2009). Small answers to the big question: Learning from language programme evaluation. *Language Teaching Research*, *13*(1), 99-116.

Kırkgöz, Y. (2009). Globalization and English language policy in Turkey. *Educational Policy*, *23*(5), 663-684.

Kitao, K. & Kitao, K.S. (1999), "Selecting and developing teaching/learning materials". *TESL Journal*, *4*(4), 20-45. Retrieved   from http://iteslj.org/Articles/Kitao-Materials.html January 18, 2016

Kumaravadivelu, B. (1991). Language-learning tasks: Teacher intention and learner interpretation. *ELT Journal*, *45*(2), 98-107. doi:10.1093/elt/45.2.98

Kumaravadivelu, B. (2001). Toward a postmethod pedagogy. *TESOL Quarterly*, *35*(4), 537-560.

Kumaravadivelu, B. (2003). A postmethod perspective on English language teaching. *World Englishes*, *22*(4), 539-550.

Kumaravadivelu, B. (2006). *Understanding Language Teaching: From Method to Post Method.* New York: Lawrence Erlbaum Associates.

Larsen-Freeman, D. (2013). Transfer of learning transformed. *Language Learning*, *63*, 107-129.

Lee, B. (2015). EFL learners' perspectives on ELT materials evaluation relative to learning styles. *RELC Journal*, *46*(2), 147-163.

Lesikin, J. (2001). Potential Student Decision Making in Academic ESL Grammar Textbooks. *Linguistics and Education*, *12*(1), 25-49.

Leung, C. Y., & Andrews, S. (2012). The mediating role of textbooks in high-stakes assessment reform. *ELT Journal*, *66*(3), 356-365.

Lightbown, P. M., & Spada, N. (1990). Focus-on-form and corrective feedback in communicative language teaching: Effects on second language learning. *Studies in Second Language Acquisition*, *12*(4), 429-448.

Littlejohn, A. (2011). The analysis of language teaching materials: Inside the Trojan horse. In B. Tomlinson (Ed.), *Materials development in language teaching* (pp. 179-211). Cambridge: Cambridge University Press.

Litz, D. R. (2005). Textbook evaluation and ELT management: A South Korean case study. *Asian EFL Journal*, *48*, 1-53.

Long, M. (1996). The role of the linguistic environment in second language acquisition. In W. Ritchie & T. Bhatia (Eds.), *Handbook of second language acquisition* (pp. 413-468). San Diego: Academic Press.

Margana, M., & Widyantoro, A. (2017). Developing English textbooks oriented to higher order thinking skills for students of vocational high schools in Yogyakarta. *Journal of Language Teaching and Research*, *8*(1), 26-38.

McDonough, J., and Shaw, C. (2003). *Materials and Methods in ELT: A Teacher's Guide.* Oxford: Wiley-Blackwell.

McGrath, I. (2002). *Materials evaluation and design for language teaching*. Edinburg: Edinburg University Press.

McKay, S. (2003). Teaching English as an international language: The Chilean context. *ELT journal*, *57*(2), 139-148.

McKay, S. L. (2018). English as an International language: What it is and what it means for pedagogy. *RELC Journal*, *49*(1), 9-23.

Miekley, J. (2005). ESL textbook evaluation checklist. *The Reading Matrix*, 5(2).

Mitchell, R., & Lee, J. H. W. (2003). Sameness and difference in classroom learning cultures: Interpretations of communicative pedagogy in the UK and Korea. *Language Teaching Research*, *7*(1), 35-63.

Besharati, M., & Mazdayasna G. (2017). Investigating Iranian EFL students' attitudes concerning the newly developed ESP materials. *Modern Journal of Language Teaching Methods*. *7*(5), 45-57.

Mohammadi, M., & Abdi, H. (2014). Textbook evaluation: A case study. *Procedia-Social and Behavioral Sciences*, *98*, 1148-1155.

Mukundan, J. (2010). Retrotext-E 1.0: The Beginnings of Computer-Based ELT Textbook Evaluation. *Advances in Language and Literary Studies, 1*(2), 270-280.

Mukundan, J., & Kalajahi, S. A. R. (2013). Evaluation of Malaysian English language teaching textbooks. *International Journal of Education and Literacy Studies, 1*(1), 38-46.

Mukundan, J., & Roslim, N. (2009). Textbook Representation of Prepositions. *English Language Teaching, 2*(4), 13-24.

Mukundan, J., Hajimohammadi, R., & Nimehchisalem, V. (2011b). Developing an English Language Textbook Evaluation Checklist: A Focus Group Study. *International Journal of Humanities and Social Science, 1*(12), 100-106.

Nahrkhalaji, S. S. (2012). An evaluation of a global ELT textbook in Iran: A two-phase approach. *International Journal of Humanities and Social Science, 2*(3), 184-191.

Nazeer, M., Shah, S. K., & Sarwat, Z. (2015). Evaluation of Oxon English Textbook Used in Pakistan Public Schools for 6th & 7th Grade. *Journal for the Study of English Linguistics, 3*(1), 51-79.

Nguyen, M. T. T. (2011). Learning to communicate in a globalized world: To what extent do school textbooks facilitate the development of intercultural pragmatic competence?. *RELC Journal, 42*(1), 17-30.

Nitta, R., & Gardner, S. (2005). Consciousness-raising and practice in ELT coursebooks. *ELT Journal, 59*(1), 3-13.

O'Neill, R. (1982). Why use textbooks?. *ELT Journal, 36*(2), 104-111.

Oxford, R. (1990). *Language learning strategies: what every teacher should know.* New York: Newbury House/Harper & Row.

Peacock, M. (1997). The effect of authentic materials on the motivation of EFL learners. *ELT journal, 51*(2), 144-156.

Peksoy, E., & Harmaoglu, Ö. (2017). Corpus Based Authenicity Analysis of Language Teaching Course Books. *Online Submission, 5*(4), 287-307.

Pennycook, A. (1994). *The cultural politics of English as an international language.* Milton Park, Abingdon, Oxon: Routledge.

Popovici, R., and R. Bolitho. (2003). 'Personal and Professional Development through Writing: The Romanian Textbook Project', in B. Tomlinson (ed.). *Developing Materials for Language Teachers*. London: Continuum.

Prabhu, N. S. (1990). There is no best method—why?. *TESOL quarterly*, *24*(2), 161-176.

Rahimi, M., & Hassani, M. (2012). Attitude towards EFL textbooks as a predictor of attitude towards learning English as a foreign language. *Procedia-Social and Behavioral Sciences*, *31*, 66-72.

Rea-Dickens, P., & Germaine, K. (1992). *Evaluation.* Oxford: Oxford University Press.

Ren, W., & Han, Z. (2016). The representation of pragmatic knowledge in recent ELT textbooks. *Elt Journal*, *70*(4), 424-434.

Rezaeian, M., & Zamanian, M. (2014). Textbook evaluation: ELT teachers' perspectives on" Learning to Read English for Pre-University Students. *International Journal of Research Studies in Language Learning*, *4*(2).

Riasati, M. J., & Zare, P. (2011). Textbook evaluation: EFL teachers' perspectives on "New Interchange". *Studies in Literature and Language*, *1*(8), 54-60.

Richards J. C. (2014). The ELT Textbook. In: Garton S., Graves K. (eds) International Perspectives on Materials in ELT. *International Perspectives on English Language Teaching*. Palgrave Macmillan: London

Richards, J. C. (1990). *The Language Teaching Matrix.* Cambridge University Press.

Richards, J. C. (1993). Beyond the textbook: The role of commercial materials in language teaching. *RELC Journal*, *24*(1), 1-14.

Richards, J. C. (2001). The role of textbooks in a language program. Retrieved from *December* 2015, http://www.professorjackrichards.com/pdfs/role-of-textbooks.pdf

Richards, J. C. (2005). Materials development and research—making the connection. *RELC Journal*, *37*(1), 5-26.

Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching.* Cambridge: Cambridge University Press.

Richards, J.C. (2001). *Curriculum development in language teaching.* Cambridge: Cambridge University Press.

Richards, J.C., & Renandya, W.A. (2002). *Methodology in language teaching: An Anthology of current practice.* Cambridge: Cambridge University Press.

Roberts, J. T. (1996). Demystifying materials evaluation. *System, 24*(3), 375-389.

Rowland, L., & Barrs, K. (2013). Working with textbooks: Reconceptualising student and teacher roles in the classroom. *Innovation in language Learning and Teaching, 7*(1), 57-71.

Rubdy, R. (2003). Selection of materials. In B. Tomlinson (Ed.), *Developing materials for language teaching* (pp. 37-57). London: Continuum.

Sahragard, R., Rahimi, A., & Zaremoayyedi, I. (2010). An in-depth evaluation of Interchange series. *Porta Linguarum, 13*, 55-74.

Salataci, R. (2002). Possible effects of strategy instruction on L1 and L2 reading. *Reading in a foreign language, 14*(1), 1.

Sandelowski, M. (2003). Tables or tableaux? The challenges of writing and reading mixed methods studies. *Handbook of mixed methods in social and behavioral research*, 321-350.

Sándorová, Z. (2016). The intercultural component in an EFL course-book package. *Journal of Language and Cultural Education, 4*(3), 178-203.

Saraceni, C. (2003). Adapting Courses: A Critical View. In B. Tomlinson (Ed.), *Developing Materials for Language Teaching.* (pp. 72-85). London: Continuum.

Sarem, S. N., Hamidi, H., & Mahmoudie, R. (2013). A critical look at textbook evaluation: A case study of evaluating an ESP course-book: English for international tourism. *International Research Journal of Applied and Basic Sciences, 4*(2), 372-380.

Savignon, J.S. (2001). Communicative Language Teaching for the Twenty-First Century. In M.Celce-Murcia (3rd ed.).(Ed.). *Teaching English as a Second or Foreign Language* (pp. 13-28). London: Heinle & Heinle.

Shannon, P. (2010). Textbook development and selection. In *International Encyclopedia of Education* (pp. 397-402). Oxford: Academic Press.

Sheldon, L. E. (1988). Evaluating ELT textbooks and materials. *ELT journal, 42*(4), 237-246.

Siegel, A. (2014). What should we talk about? The authenticity of textbook topics. *Elt Journal, 68*(4), 363-375.

Simsek, M. R., & Dündar, E. (2017). Investigating EFL Coursebook Research in Turkey: Trends in Graduate Theses of the 2001-2013 Period. *Educational Sciences: Theory and Practice, 17*(3), 969-1014.

Skierso, A. (1991). Textbook selection and evaluation. In M. CelceMurcia (Ed.), *Teaching English as a second or foreign language* (pp.432- 453). Boston: Heinle and Heinle.

Soares, M. L. F. (2005). *The importance of coursebooks for teachers of English as a foreign language* (Doctoral dissertation, Pontifícia Universidade Católica do Rio de Janeiro).

Soori, A., Kafipour, R., & Soury, M. (2011). EFL textbook evaluation and graphic representation. *European Journal of Social Sciences, 26*(3), 481-493.

Spratt, M. (1999). How good are we at knowing what learners like?. *System, 27*(2), 141-155.

Stodolsky, S. S. (1998). Is teaching really by the book?. *Yearbook National Society for the Study of Education, 2*, 141-168.

Sung, C. C. M. (2014). Exposing learners to Global Englishes in ELT: some suggestions. *Elt Journal, 69*(2), 198-201.

Swales, J. (1980). ESP: "The textbook problem". *ESP Journal, 1(1),* 11-23.

Swan, M. (1992). The textbook: Bridge or wall. *Applied linguistics and language teaching*, *2*(1), 32-35.

Taiwo, F. O. (2013). An Examination of the Problems in Selecting Materials for Classrooms in Nigeria. *International Journal of Educational Research and Technology*, *4* (3), 15–21.

Tandlichová, E. (2003). EFL coursebook in learner-centred learning and teaching. *Theory and Practice in English Studies*, *1*, 145-151

Tayyebi, G., Khalili, M., Teimouri, S., & Mahdi, S. (2014). EFL Textbook Evaluation from EFL Learners' Perspectives. *International Journal of Modern Management and Foresight*, *1*(6), 187-195.

Thompson, P. (2009). Consulting secondary school pupils about their learning. *Oxford Review of Education*, *35*(6), 671-687.

Tok, H. (2010). TEFL textbook evaluatıon: From teachers' perspectıves. *Educational Research and Reviews*, *5*(9), 508-517.

Tomlinson, B. (2001). Materials development. In R. Carter and D. Nunan (Ed.), *The Cambridge guide to teaching English to speakers of other languages* (pp. 66-71). Cambridge: Cambridge University Press. http://dx.doi.org/10.1017/CBO9780511667206.010

Tomlinson, B. (2012). Materials development for language learning and teaching. *Language Teaching, 45*(2), 143-179.

Tomlinson, B. (Ed.). (2003). *Developing materials for language teaching*. London: Continuum.

Tomlinson, B. (Ed.). (2008). *English language learning materials: A critical review*. London: Bloomsbury Publishing.

Tomlinson, B. (Ed.). (2011). *Materials development in language teaching*. Cambridge: Cambridge University Press.

Tomlinson, B., & Dat, B. (2004). The contributions of Vietnamese learners of English to ELT methodology. *Language teaching research*, *8*(2), 199-222.

Tucker, C.A. (1975). Evaluating beginning textbooks. English Teaching Forum*, 13*, 355-361.

Tyson, H., & Woodward, A. (1989). Why students aren't learning very much from textbooks. *Educational Leadership*, *47*(3), 14-17.

Ur, P. (1996). *A course in Language Teaching*. Cambridge: Cambridge University Press.

Vellenga, H. (2004). Learning Pragmatics from ESL & EFL Textbooks: How Likely?. *Tesl-Ej*, *8*(2), n2.

Vettorel, P. (2018). ELF and Communication Strategies: Are They Taken into Account in ELT Materials?. *RELC Journal*, *49*(1), 58-73.

Vygotsky, L. (1987). Zone of proximal development. *Mind in society: The development of higher psychological processes*, *5291*, 157.

Waters, A. (2006). Thinking and language learning. *ELT Journal*, *60*(4), 319-327.

Weimer, M. (2017). *Learner-centered teaching: Five key changes to practice*. Vancouver, B.C.: Langara College.

Widdowson, H. G. (2003). Defining Issues in English Language Teaching. Oxford: Oxford University Press.

Widodo, H. P. (2015). Textbook analysis on college academic writing. *TEFLIN Journal*, *18*(2), 109-122.

Williams, D. (1983). Developing criteria for textbook evaluation. *ELT journal, 37*(3), 251-255.

Xiong, T., & Qian, Y. (2012). Ideologies of English in a Chinese high school EFL textbook: A critical discourse analysis. *Asia Pacific Journal of Education, 32(1*), 75-92.

Yakhontova, T. (2001). Textbooks, contexts, and learners. *English for specific Purposes*, *20*, 397-415.

Zacharias, N. T. (2005). Teachers' beliefs about internationally-published materials: A survey of tertiary English teachers in Indonesia. *RELC Journal*, *36*(1), 23-37.

APPENDICES

APPENDIX A: QUESTIONNAIRE

ARAŞTIRMAYA GÖNÜLLÜ KATILIM FORMU

Değerli katılımcı,

Elinizde İngilizce ders kitaplarının genel olarak sahip olması gereken özellikleri içeren bir veri toplama aracı bulunmaktadır. Bu ankette sizden beklenen, verilen ölçütlerle ilgili düşüncenizi işaretleyerek belirtmenizdir. Vereceğiniz cevap tamamen sizin kişisel görüşlerinize bağlıdır ve doğru bir cevap yoktur. Sağlayacağınız veriler Orta Doğu Teknik Üniversitesi Yabancı Diller Eğitimi Bölümü, İngiliz Dili Öğretimi Ana Bilim Dalı'nda yüksek lisans öğrencisi Merve Hopa tarafından Doç. Dr. Perihan Savaş danışmanlığında yürütülen tez çalışmasında bilimsel amaçlı olarak kullanılacak, hiçbir şekilde üçüncü kişilerle paylaşılmayacaktır. Anketi tamamlamak gönüllülük esasına dayalıdır. Çalışmaya katıldığınız için teşekkür ederim. Çalışma hakkında daha fazla bilgi almak için ODTÜ Yabancı Diller Eğitimi Bölümü öğretim üyelerinden Doç. Dr. Perihan Savaş (perihans@metu.edu.tr) ya da yüksek lisans öğrencisi Merve Hopa (mervehopa@gmail.com) ile iletişim kurabilirsiniz.

Bu çalışmaya katılmayı kabul ettiğinizi aşağıdaki boşluğa 'X' yazarak belirtiniz.

_____

A. DEMOGRAFİK BİLGİLER

Yaş: _____

Cinsiyet: _____

Hazırlık sınıfında öğrenim görmekte olduğunuz düzey: _____

Yaklaşık yıl ve/veya ay olarak İngilizce öğrenme süreniz: _____

Şu ana kadar İngilizce öğrenmede yararlandığınız ders kitaplarının sayısı:
_____

Şu ana kadar İngilizce öğrenmede yararlandığınız ders kitaplarının adları:
_____

B. İNGİLİZCE DERS KİTABI DEĞERLENDİRME ANKETİ

Aşağıdaki ankette İngilizce ders kitaplarının genel özellikleri verilmiştir. <u>Her madde ile ilgili düşüncenizi işaretleyerek belirtmeniz istenmektedir.</u> Anketin ikinci bölümünde ise açık uçlu sorulara cevap vermeniz beklenmektedir.

		Kesinlikle Katılmıyorum 1	Katılmıyorum 2	Katılıyorum 3	Kesinlikle katılıyorum 4
1.	İngilizce kitabının sözlük içermesi gerekmektedir.	1	2	3	4
2.	İngilizce kitabında öğretilen sözcüklerin, öncelikli olarak dilin gerçek kullanımını yansıtan durumlar içerisinde sunulması önemlidir.	1	2	3	4
3.	İngilizce ders kitabının yanında konu anlatımlı ve ek alıştırmalı CD'lerin olması önemlidir.	1	2	3	4
4.	İngilizce ders kitabında kullanılan dilin gerçek hayatta kullanılan dili yansıtması önemlidir.	1	2	3	4
5.	Ders kitabında, becerilerin (okuma, yazma, dinleme, konuşma) birbirlerinden ayrı ve birbirleriyle bağlantılı olarak kullanılmasını sağlayan etkinliklerin bulunması önemlidir.	1	2	3	4
6.	İngilizce ders kitabında doğal sesletme (telaffuz) alıştırmalarına önem verilmelidir.	1	2	3	4
7.	İngilizce ders kitabında dil bilgisi konu açıklamalarının kısa olması önemlidir.	1	2	3	4
8.	Dört becerinin (okuma, yazma, dinleme, konuşma) dağılımının dengeli olması önemlidir.	1	2	3	4
9.	İngilizce ders kitabı, alt becerilerin (ana fikri bulma, dinlerken not alma, vb.) öğrenilmesine önem vermelidir.	1	2	3	4
10.	İngilizce ders kitabının mesleki İngilizcemi geliştirmem için gereken becerilere ağırlık vermesi önemlidir.	1	2	3	4

148

	1	2	3	4
11.	İngilizce ders kitabının uygun fiyatlı olması önemlidir.	1	2	3	4
12.	İngilizce ders kitabındaki ünitelerin konularının ilginç olması önemlidir.	1	2	3	4
13.	İngilizce ders kitabında kullanılan dil düzeyinin benim seviyemin çok üzerinde olmaması önemlidir.	1	2	3	4
14.	İngilizce kitabının tasarımının anlaşılır olması önemlidir.	1	2	3	4
15.	İngilizce kitabındaki alıştırmaların sayısının fazla olması önemlidir.	1	2	3	4
16.	İngilizce kitabındaki dil bilgisi konularının sıralanışı önemlidir.	1	2	3	4
17.	İngilizce ders kitabının online (çevrimiçi) çalışma ve öğrenme programına sahip olması önemlidir.	1	2	3	4
18.	İngilizce kitabında her ünitenin hedeflerinin açık ve anlaşılır olması önemlidir.	1	2	3	4
19.	İngilizce kitabındaki etkinliklerin, öğrenciyi gerçek hayatta karşılaşılan durumlarda iletişime hazırlaması önemlidir.	1	2	3	4
20.	İngilizce kitabının kolay ulaşılabilir olması önemlidir.	1	2	3	4
21.	İngilizce ders kitabında kullanılan dilin farklı bölgelerden aksanlar içermesi önemlidir.	1	2	3	4
22.	İngilizce ders kitabında, her ünitede öğretilecek sözcüklerin, anlamlarının ve telaffuzlarının örnek cümle içerisinde sunulması önemlidir.	1	2	3	4
23.	İngilizce ders kitabında yer alan etkinliklerin yeni öğrenilen konunun içselleştirilmesini sağlaması önemlidir.	1	2	3	4

	Kesinlikle Katılmıyorum 1	Katılmıyorum 2	Katılıyorum 3	Kesinlikle Katılıyorum 4
24. İngilizce kitabındaki dilbilgisi konularının, öncelikli olarak dilin gerçek kullanımını yansıtan durumlar içerisinde sunulması önemlidir.	1	2	3	4
25. İngilizce ders kitabındaki etkinliklerin yaratıcı ve bağımsız düşünmeyi teşvik etmesi önemlidir.	1	2	3	4
26. İngilizce ders kitabının yanında çalışma kitabı (workbook) olması önemlidir.	1	2	3	4
27. İngilizce ders kitabında sınavlarda (IELTS, TOEFL, proficiency,etc.) başarılı olma ipuçları bulunması önemlidir.	1	2	3	4
28. İngilizce ders kitabında konu çeşitliliği olması önemlidir.	1	2	3	4
29. İngilizce ders kitabının farklı kültürlere ilişkin olumsuz ön yargılar içermemesi önemlidir.	1	2	3	4
30. İngilizce ders kitabının her ünitede öğretilecek dilbilgisi konularının detaylı bir taslağını içermesi önemlidir.	1	2	3	4
31. İngilizce kitabında mekanik alıştırmalar ve dilin gerçek hayatta kullanılmasını gerektiren alıştırmalar arasında denge olması önemlidir.	1	2	3	4
32. İngilizce kitabının her ünite için yeterli tekrar bölümleri içermesi önemlidir.	1	2	3	4

		Kesinlikle Katılmıyorum 1	Katılmıyorum 2	Katılıyorum 3	Kesinlikle katılıyorum 4
33.	İngilizce ders kitabındaki konuların büyük ölçüde gerçekleri yansıtması önemlidir.	1	2	3	4
34.	İngilizce kitabında ikili ve grup çalışma etkinliklerinin bulunması önemlidir.	1	2	3	4
35.	İngilizce ders kitabının bir kelime listesine sahip olması önemlidir.	1	2	3	4
36.	İngilizce kitabında İngilizcenin doğru ve akıcı kullanımını gerektiren etkinlikler bulunması önemlidir.	1	2	3	4
37.	İngilizce kitabının içeriğinin etkili bir şekilde düzenlenmiş olması önemlidir.	1	2	3	4
38.	İngilizce kitabının yeterli sayıda ek quiz içermesi önemlidir.	1	2	3	4
39.	İngilizce ders kitabının son beş yılda yayımlanmış olması önemlidir.	1	2	3	4

151

		Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
1.	It is important that the textbook contains a dictionary.	1	2	3	4
2.	It is important that target vocabulary is presented in meaningful contexts.	1	2	3	4
3.	It is important that the textbook contains CDs with explanations and extra exercises.	1	2	3	4
4.	It is important that the language in the book should resemble the one used in real life.	1	2	3	4
5.	It is important that there are activities for separate and integrated practice of four skills.	1	2	3	4
6.	It is important that there are natural pronunciation exercises in a textbook.	1	2	3	4
7.	It is important that grammar explanations are concise in a textbook.	1	2	3	4
8.	It is important that the distribution of four skills is balanced in a textbook.	1	2	3	4
9.	It is important that there are activities to practice sub skills (finding the main idea, note-taking, etc.) in a textbook.	1	2	3	4
10.	İngilizce ders kitabının mesleki İngilizcemi geliştirmem için gereken becerilere ağırlık vermesi önemlidir.	1	2	3	4

		Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
11.	It is important that an English book has a reasonable price.	1	2	3	4
12.	It is important that the topics of the units are interesting in an EFL textbook.	1	2	3	4
13.	It is important that the language in a textbook is not too complicated.	1	2	3	4
14.	It is important that a textbook has a clear layout.	1	2	3	4
15.	It is important that the number of exercises in a textbook is high.	1	2	3	4
16.	The order of grammar subjects is important in a textbook.	1	2	3	4
17.	It is important that the textbook has an online study programme.	1	2	3	4
18.	It is important that the objectives of each unit are clearly stated.	1	2	3	4
19.	It is important that the activities in a textbook prepare the learner for communication in real life situations.	1	2	3	4
20.	It is important that an English textbook is easily accessible.	1	2	3	4
21.	It is important that a textbook presents accents from different regions.	1	2	3	4
22.	It is important that the meaning and pronunciation of the target vocabulary are taught in example sentences.	1	2	3	4

		1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
23.	It is important that the activities in a textbook consolidate what has been learnt.	1	2	3	4
24.	It is important that grammatical structures are presented in meaningful contexts.	1	2	3	4
25.	It is important that the activities in a textbook encourage independent and creative thinking.	1	2	3	4
26.	It is important that there is a workbook with the textbook.	1	2	3	4
27.	It is important that an English book offers tips on how to succeed in international exams (IELTS, TOEFL, etc.)	1	2	3	4
28.	It is important that there is a variety of topics in a textbook.	1	2	3	4
29.	It is important that there are not any culturally negative stereotypes in an English book.	1	2	3	4
30.	It is important that a textbook contains a detailed outline of grammar topics.	1	2	3	4
31.	It is important that mechanical practice activities and free practice activities are balanced in a textbook.	1	2	3	4
32.	It is important that there are revision parts for each unit in a textbook.	1	2	3	4
33.	It is important that the topics in a textbook are realistic.	1	2	3	4

	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
34. It is important that there are pair and groupwork activities in a textbook.	1	2	3	4
35. It is important that a textbook has a word list.	1	2	3	4
36. It is important that there are activities requiring accurate and fluent use of English in a textbook.	1	2	3	4
37. It is important that the content is effectively organised in a textbook.	1	2	3	4
38. It is important that the textbook has extra quizzes.	1	2	3	4
39. It is important that an English textbook is a recent publication.	1	2	3	4

APPENDIX B: INTERVIEW QUESTIONS OUTLINE

SÖZLÜ GÖRÜŞME GÖNÜLLÜ KATILIM FORMU

Değerli katılımcı,

Sizinle yapılacak olan sözlü görüşme, İngilizce ders kitaplarının genel olarak sahip olması gereken özellikleri inceleyen bir çalışma için kullanılacaktır. Sizden beklenen, sorulara gerçekçi ve açık yanıtlar vermenizdir. Sağlayacağınız veriler Orta Doğu Teknik Üniversitesi Yabancı Diller Eğitimi Bölümü, İngiliz Dili Öğretimi Ana Bilim Dalı'nda yüksek lisans öğrencisi Merve Hopa tarafından Doç. Dr. Perihan Savaş danışmanlığında yürütülen tez çalışmasında bilimsel amaçlı olarak kullanılacak ve sadece araştırmacılar tarafından değerlendirilecektir. Görüşmede rahatsızlık verecek sorular bulunmamaktadır ve sizden herhangi bir kimlik bilgisi istenmemektedir. Yaklaşık 20 dakika sürmesi beklenen bu görüşmeyi tamamlamak gönüllülük esasına dayalıdır. Çalışmaya katıldığınız için teşekkür ederim. Çalışma hakkında daha fazla bilgi için ODTÜ Yabancı Diller Eğitimi Bölümü öğretim üyelerinden Doç. Dr. Perihan Savaş (perihans@metu.edu.tr) ya da yüksek lisans öğrencisi Merve Hopa (mervehopa@gmail.com) ile iletişim kurabilirsiniz.

Yukarıdaki bilgileri okudum ve bu çalışmaya tamamen gönüllü olarak katılıyorum.

(Formu doldurup imzaladıktan sonra uygulayıcıya geri veriniz).

Bu görüşmenin kaydedilmesini ve yapılan çalışmada kullanılmasını kabul ediyorum.

Ad- Soyad   **Tarih**   **İmza**

---/----/-----

C. DEMOGRAFİK BİLGİLER

Yaş: _____

Cinsiyet: _____

Hazırlık sınıfında öğrenim görmekte olduğunuz düzey: _____

Yaklaşık yıl ve/veya ay olarak İngilizce öğrenme süreniz: _____

SÖZLÜ GÖRÜŞME SORULARI TASLAĞI

- İngilizce öğrenme amacınız nedir? İngilizce öğrenmek sizin için neden önemli?

- Yukarıda belirttiğiniz amaçlara uygun bir İngilizce kitabını genel olarak nasıl tanımlarsınız?

- Genel olarak iyi bir İngilizce ders kitabında hangi özelliklerin bulunması sizin için önemlidir?

- Ders kitabında yaşınıza ve ilgilerinize yönelik olarak hangi konuların ve kavramların geçmesini istersiniz?

- Ders kitabında ne tür aktivitelere ağırlık verilmesini beklersiniz?

- Ders kitabında sizi yabancı dilde iletişime hazırlaması için nelerin bulunması gerektiğini düşünüyorsunuz?

- Öğrendiğiniz dilde en önemli becerinin (yazma, okuma, dinleme, konuşma) ne olduğunu düşünüyorsunuz?/ Bu becerilerin ders kitabında nasıl verilmesi gerektiğini örnekleyerek açıklar mısınız?

o Bu becerilerin dağılımı kitapta nasıl olmalıdır?

o Beceriler ayrı ayrı mı yoksa bütünleşik bir şekilde mi öğretilmelidir?Şimdi bu becerilerin ders kitabında nasıl verilmesi gerektiği ile ilgili görüşleriniz hakkında konuşalım.

- Ders kitabında yeni sözcükler nasıl verilmelidir?

- Kitapta kullanılan dil nasıl olmalıdır?

o Sadece dil öğrenenlere yönelik hazırlanmış mı olmalı yoksa gerçek örnekler mi olmalıdır? Neden?

o Kitapta kullanılan dilin seviyesi nasıl olmalıdır?

- Bildiğiniz üzere İngilizce kitapları bir paket halinde satılıyor. Bu paketin içinde genelde öğrenci kitabı ve çalışma kitabı oluyor. Sizce başka eklentiler de olmalı mıdır? Örnek verebilir misiniz?

- Özetlemek gerekirse bir İngilizce ders kitabı sizin dil öğrenmenize en iyi nasıl katkıda bulunabilir? /Hazırlık İngilizce programında kullanmak üzere kitap seçerken hangi hususları göz önünde bulundurmamızı önerirsiniz?

APPENDIX C: INTERVIEW EXCERPTS

Interview Excerpts Reported in Results with English Translations
Excerpt #1

Ben CD lerin falan çok fazla bir işe yaradığını düşünmüyorum. Çünkü benim kitabımda bu CD ler var, açıp baktığımda sadece listeningleri içeriyor, ve biraz da etkinlik içeriyor…. Yani o CD lere dediğim gibi böyle farklı aktiviteler eklerdim diye düşünüyorum, bu sadece kitapla alakalı olmak zorunda değil dediğim gibi hitap edilen yaş grubunun o kültüre gösterdiği ilgiye göre örneğin kitaplarla dizilerle ilgili çeşitli bilgiler içeren aktiviteler falan daha ilgi çekici olabilir diye düşünüyorum, yani oradaki etkinliklerden daha faydalı olurdu. (Participant 8, Level: Pre-intermediate, Age: 19)

I do not really think that CDs work. Because I have them with my book, and when I open them I see some listenings and some exercises. I mean, like I said, I would add more differents activities to those CDs, they do not necessarily have to be related to the textbook. They can contain activities interesting for that age group, for example activities that include books or TV series may be more interesting. They would be way more useful than what we have now. (Participant 7, Level: Pre-intermediate, Age: 19)

Excerpt #2

Ya da daha iyi konuşmaya itebilecek etkinlikler eklenebilir diye düşünüyorum. Mesela kitapların yanında yurtdışıyla bağlantı kurulup bize bir konuşma arkadaşı edindirebilir bir kitap. Bence bu çok daha önemli oradaki listeningleri dinlemektense gerçek bir konuşmacıyla konuşmak onunla iletişim sağlamak çok daha önemli bence dil öğrenme konusunda. (Participant 7, Level: Pre-intermediate, Age: 19)

I think that activitiesthat push us to speak better can be added. For example, a book may help us make friends outside the country by giving us connection codes to the students using the same books as we do. Instead of mechanically listening without any response, iy is better to communicate with a real person to learn a language. (Participant 7, Level: Pre-intermediate, Age: 19)

Excerpt #3

S10: Bir ders kitabı aslında ders kitabı olarak kalmamalı. Eğer bir firma bir kitap çıkartıyorsa onun sonradan da katkılarını da sağlaması lazım. Mesela ben bir dil öğrenim firması ile çalışıyorum, kurs aldığımız yerde native speaker bulunmuyordu ve bu native speaker ile çalışma olayını telefon bağlantısı ile gerçekleştiriyorlardı. Kitabı hazırlayan yayın ekibinden birisi günün belirli saatlerinde bizim için online oluyordu, ya biz onunla tek şekilde online yazışabiliyorduk ya da bizimle skype üzerinden bağlantı olabiliyordu. (Participant 10, Level: Pre-intermediate, Age: 20)

A textbook should not remain only a book. If a publishing house is selling a book, they have to follow up the ones using it. For example, I am working with a language teaching institution, there was not a native speaker there, so somebody from the team that prepared the book was connecting to us via phone in certain hours of the day, or we were writing to each other as well as talking on skype. (Participant 10, Level: Pre-intermediate, Age: 20)

Excerpt #4

Aslında herkes için değişebilen bir konu olduğunu düşünüyorum: kimisi fotoğraf çeker fotoğrafla ilgili şeyler veya kamera ile ilgili olabilir ya da cep telefonu, kimisi de doğa, dünyadaki bir yerin, orada yaşanlanların gibi şeylerden bahsedilebilir. Bilgisayarlar, müzik aletleri. Bir harman olmalı yani! (Participant 10, Level: Pre-intermediate, Age: 20)

Indeed, this is something different for everybody. Some people are into photography, some are interested in nature, or a place in the world and people there , a camera, or a telephone. Computers, musical instruments. I mean there should be a mix. (Participant 10, Level: Pre-intermediate, Age: 20)

Excerpt #5

Bize sorulan work in pair ler biraz daha bilimsel oluyor genelde, bir kişi bilse bile iki kişi konuşamadığınız konular oluyor. İşte sözcüklerde sıkıntı çekiyoruz ve sözlüğe bakarak sürekli konuşmaya çalışıyoruz. Aslında genel olarak herkesin bildiği konular olsa ve herkesin konuşabileceği konular olsa böyle daha iyi, daha uzun süreli konuşmalar sağlanır diye düşünüyorum. Çünkü teknik konular olduğunda ilgi bir süre sonra duruyor ve konuşamıyorsunuz. Daha günlük hayattan bilgiler benim için daha iyi olurdu diye düşünüyorum. . (Participant 7, Level: Pre-intermediate, Age: 19)

Groupworks that are asked of us are usually on something scientific., one peron knows about it in the group, but another one may not know. We have difficulties about vocabulary, and try to speak by checking a dictionary all the time. If the topics are familiar ones that everybody can talk about, better and longer conversations can take place. Because if there are technical subjects, conversation stops after a short time. More stuff about daily life would work betterfor me. (Participant 7, Level: Pre-intermediate, Age: 19)

Excerpt 6

In my opinion, there should be texts taken from real life so that the book I am studying does not waste my time. At least I should be able to learn new things from the book because we do not have opportunity to go to different places (Participant: 4, level: Pre-intermediate, Age: 19)

Bence gerçek hayattan metinler kullanılarak ilerlemeli çünkü hani okuduğum kitap bana vakit kaybettirmesin. Hani en azından bir şeyler öğreneyim çünkü her zaman farklı yerlere gidip dışarı çıkamıyoruz, en azından hani kitaptan bi şeyler öğrenebiliriz. (Participant: 4, level: Pre-intermediate, Age: 19)

Excerpt 7

Communication in a foreign language is something that can happen in real life. So, the book should inform about the language that is used in real life. What is grammatically correct in written medium may not be used in real life and there sshould be that kind of information in the book. There can also be excerpts taken from real life, that way, we can adapt better. (Participant: 5, Level: Elementary, Age: 19)

 Yabancı dilde iletişim zaten gerçek hayatta olan bir şey. Bu yüzden kitabın gerçek hayatta kullanılan dille ilgili bilgilendirmesi gerekiyor. Gramer olarak doğru olan şeylerin gerçek hayatta kullanılmadığı zamanlar oluyor bunun da ek olarak bilgisini vermesi gerekiyor. Bir de gerçek hayattan kesitler verebilir, konuşmalar verebilir. O şekilde daha adapte olabiliriz konulara. (Participant: 5, Level: Elementary, Age: 19)

Excerpt #8

Examples from real life are better, I think. Maybe it is more challenging, but without challenge, you cannot learn. There is always this question "where are we going to use this?" when you take something from real life and put it in the book a student should be able to say "Oh, so this is being used in real lifeby the people, so we can

also use it later."That way, people feel more encouraged to learn. They prepare themselves internally for this. (Participant: 9, Level: Pre-intermediate, Age: 27)

Gerçek hayat örnekleri daha iyi olur bence. Belki insanları biraz da zorlar, ama zorlanmadan da bir şey öğrenilmez, bir çaba bir emek harcanması gerekiyor. Ve hep şu soru sorulur "biz bunu nerede kullanacağız?" gerçek hayattan bunu alıp oraya koyduğunuzda "bak işte gerçek hayatta kullanılıyor." diyebilmeli. Öğrenciler de "ha demek ki bu gerçek hayatta kullanılıyor, yarın öbür gün biz de kullanabiliriz, karşımıza çıkabilir" diyebilmesi lazım ki insanların birazcık daha öğrenmeye hevesi olsun, aklı mantığı yatsın. Kendini içten içe bunu öğrenmeye hazır etsin. (Participant: 9, Level: Pre-intermediate, Age: 27)

Excerpt #9

P1: …and the book is very large, I do not even know why it is bothering me but the pages are really large.

Interviewer: This is related to design.
P1: Yes, that may be changed, but I like glossy paper. (Participant: 1, Level: Pre-intermediate, Age: 20)

1: …ve çok büyük kitap, beni niye rahatsız ettiğini bilmiyorum ama çok geniş sayfaları var .

   I: Tasarımla ilgili

p1: Evet o değişebilir, ama kuşe kağıt olması hoşuma gidiyor. (Participant: 1, Level: Pre-intermediate, Age: 20)

Excerpt #10

For example, our books are usually printed on glossy paper, I do not like to touch it. A book should give the feeling that you are doing some serious stuff… and the lisght is reflected from it, this is not good, either only simple A4 paper is sometimes better. (Participant: 10 Level: Beginner, Age: 20)

Mesela genelde kullandığımız kitaplar hep kuşa kağıt oluyor dokunmaktan hiç hoşlanmıyorum. Kitap çalıştığınız zaman sizi şey yapmalı ciddi bir iş üzerine kafa yoruyormuşsun gibi...ve ışıktan çok yansıyor ve benim gözlerimle aram çok iyi değil mesela sadece A4 yaprak bazen daha hoş olabiliyor. (Participant: 10 Level: Beginner, Age: 20)

Excerpt #11

Like I said just now, instead of that uncle speaking very slowly, there can be listenings made with people who are sounding more native-like to familiarise us. In the future this will help us, because there a re many different accents. Not everyone speaks standard English. For example, people in India also speak English, but it is not like the one taught us. Therefore, if there are different accents in listening texts, it is better for us. (Participant: 2, Level: Pre-intermediate, Age: 18)

Az önce söylediğim gibi, o listeninglerde o yavaş aksanlı konuşan amcanın yerine daha native durabilecek ya da daha akıcı konuşan insanların listeningleri koyulursa bizim kulağımız daha fazla aşina olacak, ilerde bu lazım olacak çünkü bir de farklı aksanlar var, genel İngilizce konuşmuyor herkes, Hindistan da adamlar bir İngilizce konuşuyor hiç alakası yok bizim gördüğümüzle. O yüzden her listening e farklı aksanlar koyulursa genel İngilizceye daha fazla alışır kulağımız. (Participant: 2, Level: Pre-intermediate, Age: 18)

Excerpt #12

Actually, there are sometimes pronunciations exercises in the book, I mean we play the recording, somebody reads it fast, but it is boring. They are boring, and there are not sentences, just some difficult-to-pronounce words. But, I do not hear it in a sentence, but when I want to use it in a sentence, I do it instinctively. Ther can be conversations for pronunciation practice, just isolated word are not enough. (Participant:1, Level: Pre-intermediate, Age: 20)

Aslında şeyler, telaffuz alıştırmaları bazen kitapta oluyor listening metni açıyoruz işte okuyuşla mesela bazı harfleri yutuyor falan ama onlar sıkıcı geliyo, mesela hiçbir cümle kurmuyor sadece diyo ki işte ne bileyim, şu anda aklıma kelime gelmiyor, ama işte zor bir kelime söylüyo ama ben onu cümlede duymadığım için ben sadece o kelimenin okunuşunu duyuyorum, ama mesela ben onu bi cümlede kullanmak istediğimde kendi bildiğim şekilde kullanıyorum. Hani şey olabilir, bi konuşma dinletilse bize içinde o kelimelerin hepsi geçse bu daha kalıcı olur, ama sadece kelimelerin telaffuzu bence yeterli değil. (Participant:1, Level: Pre-intermediate, Age: 20)

Excerpt #13

For example, we can learn stuff about English culture, I think. Or, there can be listenings with different accents, or readings to adapt us to the culture. These enable us to adapt to the culture better, and we can use what we learnt better. So, we have to know more about the target culture. (Participant: 8, Level Pre-intermediate, Age: 19)

Aslında mesela İngiliz kültürüyle ilgili bir şeyler öğrenebiliriz diye düşünüyorum. Ya da işte çeşitli farklı aksanların geçtiği listeningler olabilir readingler bize bunları biraz daha alıştıracak daha fazla öğretecek kadar olması gerektiğini düşünüyorum. Bu gibi örnekler, bunlar bizim hem o kültüre daha iyi adapte olmamızı sağlar, hem de konuşurken ve hayata geçirirken bunu daha iyi becermemizi sağlar diye düşünüyorum yani o kültürle ilgili daha fazla bilgi sahibi olmalıyız bence. (Participant: 8, Level Pre-intermediate, Age: 19)

Excerpt #14

…we actually go through this. There are rules in the book, explanations given, then we complete some examples, and I realise while doing that, I actually complete those exercises with what I know beforehand, not with the rules given in the book. I learnthos from TV series, and movies. It is better learning something by doing it firsts, and then comparing it to the rules, this is more efficient and permanent. (Participant: 5, Level: Elementary, Age: 19)

Bunu yaşıyoruz zaten. Kitapta kurallar geçiyor işte konu anlatılıyor daha sonra örnekler çözüyoruz. Fakat örnekleri çözerken fark ediyorum ki ben bunları önceden bildiğim bilgimle çözüyorum, o kurallar benim aklımda kalmıyor mesela filmlerden dizilerden öğreniyorum. Bir şeyi uygulayarak örneklerini çözerek öğrenip, sonra onu karşılaştırmak çok daha verimli oluyor ve unutmuyoruz bence. Çünkü örnek aklımızda kalıyor. (Participant: 5, Level: Elementary, Age: 19)

Excerpt *#15*

Like I said, there should be interesting topics. Firstly, it should draw the attention, and then some sentences can be made more salient for learning the structures in it. Grammar is very important in my opinion, but it should not be a priority unlike other skills. (Participant: 8, Level Pre-intermediate, Age: 19)

Dediğim gibi insanların ilgisini çekecek konulardan, yani şöyle özelden genele gidilmesi gerektiğini düşünüyorum. Öncelikle konunun kişinin ilgisini çekmesi gerektiğini daha sonra o cümleleri daha fark edilebilir hale getirmeyi ve içindeki grammar ı öğrenmeyi ön planda tutardım büyük ihtimalle. Grammar zaten çok önemli ama bence diğer becerilerin önüne geçmesi gerekmediğini düşünüyorum. Yani grammar ın en son partlarda gelmesi gerektiğini düşünüyorum bütün kitaplarda tam tersi olsa da. (Participant: 8, Level Pre-intermediate, Age: 19)

Excerpt #16

Yes, for example it is like when you put vegetables inside a child's food alongside the delicious stuff, and he still eats it anyway. I feel the same when grammar is inserted into reading or listening. I can say I learntit without even noticing it. (Participant:1, Level: Pre-intermediate, Age: 20)

Evet mesela şöyle hani küçük bir çocuğa yemeğini yedirirken içine kötü bir şey koyuyorsun ama o onu yiyor ya mesela ben reading veya listening çalışırken araya grammar girince diyorum ki aa ben bunu öğrendim hemen, çünkü buna çok yatkınım o da araya kaynadı hemen! (Participant:1, Level: Pre-intermediate, Age: 20)

Excerpt #17

Grammar can be taught with caricatures with more basic explanations, because grammar is already difficult, and when you explain it orally some things go missing, so with more visuals and caricatures and with basic explanations, it can be taught better. (Participant: 2, Level: Pre-intermediate, Age: 18)

Grammar'ı biraz daha karikatür içerikli biraz daha basic anlatımla resimle anlatmayı denerdim, çünkü grammar zaten karışık bir konu sadece sözlü olarak anlattığımızda bazı şeyler açıklanmıyor, o yüzden daha fazla çizim karikatüre yönelirsek çok daha basit bir şekilde anlatılabilir grammar. (Participant: 2, Level: Pre-intermediate, Age: 18)

Excerpt #18

I told at the beginning, we are taught a topic and it stops there, we go on with some other topics and never turn back to the first one, but the two are related. They should be given together all the time exercises. (Participant: 3, Level: Pre-intermediate, Age: 19)

Başta da söylemiştim zaten, ilk başta konuyu veriyoruz o orada bitiyor başka bir konuya geçiyoruz o da orada bitiyor; iki konu birbiriyle ilişkili. Sürekli birlikte verilmeli onlar. Verilsin orada sonra etkinlik konulsun onunla ilgili hepsi birlikte karışık olsun. (Participant: 3, Level: Pre-intermediate, Age: 19)

Excerpt #19

Because we prioritise grammar and vocabulary, no one can learn English. The problem is there.In my opinion mainly listening and speaking, actually speaking is far more important. Because there is a natural order to learning a language. At first a human being does not know any language, and then the babies watch the TV do

listening, later they speak, and then they start reading and writing. (Participant: 10, Level: Pre-intermediate, Age: 27)

Grammar ve vocabulary e ağırlık verdiğimiz için İngilizceyi kimse öğrenemiyor, sorun burada. Bence öncelikle listening ve speaking, hatta speaking daha önemli diye düşünüyorum. Çünkü dil öğrenmenin kronolojik sıralaması vardır bunu değiştiremezsiniz. En başta insan doğar, hiçbir dil bilmez. Sonra bebekler çocukken televizyon izler önce listening yapar, daha sonra konuşurlar speaking yaparlar, daha sonra yazmaya ve okumaya başlarlar. (Participant: 10, Level: Pre-intermediate, Age: 27)

Excerpt #20

I think grammar should be taught, after some basic stuff is given and language gets better and some vocabulary learnt the structures are learnt. It should be said "it was like this, and you actually learnt it before, it is used for this." Teaching it like this is more rational. If speaking skill improves first, other things become easier. Like in Turkish, we speak it first, and then we start to learn about it in the first grade. (Participant: 6, Level: Pre-intermediate, Age: 20)

Bence grammar en son verilmeli, çok temel şeyler verilip ondan sonra zaten dil geliştikçe kelimeler öğrenildikçe kalıplar oturuyor ondan sonra " bu buydu. Öğrenmiştin." Ama amacı bu şekilde verilmesi daha mantıklı olur. İlk önce konuşma becerileri geliştikten sonra bir şeyler daha rahat olur Türkçede olduğu gibi önce konuşuyoruz sonra birinci sınıfta öğreniyoruz gibi. (Participant: 6, Level: Pre-intermediate, Age: 20)

Excerpt #21

I guess grammar structures are taught one way, talking about this is beyond my knowledge, but it should be interactive, I mean the students should participate in it, I mean not teaching, but more of an introduction. Let the students think more, because when I do not think I immediately start daydreaming. The teacher talks, and I just watch. (Participant: 11, Level: Elementary, Age: 20)

Kitapta aktivite olarak bakıyorum, gramer konuları herhalde tek usül öğretiliyor, buna karışmak benim bilgimi de aşıyor, ama interaktif olmalı, yani öğrenciyi de olayın içine katabilmeli, yani teaching değil de öğretme değil de daha çok introduction yani azıcık da öğrenci düşünsün, çünkü ben düşünmediğim an boşluğa dalıp gidiyorum. Hoca anlatıyor ben bakıyorum sadece. (Participant: 11, Level: Elementary, Age: 20)

Excerpt #25

I think, this matter is up to students because a book cannot speak to everybody because our interests are different, and a student needs to research, and spoonfeeding everything makes students more uniform which is not good for a society. (Participant:11, Level: Elementary, Age: 20)

Bence bu konu öğrenciye kalmış bir şey, çünkü herkese hitap edemez ilgi alanlarımız farklı olduğu için, buradan çıktığında araştırmak durumundadır öğrenci, o yüzden de her şeyi hazır vermek biraz da öğrencinin tektipleşmesine sebep olur. Bu da bir toplum için bir düzen için iyi bir şey değildir yani. (Participant:11, Level: Elementary, Age: 20)

Excerpt #22

A student should compare Turkish and English in order to see the differences, and by doing that a more permanent and accurate learning can take place. (Participant: 9, Level: Pre-intermediate, Age: 27)

Türkçe ve İngilizceyi karşılaştırması lazım bence öğrencinin, en büyük takıntılardan birisi bu olabilir bence. Türkçe ve İngilizceyi karşılaştırıp aralarındaki farkı görerek bence daha ne daha kalıcı daha düzgün bir İngilizce öğreneceğini düşünüyorum. (Participant: 9, Level: Pre-intermediate, Age: 27)

Excerpt #23

I will come to reading again. When I just look words up one by one and actually momorise them, they just fly away from my brain two days later. That is how brain actually works. But when I learn vocabulary connecting them with other things, I learn them more permanently. That's why, learning them inside a text is more logical. (Participant: 6, Level: Pre-intermediate, Age: 20)

Yine reading'e geleceğim ben. Vocabulary'yi tek tek kelime kelime çıkarıp ezberlediğim zaman ezberleyebiliyorsun ama iki gün sonra uçuyor gidiyor. Beyin zaten böyle işliyor. Ama onu başka şeylerle bağlantılı olarak öğrendiğimde çok daha kalıcı oluyor. O yüzden bir parçanın içerisinde öğrenmek çok daha mantıklı. Ya da bir textin içerisinde işte.

Excerpt #24

I actually said this before, there should be interesting words in a text, and we should notice them on our own and wonder what they mean, and we should wonder about them ourselves. Not rote memorisation, but in a more decoding-like way. I am

against memorisation, because words tend to get forgotten in a way. (Participant: 7, Level: Pre-intermediate Age: 19)

Kelime de dediğim gibi aslında biraz önce onu da söyledim, metnin içinde ilgi çekici kelimeler olması gerektiğini ve bizim kendi kendimize fark etmemiz gerektiğini düşünüyorum aslında, acaba bu kelime ne anlama geliyor. Ve kendi kendimize merak etmemiz gerektiğini düşünüyorum. Çok ezberci bir şekilde değil de daha çok aklımızda kalıcı böyle küçük şifrelerle olması gerektiğini düşünüyorum kelimenin de, çok ezbere karşıyım çünkü unutuluyor bir şekilde. (Participant: 7, Level: Pre-intermediate Age: 19)

Excerpt #26

Reading is very important, too. I mean there should be enough reading because not only learning vocabulary but also to identify its place in a sentence is important. There can be more than one meaning, and understanding which meaning inside a text is also important. It is very important. The more you read, the more vocabulary you learn, and you become familiarised and you can say "I heard this somewhere!" Actually all skills are important and reading is one of them in order to improve yourself. (Participant: 7, Level: Pre-intermediate)

Okuma da bence çok önemli. Yani yeteri kadar okuma da olması gerekiyor bir kitabın içinde çünkü sadece kelimeyi öğrenmemiz değil, okuduğumuzda o kelimenin yerini daha doğru bir şekilde saptamak. Farklı birçok anlamı da oluyor bir kelimenin metin içinde onu anlamak da çok önemli. Okuma da çok önemli ve ne kadar çok okuma yaparsanız daha fazla kelime öğreniyorsunuz bir kere onun yanında da daha bir aşinalık olmuş oluyor dile karşı ileride duyduğunuzda aa ben bunu duymuştum diyebiliyorsunuz. Aslında bütün o partların hepsi önemli ve reading de bir insanın dili geliştirmesi için ağırlık vermesi gereken konulardan bir tanesi. (Participant: 7, Level: Pre-intermediate)

Excerpt #26

What kind of texts, good question, readings in our current book are actually good, but I would like to separate reading for example, there can be reading on certain days of the week. There would be reading texts and would be questions following them up. I do not think there would be any other way. (Participant: 4, Level: Pre-intermediate, Age: 19)

Nasıl readingler koyardıım, güzel bir soru, düşünmeye çalışıyorum , yani şu anki kitabımızda readingler güzel gidiyor, ama ben reading i ayrı koymak isterdim mesela belli günlerde sadece reading işlenebilir reading ağırlıklı, parçalar olurdu yine işte altında onun soruları, çok farklı bir düzene gidileceğini reading te düşünmüyorum ben. (Participant: 4, Level: Pre-intermediate, Age: 19)

Excerpt #27

And then reading texts and stuff for example, there should not be boring and long texts. (Participant: 5, Level: Elementary, Age: 19)

Daha sonra okuma parçaları falan mesela okuyucuyu boğan uzun parçalar olmaması gerekiyor. (Participant: 5, Level: Elementary, Age: 19)

Excerpt #28

I think the best way to learn English is through reading. It takes long and useful. Actually, there should be stuff that can be used in real life. There should be moving texts and questions that test how much we understood. (Participant: 6, Level: Pre-intermediate, Age: 20)

Bence İngilizceyi öğremenin en iyi yolu okumak gibi geliyor. Uzun ve yararlı… Daha doğrusu günlük dilde kullanılan şeyler olmalı parçanın içinde, sürükleyici parça olmalı ve onunla ilgili sorular- ne kadar anladığımızı değerlendiren şeklinde olmalı. (Participant: 6, Level: Pre-intermediate, Age: 20)

Excerpt #29

In a good textbook reading.. like I said before in terms of vocabulary it should contain stuff we need in real life, it should have a recent English. I do not think it is meaningful that it contains outdated information. New information would be directed to people's minds and their immediate environment. This would be more motivating in terms of learning. (Participant: 9, Level: Pre-intermediate, Age: 27)

İyi bir ingilizce kitabında reading, daha önce de dediğim gibi kelime açısından günlük kullandığımız kelimeleri içermeli, günümüzdeki İngilizceyi takip etmeli, ona daha çok yönelmeli. Eski bilgileri içermesinin pek fazla bir anlamı olduğunu düşünmüyorum. Ama yeni bilgilerin insanların aklına, çevresine daha çok yöneleceğini düşünüyorum, daha çok onları teşvik edecektir öğrenmeleri açısından. (Participant: 9, Level: Pre-intermediate, Age: 27)

Excerpt #30

A reading text can be given and then something that is asking us to write a narrative or something asking to write our opinions on the same topic can be given associated to the reading text. (Participant: 6, Level: Pre-intermediate, Age: 20)

Bir okuma parçası verilip daha sonra aynı konuyla ilgili fikirlerimizi soran ya da işte hikaye yazmamızı isteyen bir şey verilebilir. Reading'e bağlı olarak writing verilebilir. (Participant: 6, Level: Pre-intermediate, Age: 20)

Excerpt #31

Of course there will be reading, it seems inevitable, but the content can be effective. For example, a gap can be given inside a text, asking us to fill it or to continue a given text, pure imagination. While doing that you try to include the words you know. You check dictionaries or some other things.You say "Oh there is this word, too!" and learn the uses of it like whether it is verb, adjective or noun. Such a thing would be good. This should be done, the tasks that are given to students should be more in number because the students would want to fill the gaps and I think while filling in those gaps learning would increase. (Participant:11, Level: Elementary, Age: 20)

Şöyle ki bir okuma metni illa ki olacak, yani bu kaçınılmaz gibi görünüyor, ama içeriği tabi etkili olabilir. Ama bizden şey istenebilir, bir boşluk verilir, tamam işte devamını sen getir tamamen hayal gücü. Oradan hayal gücünü kullanırken bildiğin İngilizce kelimeleri de katmaya çalışıyorsun. Sözlükten bakıyorsun belki başka bir şeyden bakıyorsun. Aaa bu kelime de var mış, nasıl kullanılıyormuş, verb,noun adjective mi gibi, bu anlamda güzel bir şey olabilir. Bence bu yapılmalıdır diye düşünüyorum, öğrenciye verilen görev daha fazla olmalı. Çünkü kitabı doldurmayı isteyecektir öğrenci ve o kitabı doldururken de öğrenmenin daha da artacağını düşünüyorum. (Participant:11, Level: Elementary, Age: 20)

Excerpt #31

For writing I would try to be more free,except for academic writin. Of course there will be certain rules and guidelines related to academic writing.But, I would try to include stuff that we need in real life such as e-mail writing more. Because we are not going to be writingarticles or papers in our daily lives, or we will not going to need to express ourselves academically. For example, when we write an e-mail, it needs to sound native-like. Nobody should be able to guess that we are non-native speakers from what we write. (Participant 7, Level: Pre-intermediate, Age: 19)

Writingde daha serbest bırakmaya çalışırdım, akademik writing haricinde. Tabi ki akademik writing de belli bir sınır olması gerekiyor ama günlük writinglerde mesela e-mail yazımında o şekilde günlük hayatta daha fazla kullanacağımız yazılara daha

fazla yer vermeye çalışırdım diye düşünüyorum. Çünkü biz günlük dilde çok fazla makale yazmayacağız, işte ya da kendimizi çok fazla akademik bir şekilde ifade etmeye ihtiyacımız olmayacak. Örneğin, bir e-mail yazarken nasıl yazılması gerekir, bizi işte ayırmaması gerektiğini düşünüyorum, yani İngilizceyi kullanamadığımızı göstermemesi gerektğni düşünüyorum bir şey yazarken de. Hani bir native speaker kadar çok iyi yazmak çok önemli bence bunun farkedilmemesi karşı taraftan, bu şekilde. (Participant 7, Level: Pre-intermediate, Age: 19)

Excerpt #32

Both writing, that is academic writing we learn, and correspondence or e-mailing, stuff that we can use in our daily lives is more important to me. Of course all skills are important, but writing and speaking are the most important ones for me. (Participant 7, Level: Pre-intermediate, Age: 19)

Hem teknik writing yani bizim öğrendiğimiz akademik writing hem de bu mektuplaşma işte e-mail mektuplaşmalar, çeşitli günlük hayatta da kullanabileceğimiz writingler benim için çok önemli. Tabii ki bütün hani listening, reading hepsi çok önemli ama benim için öncelik writing ve speaking. (Participant 7, Level: Pre-intermediate, Age: 19)

Excerpt #33

In my opinion writing should be more frequent in the form of homework assignments with regular feedback…If it was left to me I would include writings about grammatical structures. For example, we learn perfect tenses, and I would include writing activities for this. (Participant: 3, Level: Pre-intermediate, Age: 19)

Bence writingler daha sık olmalı, ya da böyle ödev şeklinde ama hani düzenli kontrollerle writing yapılırsa daha düzenli olur. …Kitapta nasıl yer almalı mesela bu writingler? Ne gibi aktiviteler koyardın sen kitaba? Ben olsam konuyla bağlantılı writingler koyardım. Mesela perfect i işliyoruz bununla ilgili writing koyardım.
(Participant: 3, Level: Pre-intermediate, Age: 19)

Excerpt #34

Enough listening and speaking practice, but I need to understand their language, so ate first it should start with simpler texts and the difficulty should increase according to levels (Participant: 12, Level: Beginner, Age: 19)

Bol bol listening, speaking. Ama dillerini de çok iyi anlamam lazım, o yüzden başlarda çok basit listeninglerle başlayıp, seviye seviye artmsının gayet normal olduğunu düşünüyorum. (Participant: 12, Level: Beginner, Age: 19)

Excerpt #35

In my opinion, listening should be allocated a new book I mean the parts should not be combined. For example, in the same way we can listen to texts and complete sentences, or there can be speaking activities about the topics in listening texts. Listening and speaking should also have more hours than grammar in a week. (Participant: 4, Level: Pre-intermediate, Age: 19)

Benim görüşüm listening ayrı bir kitap olarak görülmeli hani parçalar birleştirilmemeli. Mesela yine listeningleri aynı şekilde dinletilip boşlukları biz tamamlamalıyız ya da listening üzerine speaking aktiviteli konuşma falan hani dinlediğimiz konuda, bu şekilde gerçekleştirilebilir ve saat olarak bence grammarden daha ağırlık verilmeli listening e ve speaking e daha önem verilmeli. (Participant: 4, Level: Pre-intermediate, Age: 19)

Excerpt #36

…Yes, for example, without any preparation we try to talk directly, and we cannot think of words to say, and because of that we cannot improve our speaking. If we do some preliminary preparations before, our speaking might get better. (Participant: 3, Level: Pre-intermediate, Age: 19)

Direkt konuşmaya geçiyoruz orada ön hazırlık yapmıyoruz, o yüzden direkt kelimeler de aklımıza gelmeyince konuşamıyoruz ondan kaynaklı olarak konuşmamızı hiç geliştiremiyoruz biraz daha ön hazırlık yapıp çalışırsak bence daha da gelişir. (Participant: 3, Level: Pre-intermediate, Age: 19)

Excerpt *#36*

After a topic is covered we can be asked whether we agree with it or not, or if the subject is a hobby whether we have such a hobby or if we tried something like it before can also be asked. (Participant: 10, Level: Pre-intermediate, Age: 27)

Üniteden sonra olabilir ünite başlangıcında da olabilir. Nasıl diyim? İşlendikten sonra eğer bir konudan bahsettik bu konuya katılıyor musunuz ya da günlük hayatta uyguluyor musunuz ya da bahsedilen bir hobi ise hobi sizin hayatınızda ne kadar yer

alıyor, daha önce hiç denediniz mi vesaire şeklinde olabilir. (Participant: 10, Level: Pre-intermediate, Age: 27)

Excerpt *#37*

çünkü kimse şeye bakmıyor ki konuşurken ben bu kurala göre konuşmalıyım gibi herkes doğaçlama konuşuyor sonuçta. Biz de öyle doğaçlama konuşup sonra onları geliştirmeliyiz. O bence artı bir yetenek olmalı grammar konusunda. (Participant 7, Level: Pre-Intermediate, Age: 21)

because nobody is concerned about thinking of grammatical rules while speaking, it kind of takes place instantly, more like improvisation. We should get automatised for that kind of improvisation.Grammar is of secondary importance compared to this. (Participant 7, Level: Pre-Intermediate, Age: 21)

Excerpt *#38*

…I think speaking is more important, because during communication it is not so much important, getting my meaning across is much more important. (Participant 6, Level: Elementary, Age: 19)

…konuşmanın daha önemli olduğunu düşünüyorum, çünkü iletişimde grammar çok da önemli olmuyor; konuşurken derdimi anlatabilmem çok daha önemli oluyor. (Participant 6, Level: Elementary, Age: 19)

Excerpt *#39*

A book can only give us some useful expressions to be used and some texts, but it is hard to practise speaking on your own, if not impossible. I think there should be more groupwork activities. (Participant 12, Level: Beginner, Age: 19)

Kitap şimdi speaking e dair, en fazla kalıpları verebilir, parçaları verebilir, amaç orada tek başına yapamazsın speaking i zaten, tek başına öğrenmem çok zor. Orada daha çok grup çalışmasına yönelik olması gerekiyor bence. (Participant 12, Level: Beginner, Age: 19)

Excerpt #40

Firstly, our books are really expensive, and be sure that 80% of us do not buy original copies, we simply can't. For example, when I came here last year, the book set was 350 or 400 liras, something like that.. You enter the university, move into a new apartment, and when everything is so expensive, hearing that you are going to pay huge amount of money on books you are just going to use for one year makes you alittle sad. Even if you sell it the second year, you cannot make any profit out of

it. Prices that high are really unnecessarily burdening. They could have been lower. (Participant 1, Level: Pre-Intermediate, Age: 20)

Şimdi öncelikle kitaplarımız çok pahalı, hatta emin olun yüzde seksenimiz hiçbir şekilde gerçek kitaplar almıyor, alamıyor, mesela ben geçen yıl hazırlığa geldim ve bizim üç yüz ell liramı dört yüz lira mı öyle bir fiyattı. Yani sen üniversiteye giriyorsun, eve çıkıyorsun yani her şey çok paraya mal olmuşken şimdi devletin okulunu kazanıp okulun toplam dört beş kitabına o kadar para vermen gerektiğini duyduğunda hani bir de bir yıl kullanacaksın, o zaman çok fazla oluyor, hani ikinci yıl satsan bile bu sefer o insana acıyorsun o da senin öğrenci arkadaşın olduğu için, hiçbir kar elde edemiyorsun ve çok fahiş fiyatlar bence çok gereksiz. Fiyatı düşürülebilir. (Participant 1, Level: Pre-Intermediate, Age: 20)

Excerpt #41

If a book is too expensive for students to afford, the publishers may consider advertising in their books, just like magazines do.The prices must definitely be lowered. Or, there can be government interference, so that not everyone cansell English books. (Participant 9, Level: Pre-Intermediate, Age: 27)

… Eğer bir kitap öğrencinin alabileceğinden pahalıysa eğer, yayınevleri kitaba dergi gibi reklam alsın. … kitapların fiyatları düşürülsün. Ya da buna devlet sahip çıksın, bir de herkese sattırmasınlar. (Participant 9, Level: Pre-Intermediate, Age: 27)

APPENDIX D: POST-INTERVIEW INFORMATION FORM

KATILIM SONRASI BİLGİ FORMU

Bu araştırma, daha önce de belirtildiği gibi, ODTÜ Yabancı Diller Eğitimi Bölümü, İngiliz Dili Öğretimi Ana Bilim Dalı'nda Yüksek Lisans öğrencisi Merve Hopa tarafından, Doç. Dr. Perihan Savaş danışmanlığındaki yüksek lisans tezi kapsamında yürütülmektedir.

Çalışmanın amacı dil öğrenenler olarak sizlerin, iyi bir İngilizce ders kitabında bulunması gereken özellikler ile ilgili görüşlerinizi almaktır.

Bu çalışmadan alınacak verilerin **Mayıs 2016** sonunda elde edilmesi amaçlanmaktadır. Elde edilen bilgiler <u>sadece</u> bilimsel amaçlı araştırma ve yazılarda kullanılacaktır ve yalnızca araştırmacılar tarafından değerlendirilecektir. Çalışmanın sağlıklı ilerleyebilmesi ve verilerin güvenilir olması için çalışmaya katılacağını bildiğiniz diğer kişilerle çalışma ile ilgili detaylı <u>bilgi paylaşımında bulunmamanızı</u> dileriz. Bu araştırmaya katıldığınız için tekrar çok teşekkür ederiz.

Araştırmanın sonuçlarını öğrenmek ya da daha fazla bilgi almak için aşağıdaki isimlere başvurabilirsiniz.

Doç. Dr. Perihan Savaş (<u>perihans@metu.edu.tr</u>)

Merve Hopa (<u>mervehopa@gmail.com</u>)

Çalışmaya katkıda bulunan bir gönüllü olarak katılımcı haklarınızla ilgili veya etik ilkelerle ilgi soru veya görüşlerinizi ODTÜ Uygulamalı Etik Araştırma Merkezi'ne iletebilirsiniz.

e-posta: ueam@metu.edu.tr

APPENDIX E: FRAMEWORK FOR THE QUESTIONNAIRE

The following are the 53 questions categorised under 17 titles in order to be used to evaluate a given textbook.Underlined are the criteria used in this study.

Rationale - Why was the book written in the first place, and what gaps is it intended to fill?
- Are you given information about the Needs Analysis or classroom piloting that were undertaken?
- Are the objectives spelt out?

Availability - Is it easy to obtain sample copies and support material for inspection?
- Can you contact the publisher's representatives in case you want further information about the content, approach, or pedagogical detail of the book?

User definition - Is there a clear specification of the target age range, culture, assumed
background, probable learning preferences, and educational expectations?
- Are entry/exit language levels precisely defined, e.g. by reference to international 'standards' such as the ELTS, ACTFL or Council of Europe scales, or by reference to local or country-specific examination requirements?
- In the case of an ESP textbook, what degree of specialist knowledge is assumed (of both learners and teacher)?

Layout/graphics - Is there an optimum density and mix of text and graphical material on
each page, or is the impression one of clutter?
- Are the artwork and typefaces functional? colourful? appealing?

Accessibility - Is the material clearly organized?

- Can the student find his or her location in the material at any point, i.e. is it possible to have a clear view of the 'progress' made, and how much still needs to be covered?

- Are there indexes, vocabulary lists, section headings, and other methods of signposting the content that allow the student to use the material easily, especially for revision or self-study purposes?

- Is the learner (as opposed to the teacher) given clear advice about how the book and its contents could be most effectively exploited?

Linkage - Do the units and exercises connect in terms of theme, situation, topic, pattern of skill development, or grammatical/lexical 'progression'?

- Is the nature of such connection made obvious, for example by placing input texts and supporting exercises in close proximity?

- Does the textbook cohere both internally and externally (e.g. with other

books in a series)?

Selection/grading - Does the introduction, practice, and recycling of new linguistic items seem to be shallow/steep enough for your students?

- Is there a discernible system at work in the selection and grading of these items (e.g. on the basis of frequency counts, or on the basis of useful comparisons between the learner's mother tongue and English)?

- Is the linguistic inventory presented appropriate for your purposes, bearing in mind the L1 background(s) of your learners?

Physical characteristics - Is there space to write in the book?

- Is the book robust? too large? too heavy?

- Is the spine labelled?

- Is it a book that could be used more than once, especially if it is marked by previous students?

Suitability of topics and language- the material substantial enough or interesting enough to hold the attention of learners?

- Is it pitched at the right level of maturity and language, and (particularly in the case of ESP situations), at the right conceptual level?

- Is it topical?

Authenticity Is the content obviously realistic, being taken from L1 material not initially intended for ELT purposes?

- Do the tasks exploit language in a communicative or 'real-world' way?

- If not, are the texts unacceptably simplified or artificial (for instance, in the use of whole-sentence dialogues)?

Sufficiency-Is the book complete enough to stand on its own, or must the teacher produce a lot of ancillary bridging material to make it workable?

- Can you teach the course using only the student's book, or must all the attendant aids (e.g. cassettes) be deployed?

Cultural bias-Are different and appropriate religious and social environments catered for, both in terms of the topics/situations presented and of those left out?

- Are students' expectations in regard to content, methodology, and format successfully accommodated?

- If not, would the book be able to wean students away from their preconceived notions?

- Is the author's sense of humour or philosophy obvious or appropriate?

- Does the coursebook enshrine stereotyped, inaccurate, condescending or offensive images of gender, race, social class, or nationality?

- Are accurate or 'sanitized' views of the USA or Britain presented; are uncomfortable social realities (e.g. unemployment, poverty, family breakdowns, racism) left out?

Educational validity- Does the textbook take account of, and seem to be in tune with, broader educational concerns (e.g. the nature and role of learning skills, concept development in younger learners, the function of 'knowledge of the world', the exploitation of sensitive issues, the value of metaphor as a powerful cognitive learning device)?

Stimulus/practice/ Revision Is the course material interactive, and are there sufficient opportunitiesfor the learner to use his or her English so that effective consolidation takes place?

- Is the material likely to be retained/remembered by learners?

- Is allowance made for revision, testing, and on-going evaluation/marking of exercises and activities, especially in large-group situations; are ready-made achievement tests provided for the coursebook, or is test development left for the hardpressed teacher? Are 'self-checks' provided?

Flexibility Can the book accommodate the practical constraints with which you must deal, or are assumptions made about such things as the availability of audio-visual equipment, pictorial material, class size, and classroom geography; does the

material make too many demands on teachers' preparation time and students' homework time?

- Can the material be exploited or modified as required by local circumstances, or is it too rigid in format, structure, and approach?

<u>- Is there a full range of supplementary aids available?</u>

Guidance - Are the teacher's notes useful and explicit?

- Has there been an inordinate delay between the publication of the student's and teacher's books which has meant that teachers have had to fend for themselves in exploiting the material?

- Is there advice about how to supplement the coursebook, or to present the lessons in different ways?

- Is there enough/too much 'hand-holding'?

- Are tapescripts, answer keys, 'technical notes' (in the case of ESP textbooks), vocabulary lists, structural/functional inventories, and lesson summaries provided in the Teacher's Book?

- Is allowance made for the perspectives, expectations, and preferences of non-native teachers of English?

Overall value for money<u>- Quite simply, is the coursebook cost-effective, easy to use, and successful</u> in your teaching situation, in terms of time, labour, and money?

- To what extent has it realized its stated objectives?

APPENDIX F: EXPERT OPINION FORM

"Öğrencilerin İyi İngilizce Ders Kitabı Algıları" Anketi için Uygunluk Görüş Formu

Sayın Katılımcı,

"Öğrencilerin İyi İngilizce Ders Kitabı Algıları" konulu yüksek lisans tezimi Doç.Dr. Perihan Savaş danışmanlığında yürütmekteyim.

Araştırma kapsamında öğrencilerin iyi bir İngilizce ders kitabının genel özellikleriyle ilgili görüşleri anket yoluyla alınacaktır. Bu formda, öğrencilere uygulanacak olan ankette yer alan maddeler bulunmaktadır. Formda ankette kullanılacak olan maddeler ve görüşlerinizi bildireceğiniz bir bölüm vardır. Lütfen, anketi incelerken şu ölçütlere dikkat ediniz:

- Madde, amacına uygun görünmekte midir?
- Maddenin dili yeterince açık ve anlaşılır mıdır?
- Madde Türkçe dilbilgisi kurallarına uygun mudur?
- Maddede kişisel ve kültürel negatif önyargılar bulunmakta mıdır?

Eğer bu ölçütler açısından maddelerin uygun olduğunu düşünüyorsanız (+) işaretiyle belirtmeniz yeterlidir, uygun olmadığını düşünüyorsanız lütfen kısaca nedenini ve yeni önerinizi form üzerine yazınız. Ayrıca, formun sonunda bulunan "Eklemek İstediğiniz Sorular" kısmına ise konu ile ilgili eklenebileceğini düşündüğünüz maddeleri yazmanız beklenmektedir.

Değerli görüşleriniz ve çalışmaya sağladığınız katkı için çok teşekkür ederim.
Saygılarımla,

Merve Hopa

APPENDIX G: HUMAN SUBJECTS ETHICS COMMITTEE APPROVAL

UYGULAMALI ETİK ARAŞTIRMA MERKEZİ
APPLIED ETHICS RESEARCH CENTER

ORTA DOĞU TEKNİK ÜNİVERSİTESİ
MIDDLE EAST TECHNICAL UNIVERSITY

DUMLUPINAR BULVARI 06800
ÇANKAYA ANKARA/TURKEY
T: +90 312 210 22 91
F: +90 312 210 79 59
ueam@metu.edu.tr
www.ueam.metu.edu.tr
Sayı: 28620816 / 300

01 TEMMUZ 2016

Konu: Değerlendirme Sonucu

Gönderilen: Yrd. Doç. Dr. Perihan SAVAŞ,

        İngiliz Dili Eğitimi Böl.

Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)

İlgi: İnsan Araştırmaları Etik Kurulu Başvurusu

Sayın Yrd.Doç.Dr. Perihan SAVAŞ,

Danışmanlığını yaptığınız yüksek lisans öğrencisi Merve HOPA'nın "Öğrencilerin İyi İngilizce Ders Kitabı Algıları" başlıklı araştırması İnsan Araştırmaları Etik Kurulu tarafından uygun görülerek gerekli onay **2016-EGT-114** protokol numarası ile **12.08.2016-02.06.2017** tarihleri arasında geçerli olmak üzere verilmiştir.

Bilgilerinize saygılarımızla sunarız

Prof. Dr. Canan SÜMER

İnsan Araştırmaları Etik Kurulu Başkanı

Prof. Dr. Meliha ALTUNIŞIK

İAEK Üyesi

Prof. Dr. Ayhan SOL

İAEK Üyesi

Prof. Dr. Mehmet UTKU

İAEK Üyesi

Prof. Dr. Ayhan Gürbüz DEMİR

İAEK Üyesi

Yrd.Doç.Dr. Pınar KAYGAN

İAEK Üyesi

Yrd. Doç. Dr. Emre SELÇUK

İAEK Üyesi

181

1. GİRİŞ

Küreselleşmenin hızlanması ile birlikte İngilizce'nin resmi dil olarak kullanıldığı ülkelerin ötesinde uluslararası bir dil konumunda yayılması da hızlanmıştır. Dilin çeşitli uluslararası platformlarda iletişim aracı haline gelmesi öğretilmesini de başlı başına bir bilim ve sürekli genişleyen bir pazar haline getirmiştir. İngilizce öğretimi uluslararası dilolarak tanınmaya başlandığından itibaren çeşitli yaklaşım, yöntem ve teknik değişimleri ile sürekli olarak bir dönüşüm geçirmektedir. Bu dönüşüm dil öğretimi enstitülerinde yönetim, öğretici ve öğrenen rollerinde olduğu kadar öğrenme materyallerinde de değişimlere neden olmaktadır. Thomas ve Farrell (2010) İngilizce öğretiminde evrimsel değişimlerin yaşandığını aşlağıdaki gibi özetlemişlerdir:

- Ne öğretileceği sorunu öğrencilerin nasıl öğrendiği sorununa evrildi.
- Öğrenme sonucundan ziyade sürece önem veren yaklaşım, süreç odaklı bir öğrenme yaklaşımının vurgulanmasını sağladı.
- Dil öğrenenler öğrenme sürecinin temel bir parçası olarak konumlandırılması 'öğrenme' kavramının önem kazanmasını sağladı.
- Öğrenenler arasındaki farklılıklar silinmesi gereken ve reddedilen sorunlar olarak görülmeyip, sürecin daha nitelikli hale getirilmesi için başvurulabilecek kaynaklar haline gelmişlerdir.
- Dil öğrenimine daha bütüncül bir yaklaşım getirilmesi ile öğrencilerin öğrenme süreçlerinin bilincinde olan özerk bireyler haline gelmesi önem kazanmıştır.
- Bütünün parçaların toplamından daha büyük ve anlamlı olduğu kabul gördükten sonra, anlam odaklı öğretim vurgulanmaya başlanmıştır.

Dil öğrenme ve öğretme yaklaşımlarında yaşanan değişimler, kusursuz öğretme yaklaşım, yöntem ve teknikler arayışını da bitirmiş ve yöntem-sonrası dönemin kapılarını açmıştır ve anadili İngilizce olan toplumlar referans noktası olmaktan çıkmış ve İngilizce'nin çeşitli toplumlara üye olan insanların kendi aralarında iletişim kurdukları bir dil haline gelmiştir.

İngilizcenin küresel iletişim dili konumuna gelmesi öğrenen gereksinimlerinde değişiklikler yaratmış ve bu da öğrenme materyallerine olan taleplerde de değişiklik yaratmıştır.

Dil öğretiminin büyük bir pazar haline gelmesi, en iyi materyal olma iddiasıyla hazırlanan ve basılan birçok İngilizce kitabı paketinin satışa ve kullanıma sunulmasını sağlamıştır. İngilizce kitapları derslerin merkezi olmaktan çıkıp öğrencilerin kullanımına toplu üretimle sunulan araçlar haline gelmişlerdir. Toplu üretimin doğurduğu çeşitlilik ise dil öğretiminde yer alan paydaşların (okul yöneticileri, öğretmenler, öğrenciler, vs) kitap seçimi konusunda daha titiz ve araştırmaya dayalı değerlendirme yaparak hareket etmelerini zorunlu kılmıştır. Ancak bu denli fazla seçenek ile karşı karşıya gelen öğretmen ve öğrenciler için, kitap değerlendirme ve seçme süreci sadece uluslararası alanda değil, Türkiye bağlamında yer alan okullar ve enstitülerde de karmaşık bir hal almıştır.

Türkiye bağlamında dil öğrenimi kitapları ve materyalleri tartışmadan önce dil öğretimine yönelik sistemsel yaklaşıma göz atmak gerekmektedir. Bu çalışmada yer alan katılımcıların da bildirdikleri üzere İngilizce öğretimi çok erken yaşlarda başlamaktadır, fakat eğitim seviyesi ilerledikçe İngilizce öğretimine ayrılan ders saati sayısı da düşüş göstermektedir. İngilizce öğretiminin sorunlu ve neredeyse başarısız oluşu ise en başta çoktan seçmeli sınav ve ezber odaklı eğitime yorulmaktadır. Ülkemizde eğitimin ezber odaklı oluşu, dil öğretiminin de dilbilgisi kurallarının doğrusal bir şekilde öğretilmeye çalışılması ve iletişim becerilerinin gözardı edilmesine yol açmıştır. Bütün bu faktörler ise sesleri kısılmış ve pasif hale gelen öğrenciler yaratılmasına neden olmaktadır (Allwright 1981; Thompson 2009).

Diğer alan derslerinin öğrenilmesinde dil öğrenme kadar sorun ve başarısızlıkla yüzleşilmemesi araştırıldığında ise sorunun dil öğreniminin kavramsal olarak ne olduğu ve ne gerektirdiği konusunda bilgi yetersizliği ve karmaşası olduğu görülmektedir. Eğitim sisteminde yapılan değişiklikler büyük ölçüde siyasi güdümlü olup, değişiklikle ulaşılması amaçlanan ile ulaşılan noktalar arasında büyük bir çelişki yaratmaktadır. Kırkgöz (2009) Türkiye'de İngilizce öğretimi politikaları konulu çalışmasında da yapılması planlanan ile uygulama arasındaki tutarsızlığa dikkat çekmiştir. Bahsedilen bütün bu sorunların yanı sıra İngilizce öğretiminde olumlu ve anlamlı değişimi güdüleyecek ve yönlendirecek ders kitaplarının olmaması da başka bir sorun teşkil etmektedir.

Merkeziyetçi yaklaşımla yürütülen eğitim sistemi dil öğretiminde izlenen yollar ve kullanılan kitapların hazırlanmasında da kendisini göstermektedir. Dil

öğretimi kitaplarının hazırlanma biçimi ve adımlarına bakıldığında sürecin aslında kitabın asıl kullanıcılarından soyutlanmış ve oldukça kapalı devre şeklinde işlediği anlaşılmaktadır. Bu sistemde Talim ve Terbiye Kurulu tarafından materyal hazırlama eğitimine tabi tutlan uzmanlar kitapları hazırlamaktadırlar. Hazırlanan taslaklar yine Talim Terbiye Kurulu'nun seçtiği uzmanlarca çeşitli ölçütler göz önünde bulundurularak incelenmekte ve uygun görülüp onaylandıktan sonra eğitimde kullanılmak üzere okullara sunulmaktadırlar. Resmi olarak uygun görülen bu kitapların, öğretmenlerin ek materyal kullanımına başvurmadan kullanması yasal olarak beklenmektedir. Neredeyse dışarıya kapalı bir süreç ile hazırlanan bu kitaplar hiçbir pilot çalışma ve öğretmen, öğrenci ve eğitim kurumlarınca kullanım öncesi değerlendirilmeksizin sınıflara giriş yapmaktadırlar. Dil öğreniminde asıl söz sahibi olması gereken öğrenci ve öğretmen görüşleri alınmadan ve ihtiyaç analizi yapılmadan kullanımı beklenen kitaplar birçok olumsuz eleştiri ile karşı karşıya kalmaktadır. Kullanıcılar tarafından başarısız ve etkisiz olduğu ifade edilen ve dil öğreniminde olumsuz etkileri açıkça görülen bu materyallar, iyileştirme ve eleştiriye tabi tutulmadan dil sınıflarında kullanılmaya devam etmektedir (Dündar, 2017 s. 972). Sorgulama ve değerlendirmeden soyutlanmış bu tür bir sistem incelendiğinde ise dil öğretiminde yıllardır yaşanan başarısızlığın bir sorumlusu olarak da ders kitaplarını göstermek şaşırtıcı olmayacaktır. Bütün bu bilgiler ışığında dil öğretiminde sorunların çözülmeye başlanması için kullanılan kitapların hazırlık, kullanım sırası ve kullanım sonrasında sağlam temelli bir dizi ölçüt ile değerlendirilmeleri gerekmektedir. Dil öğreniminde her bağlamın kendine özgü sorun ve ihtiyaçlar gerektirdiği göz önünde bulundurulduğunda ise, bu ölçütlerin hazırlanması ve revize edilmesinin karmaşık olmakla kalmayıp kesinlikle gerekli olduğu da anlaşılmaktadır.

İngilizce kitabı değerlendirme alanyazınına göz atıldığında gerek uluslararası gerekse Türkiye bağlamında kitap değerlendirmesi yapılan çalışmaların sayı ve çeşitlilik yönünden fakir olduğu göze çarpmaktadır.

Alanyazında bulunan çalışmalar incelendiğinde bazı eğilimlerin olduğu da görülmektedir. İlk olarak, kitap değerlendirme çalışmalarının büyük bir bölümü adapte edilen değerlendirme araçları ile yürütülen nicel yapıda oldukları görülmektedir. Diğer bir eğilim ise kitapların çeşitli özelliklerinin spesifik olarak içerik analizi ile yüzeysel nitel çalışmalarda değerlendirilmesidir. Türkiye bağlamında da kitap değerlendirmesi yapmak adına yürütülmüş çalışmalar (Kırkgöz 2009; Dülger 2016; Tekir and Arıkan 2007; Arıkan 2009; Tok 2010; Peksoy and Harmaoğlu)

bulunmasına rağmen, dil öğreniminde kullanılabilecek kitapların ne gibi nitelikler taşıması gerektiğinin sorgulandığı ve bu çerçevede değişik bağlamlara özgü değerlendirme ölçütlerinin kitapların asıl kullanıcılarının görüşlerine başvurularak hazırlandığı çalışmalara gereksinimin olduğu açıkça görülmektedir.

Yukarıda belirtilen sorunlar, nedenler ve alanyazında bir gereksinimin olduğunun görülmesi dolayısı ile yürütülmüş bu çalışmada aşağıdaki soruların yanıtlaması amaçlanmıştır.

Bu çalışmada yer alan öğrenci katılımcıların sağladığı görüşler doğrultusunda

1. Etkili bir İngilizce ders kitabını oluşturan etmenler nelerdir?

2. Etkili bir İngilizce kitabının aşağıdaki bileşenler açısından en önemli nitelikleri nelerdir?

- genel özellikler, dört temel dil becerisi, kelime ve dilbilgisi ve iletişimsel içerik.

Bu çalışma gerek öğrencilerin görüşlerine başvurulması gerekse İngilizce kitaplarının değerlendirilmesine yönelik ölçütler sunmaları açısından İngilizce kitabı hazırlama, seçme ve değerlendirilmesinde önemli bir adım olarak görülmektedir. Alanyazında öğrencilerin görüş ve düşüncelerine dayanarak varılan ölçütlerin olduğu çalışmaların azlığı göz önünde bulundurulduğunda ise bu çalışmanın incelenmesi önem arz eden bir konuya açıklık getirmesi amaçlanmaktadır.

2. YÖNTEM

Çalışma karma yöntemle yapılmış olup; veriler 39 maddeden oluşan bir anket ve katılımcılarla yüzyüze gerçekleştirilen ve yaklaşık 25 dakika süren yarı-yapılandırılmış sözlü görüşmelerle toplanmıştır. İki ayrı yöntem kullanılarak araştırılan konu hakkında daha bütüncül yargı ve sonuçlara varmak amaçlanmıştır.

Ankette yer alan 39 madde bir İngilizce ders kitabında bulunması gereken özelliklerin katılımcı tarafından ne derecede önemli bulunduğunu sorgulayıcı niteliktedir. Maddeler iki ayrı kaynak (Sheldon 1988; Mukundan ve diğerleri 2011) temel alınarak oluşturuldu. İlk olarak ölçme aracında kullanılması amaçlanan maddeler İngilizce yazılıp daha sonra çevrilmiştir. Anket son haline getirilene kadar iki adımda pilot uygulaması yapılmıştır. İlk uygulama uzman görüş formları ile alanda tecrübeli kişilere maddelerin konuya uygunluk ve anlaşılırlık gibi açılardan değerlendirme yapmaları istenerek gerçekleştirilmiştir. İkinci adım ise, anket çalışmanın uygulandığı ve araştırmacının eğitim gördüğü iki ayrı üniversiteden etik

kurul izni almadan önce beş öğrenci ile anlaşılırlık ve dilbilgisi değerlendirmesi yapılarak gerçekleştirilmiştir.

Yarı-yapılandırılmış sözlü görüşme soruları ise sadece bir taslak olarak hazırlanmış olup katılımcıların araştırma sorularında yer alan konularla ilgili soruları cevaplamalarıyla veri elde edilmiştir. Sorular taslak olarak kullanıldığından her sözlü görüşmenin ilerleyişine göre revizyonlar ve yeniden yönlendirmeler yapılmıştır.

Katılımcılar araştırmacının çalıştığı devlet üniversitesi hazırlık biriminde eğitim görmekte olan öğrenciler arasından seçildi. Katılımcılar hazırlık bölümü eğitimini tamamladıktan sonra İngilizce eğitim alacakları bölümlere geçiş yapabilirler. Sene içi sınavlar ödevler, quizler ve final ortalaması 60 puan ve üzeri; ya da İngilizce yeterlik sınavı puanı 60 ve üzeri olan öğrenciler bölümlerinde eğitim alma hakkını kazanmaktadırlar. Hazırlık biriminde öğrenciler sene başında seviyelerine göre gruplanırlar ve A1 (haftada 24 saat) , A2 (haftada 22 saat), ve B1 (haftada 20 saat) sınıflarında eğitim görürler. Sene sonunda tüm öğrencilerin B2 olarak bölümü tamamlamaları amaçlanmaktadır.

Katılımcılar araştırmacının en kolay şekilde ulaşabileceği sınıflardan seçilmiş olup, anketler 117 öğrenciye ulaştırılmıştır. Sözlü görüşmeler ise aynı şekilde seçilen 14 öğrenci ile yapılmıştır.

Veri toplama sürecinin bitmesinden sonra ise toplanan tüm verilern birbirlerini bütünleyici bir şekilde rapor edilmek üzere analiz edilmiştir. Nicel veriler SPSS programına girilerek frekans analizi yapılmış ve her maddenin yüzde olarak değeri kendi kategorilerinde rapor edilmiştir. Nitel veriler ise görüşmeler kayıt altına alınarak yapılmıştır. Görüşmeler tamamlandıktan sonra ise hepsi kelimesi kelimesine yazıya geçirilmiştir. Yazıya geçirildikten sonra kodlama işlemi başlatılmadan önce veriler genel gruplama yapmak amacıyla okunmuştur. Okumaların tamamlanmasının akabinde yapılan kodlamalar sonucunda elde edilen temalar, araştırma soruları da temel alınarak önceden oluşturulan kategoriler altında toplanmıştır.

3. BULGULAR

Çalışma sonucu elde edilen veriler katılımcıların büyük bir çoğunluğunun İngilizce'yi seyahat, kariyer ve eğitim gibi amaçlarla öğrendiğini göstermiştir. Garton ve Graves'in (2014) öne sürdüğü üzere, hiçbir öğrenme materyali çalışması onların asıl kullanıcıları olan öğrenenleri dışarıda bırakarak yapıldığında hedefine tam anlamıyla ulaşmış sayılamammaktadır. Bu çalışma da alandaki eksikliği gidermek

amacıyla öğrencilerin etkili İngilizce ders kitabı konusundaki algı ve görüşlerini toplamak ve öğrenmek amacıyla yapılmıştır.

Araştırmada veri toplama esnasında görülen ve değinilmeye değen bir nokta da öğrencilerin dil öğrenme amaçları ile eğitim gördükleri programın amaçlarının örtüşmemesi olmuştur. Bu çatışmanın ileride başka çalışmalarla incelenmesi salık verilmiştir.

İngilizce kitaplarının genel özellikleri başlığı altında araştırılan konular; erişilebilirlik, dil ve konuların uygunluğu, kültürel önyargı, esneklik ve fiyat / kalite oranı olarak belirlenmiştir. Kitabın içeriğine yönelik diğer konular ise; iletişimsel beceri, dilbilgisi, sözcük öğretimi ve dört temel dil becerisinden oluşmaktadır.

Anketlerden elde edilen erişilebilirlik konusuna ilişkin maddelerden elde edilen veriler, kitabın dış görünüşü ve düzeninin katılımcılar tarafından önemli bulunduğunu (44.4% katılıyorum, 50.4% kesinlikle katılıyorum) ortaya çıkarmıştır. Öğrenme hedeflerinin ve organizasyonun önemli olup olmadığını sorgulayan maddeler de katılımcılardan olumlu değerlendirmeler almışlardır. Sözlü görüşmelerden elde edilen veriler ise ulaşılabilirlik kriterine ilişkin dikkate alınabilir sonuçlar göstermemiştir.

Çalışmanın diğer bir inceleme konusu olan dil ve konuların uygunluğu ise genel olarak katılımcılar tarafından önemli bulunup olumlu değerlendirmeler almıştır. Sözlü görüşme sonuçları da öğrencilerin yaş grubuna ve ilgilerine uygun konuların ve kitapta seviye ve amaçlara uygun dilin sunulmasını önemli bulduklarını göstermişlerdir. Dil uygunluğu konusundan sözlü görüşmelerde "gerçek hayata uygunluk" vurgulanarak bahsedilmiştir.

Kitapta kültürel önyargıların barınmamasına ilişkin madde de katılımcılarca olumlu olarak değerlendirilmiştir (%59 kesinlikle katılıyorum; % 26katılıyorum).

Araştırmanın diğer bir inceleme konusu olan alıştırma ve etkinlikler olarak belirlenmiştir. Hem sözlü görüşmelerden hem de anketlerden elde edilen veriler kitaplarda eleştirel düşünmeyi teşvik eden etkinliklerin önemli olduğunu göstermiştir (%91). Ayrıca, öğrenilen konuların içselleştirilmesini sağlayan alıştırmalar da katılımcıların çoğunluğu tarafından önemli olarak nitelendirilmiştir (%34 kesinlikle katılıyorum; % 53.8 katılıyorum). Kontrollü ve serbest çalışmanın dengeli olmasına ilişkin madde de katılımcılarca olumlu değerlendirilmiştir (%55.6 kesinlikle katılıyorum, %39.3 katılıyorum). Anketten elde edilen veriler ayrıca ikili ve grup çalışmalarının da önemli bulunduğunu göstermiştir (%25 kesinlikle katılıyorum, %44 katılıyorum).

Sözlü görüşmelerden alıştırma ve etkinliklere ilişkin bulgular da aşağıdaki gibi özetlenmiştir:

- İyi bir kitap öğrencilere gerçek hayatta kullanabilecekleri ifadeler ve konuşma pratiği için fırsatlar sunmalıdır.
- İkili ve grup çalışmaları kitapta yeteri kadar açık yönergelerle ve gerekli ön çalışmalarla sunulmalıdır.
- Gerçek hayatın simülasyonu niteliğindeki etkinliklerin yanı sıra; öğrencilerin öğrendiklerini kişisel hayatlarıyla ilişkilendirerek çalışabilecekleri etkinlikler de bulunmalıdır.

Araştırmanın diğer bir konusu olan dört temel dil becerisi ankette daha genel bir düzeyde sözlü görüşmelerde ise irdelenerek ele alınmıştır. Anket verileri, dört becerinin bütünsel bir şekilde çalışılmasının ve alt becerilerin (not alma, ana düşünceyi bulma, vs.) önemli olduğunu ortaya koymuştur. Aşağıda dört temel beceriye ilişkin sözlü görüşme verileri özetlenmiştir.

Okuma becerisine ilişkin sunulan ölçütler:

- Okuma metinleri dilbilgisi ve sözcük çalışmasını mümkün kılmalıdır.
- Güncel metinler ve aktif katılımı teşvik eden alıştırmalar bulunmalıdır.
- Okuduğunu anlama soruları gibi doğrudan ve mekanik alıştırmaların yanı sıra fikir beyanı ve eleştirel düşünmeyi teşvik eden etkinlikler de okuma metinlerine eşlik etmelidir.

Araştırmada incelenen İngilizce kitabında yazma becerisinin sunulmasına ilişkin katılımcılar tarafından önerilen ölçütler aşağıdaki gibidir:

- Hayal gücü ve yaratıcılığı teşvik eden serbest yazmanın yanı sıra akademik yazma etkinliklerş de olmalıdır. Bu iki tür yazma becerisi denge içinde sunulmalıdır.
- Akademik yazma becerisi klasik yöntem olan kuralların anlatılması ve örneklerin incelenmesi gibi etkinliklerle sunulmalıdır.
- Mektup, e-posta, not, liste gibi değişik türde yazma türleri de çalışılmalıdır.
- Kitaptaki aktiviteler sözcük ve dilbilgisi pratiğini mümkün kılmalıdır.

Dinleme becerisinin kitapta yer alma biçimi katılımcılar tarafından sunulan veriler ışığında aşağıdaki gibi özetlenebilir:

- Dinleme ve konuşma becerileri birlikte sunulmalıdır.

- Daha düşük seviyelerde açık ve anlaşılır dinleme metinleri ve seviye ilerledikçe gerçek hayattan alınan metinler bulunmalıdır.
- Dinleme metinleri öğrencilerin çeşitli stil ve aksanlarla tanışmasını sağlamalıdır.

Konuşma becerisine ilişkin sonuçlar da aşağıdaki gibi sıralanabilir:

- Alıştırmalar öğrencilerin kendi hayatlarından deneyim ve düşüncelerini paylaşmalarını mümkün kılan nitelikte olmalıdır.
- Konuşma alıştırmaları akıcılık odaklı sunulmalıdır.
- Konuşma becerisi diğer becerilerle bütünleştirilerek sunulmalıdır.

İyi bir İngilizce kitabında dilbilgisinin nasıl sunulması gerektiğine ilişkin iki veri toplama aracından elde edilen sonuçlar raporlanmıştır. Anket verilerinden elde edilen sonuçlara göre katılımcılar bir kitaptaki dilbilgisi açıklamalarının kısa ve öz olması gerektiğini önemli bulmuşlardır (%50 katılıyorum; % 23 kesinlikle katılıyorum). Ayrıca katılımcıların çoğu dilbilgisi konularının sıralamasının da önemli olduğuna katılmışlardır (%47.9 kesinlikle katılıyorum; % 43.6 katılıyorum). Kitaptaki dilbilgisi konularının anlamlı bağlamlar içinde sunulmasına ilişkin madde de katılımcılar tarafından olumlu değerlendirilmiştir (%53 kesinlikle katılıyorum; % 38.5 katılıyorum). Ayrıca sözlü görüşmelerden elde edilen sonuçların da anketten gelen sonuçları destekler nitelikte olduğu görülmüştür.

- Kitapta dilbilgisi konuları dolaylı biçimde öğretilmelidir.
- Kurallar bağlam içinde sunulmalıdır.
- Kurallar için yapılan açıklamalar kısa ve anlaşılır olmalıdır.
- Dilbilgisi diğer becerilerle bütün olarak öğretilmelidir.
- Dilbilgisi yapıları düzenli tekrarlanmalıdır.
- Dilbildisi kitapta birincil odak olmamalıdır.

Araştırmada diğer bir inceleme noktası olan kitapta sözcük öğretimi de anket ve sözlü görüşmelerle incelenmiş olup, iki araçtan da elde edien sonuçların birbirini destekler nitelikte olduğu ortaya çıkmıştır. Katılımcıların çoğu sözcüklerin anlamlı bağlamlar içinde sunulmasını ve çalışılmasını desteklemiştir (%67.5 kesinlikle katılıyorum; %30 katılıyorum). Katılımcılar ayrıca sözcüklerin sesletmelerinin tek başına değil de cümleler içinde öğretilmesi gerektiğini de önemli bulmuşlardır.

Katılımcılar kendileriyle yapılan görüşmelerde İngilizce kitaplarda da yer alması gereken konuları sıralamışlardır. Bu konular, seyahat, yeme-içme, teknoloji, farklı

kültürler, üniversitede yaşam, günlük hayat, bilim, sinema, televizyon, önemli icatlar ve insanlar, spor, doğa, müzik ve sosyal medya olarak sıralanmıştır. Katılımcılar kitap setlerinde bulunması gereken ek materyaller konusunda da görüş bildirmişlerdir. Bu materyaller, hikaye kitapları, çizgi romanlar, çevrimiçi pratik platformları, dinleme çalışmaları içeren CDler, oyunlar, sözlük ve posterler olarak sıralanmıştır.

4. TARTIŞMA

Bu çalışma öğrencilerin etkili bir İngilizce kitabında bulunması gereken özellikleri gruplamak için yapılmıştır. İlk olarak elde edilen en önemli sonuç, genelde materyal hazırlanması ve seçilmesi esnasında görüşlerine başvurulmayan öğrencilerin de profesyonel temele oturtulmamış da olsa materyal seçimine ilişkin dikkate değer fikirlerinin olduğunun ortaya çıkmasıdır. Özellikle sözlü görüşmelerden elde edilen sonuçların ve görüşlerin de literatüre önemli katkılar sağlayan figürlerin görüşleri ile örtüştüğü ortaya çıkmıştır. Böylesine önemli bir içgörü ise materyal yazarlarının, okul yönetimlerinin ve öğretmenlerin öğrenci görüşlerini dikkate almaları gerektiğini kanıtlar bir nitelikte olduğu görülmüştür.

Araştırmanın tartışma bölümünde ise gelecekte herhangi bir kitap seçimi esnasında ölçüt olabilecek sorular, katılımcıların değişik kategorilerde ileri sürdükleri tercih ve görülerden derlenmiştir ancak her öğrenme bağlamının kendine özgü dinamikleri olduğu göz önüne alındığında bu araştırma sonucunda sunulan kriterlerin de değişmez olmadığı da açıklanmıştır. Bu yüzden hangi kitap değerlendirme aracı kullanılırsa kullanılsın değişimler, ekleme ve çıkarmalar kaçınılmazdır, hatta en ideal durum olarak ihtiyaç analizleri ile öğrenen gereksinimlerinin belirlenip bu çalışmada olduğu gibi belli bir dizi ölçüt oluşturulmalıdır. Bu çalışmada da öne sürüldüğü gibi Lee (2015) de öğrencilerin zihinlerindeki materyal değerlendirme kriterlerinin, genellikle öğrenme stilleri araştırılarak tahmin edilebileceğini ve özellikle üniversite düzeyinde, öğrencilerden elde edilebilecek fikir ve görüşlerin yayıncılar için yararlı olabileceğini salık vermiştir. Bu tür bütüncül ve öğrencileri de kapsayan kitap seçimi ve hazırlama olgusu Van Lier (1997) tarafından ortaya atılan "sınıf ekolojisi" kavramı ile açıklanabilr. Bu kavrama göre bir dil sınıfında öğrenci, öğretmen, kullanılan dil ve materyaller sürekli etkileşim içindedir ve birbirlerini değiştirebilecek niteliğe sahiptirler. Bu nedenle öğrenen görüşlerine değer veren kitap seçme ve değerlendirme çalışmalarının da

gelecekte alan için önemli sonuçlara ulaşılmasını sağlayacakları da öne sürülmüştür.

Ayrıca bu araştırmadaki sonuçlardan yapılabilecek başka bir çıkarım da dil öğrenimininin, sadece akıcılığı ve doğruluğu arttırmak için basit bir işlem değil, kişisel gelişime hizmet eden bir deneyim olarak görmenin de gerekli olduğudur. Dil öğrenimine verilen bu önemli işlev ile, öğrencilere yolculuklarında rehberlik eden ders kitaplarının öğrenci görüşleri dikkate alınarak değerlendirilmesi gerekliliği de bir kere daha vurgulanmıştır. Allwright'ın (1981) önerdiği gibi, "öğretim materyalleri" teriminin "öğrenim materyalleri" ile değiştirilmesi ve bir dil öğrenme bağlamında ihtiyaç analizinin görüş ve sonuçlarına başvurulduktan sonra materyaller üretilmesi gerekliliği bu çalışmada yer alan katılımcılar tarafından belirtilmiştir. Focho (2011), dil öğrenmenin sadece akademik başarı açısından değil, aynı zamanda bir iletişim, kişisel gelişim ve küresel bir vatandaş olma aracı olarak getirdiği potansiyel faydalarla ilgili öğrencileri eğitmenin gerekli olduğu belirtildi. Böylece, öğrencilerin diğer dillere yönelik algılarını ve öğrenmelerini şekillendiren olumsuz deneyimlerin, ayrıntılı planlama ve çekici ve teşvik edici materyallerle kolaylaştırılan öğretim ve olumlu deneyimlerle değiştirilebileceğini varsayabiliriz.

Araştırmanın tartışma bölümünde vurgulanan diğer bir konu ise her öğrenme ortamının farklı dinamik, değişken ve ihtiyaçlar barındırmasıdır. Buna ilişkin yapılabilecek en önemli çalışmanın ise Türkiye bağlamında farklı öğrenim seviyelerinde kullanılabilecek yerel öğrenim materyallerinin üretilmesine yönelik yapılması olduğu bir kere daha vurgulanmıştır. Popovici ve Bolitho'nun (2003, s. 162) da belirttiği üzere ders kitapları, eğitim reformunun güçlü tetikleyicileri olarak düşünülebilirler, ancak eğitim değişikliğinin etkili ve uzun ömürlü olması için müfredat, öğretmen eğitimi ve sınavlar gibi diğer eğitim alanlarında sistematik ve bütünleşik reformlara ihtiyaç vardır. Bu tür yenilik ve reformların yapıldıkları ortamlarda yer edinebilmesi ve tutunması için de Türk, ve anadili İngilizce olan profesyoneller arasında güçlü iş ortaklıkları kurulmasında yarar olduğu öne sürülebilir. Bu araştırma sonucunda önemi vurgulanan eğitimsel değerlendirme, Kiely (2009) tarafından da dahil olan taraflara rehberlik teşkil etmesi açısından yararlı bulunmuştur. Program değerlendirmesine göre daha spesifik olmasına rağmen, aynı şey ders kitabı değerlendirmesi için de kabul edilebilir. Ders kitaplarının ilgili kriterler üzerinden düzenli olarak denetlenmesi ve ayrıca kriterlerde değişiklik ve güncelleme ile entegre bir süreç, ders kitabı yazarlarını gerçek kullanıcılar tarafından yapılan önerileri dikkate almaya teşvik edebilir. Bu nedenle,

öğretmenler ve öğrencilerin pazar tarafından kendilerine sunulan kitapları değerlendirmeleri yerine, piyasadaki yayıncıların kendileri de İngilizce ders kitabı yazmaya ilişkin felsefeleri ve politikalarını gözden geçirmeleri gerekliliğini ortaya çıkarmıştır.

Her araştırmanın olduğu gibi bu çalışmanın da ileride kitap ve materyal üretimi alanında yapılabilecek diğer çalışmalara ilişkin önemli fikirler sunduğu gözardı edilmemelidir. Gelecekte literatürde yer alan hem İngilizce kitabı değerlendirme konulu çalışmalarda süregelen eğilimlerin değiştirilmesi ve kitap ve materyallerin asıl kullanıcıları olan öğrenenlere de daha fazla fikir beyan etme alanı tanınmasının önemi kabul edilmelidir. Alanda kitap değerlendirme kriterlerinin hazırlanmasında görülen öğrencilerin sesine de yer verilmesi gerekliliğini vurgulaması açısından bu çalışma bir yenilik olarak nitelendirilebilir. Bir yenilik olmasının yanı sıra küçük bir bağlamda yapıldığı da göz önünde bulundurularak aynı çalışma daha geniş bir araştırma popülasyonu kullanılarak yapılmalıdır. Anket ve sözlü görüşmeler yanı sıra gözlem formları, grup görüşmeleri de yapılabilir ve öğretmen ve öğrenci bakış açısından etkili İngilizce kitabını ne gibi özelliklerin oluşturduğunun araştırılması gerekmektedir.

APPENDIX I: THESIS PERMISSION FORM / TEZ İZİN FORMU

TEZ İZİN FORMU / THESIS PERMISSION FORM

ENSTİTÜ / INSTITUTE

Fen Bilimleri Enstitüsü / Graduate School of Natural and Applied Sciences ☐

Sosyal Bilimler Enstitüsü / Graduate School of Social Sciences ☐

Uygulamalı Matematik Enstitüsü / Graduate School of Applied Mathematics ☐

Enformatik Enstitüsü / Graduate School of Informatics ☐

Deniz Bilimleri Enstitüsü / Graduate School of Marine Sciences ☐

YAZARIN / AUTHOR

Soyadı / Surname : ....
Adı / Name : ....
Bölümü / Department : ....

TEZİN ADI / TITLE OF THE THESIS (**İngilizce** / English) : ....
....
....
....
....

TEZİN TÜRÜ / DEGREE: **Yüksek Lisans** / Master ☐ **Doktora** / PhD ☐

1. **Tezin tamamı dünya çapında erişime açılacaktır. /** Release the entire work immediately for access worldwide. ☐

2. **Tez iki yıl süreyle erişime kapalı olacaktır.** / Secure the entire work for patent and/or proprietary purposes for a period of **two year.** * ☐

3. **Tez altı ay süreyle erişime kapalı olacaktır.** / Secure the entire work for period of **six months**. * ☐

*Enstitü Yönetim Kurulu Kararının basılı kopyası tezle birlikte kütüphaneye teslim edilecektir.
A copy of the Decision of the Institute Administrative Committee will be delivered to the library together with the printed thesis.*

Yazarın imzası / Signature .... **Tarih** / Date ....