EVALUATION OF THE OF THE EFL TEXTBOOK "NEW BRIDGE TO SUCCESS 3" FROM THE PERSPECTIVES OF STUDENTS AND TEACHERS

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ABSTRACT

EVALUATION OF THE OF THE EFL TEXTBOOK
"NEW BRIDGE TO SUCCESS 3" FROM THE PERSPECTIVES OF
STUDENTS AND TEACHERS

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The purpose of this study is to assess the effectiveness of an intermediate textbook titled "New Bridge to Success 3", which was prepared by Ministry of National Education as an instructional material for the ninth grade high school students from the perspectives of the teachers and students.

The evaluation of the textbook concerned was conducted at macro level on the basis of eleven criteria. Both quantitative and qualitative data were obtained through student questionnaires administered to 336 students and interviews with eight teachers. Frequencies, percentages, means and standard deviations were calculated for each item to describe the overall picture of how the students rated the textbook in terms of ten criteria. Data collected through interviews were transcribed, content-analyzed and grouped according to 11 criteria used in this study for the evaluation of the particular textbook

The results revealed that both teachers and students felt negative about the most of the characteristics of the textbook. It was found that the reading passages needed to be simplified in terms of both vocabulary load and structures. Majority of the students and all the teachers mentioned that the level of the textbook was not appropriate for the particular age group. It also indicated that the materials failed to consider learning style preferences of the visual, auditory, and kinesthetic learner. On the other hand, one of the strengths of the textbook was the artwork's being up-to date and helpful for the students to understand the lesson

Keywords: materials evaluation, macro evaluation

ÖZ

"NEW BRIDGE TO SUCCESS 3" ADLI İNGİLİZCE DERS KİTABININ
ÖĞRENCİ VE ÖĞRETMENLERİN GÖRÜŞLERİ
ALINARAK DEĞERLENDİRİLMESİ

Çakıt Ezici, Işıl

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Bu çalışmanın amacı Milli Eğitim Bakanlığı tarafından 9. sınıflarda okutulmak üzere hazırlanan "NEW BRIDGE TO SUCCESS 3"adlı İngilizce ders kitabını öğrenci ve öğretmen görüşleri alınarak değerlendirmektir.

Söz konusu ders kitabının değerlendirilmesi 11 ölçüt üzerinden makro düzeyde yapılmıştır. Bu çalışmada nicel ve nitel veri toplama yöntemleri kullanılmıştır.Veri toplama araçları toplam 336 öğrenciye verilen anket ve 8 öğretmenle yapılan mülakattır. Nicel verilerin analizinde betimsel istatistik yöntemleri (sıklık dereceleri, yüzdeler, aritmetik ortalama ve standart sapma) kullanılarak öğrencilerin 10 ölçüt üzerinden kitabı nasıl değerlendirdiklerine bakılmıştır. Nitel veriler ise içerik analizine tabi tutulmuş ve belirlenen 11 ölçüt çerçevesinde gruplanmıştır.

Verilerin analizi öğretmen ve öğrencilerin birçok ölçüt bakımından kitapla ilgili olumsuz görüşlere sahip olduğunu ortaya çıkarmıştır. Okuma parçalarının kelime yükü ve dilbilgisi bakımından sadeleştirilmesi gerektiği saptanmıştır. Ayrıca her iki

grup da kitabın seviyesinin yüksek olduğunu düşünmektedir. Bununla birlikte, görsel, işitsel ve devinduyumsal öğrenme stillerinin dikkate alınmadığı da saptanmıştır. Öte yandan görsel tasarımın güncel olması ve de öğrencilere dersi anlamalarında yardımcı olması söz konusu kitabın olumlu yanları olarak ortaya çıkmıştır..

Anahtar kelimeler: materyal değerlendirilmesi, makro değerlendirme

To My Family

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CHAPTER 1

1.1 INTRODUCTION

It is beyond doubt that the English language has become the center of communication all over the world. In fact, it is one of the reasons why English is taught as a foreign language in many countries. As a matter of the fact, it has already become a medium of communication in many educational settings such as public schools as well. It has been taught so as to help learners to keep up with the recent advances and developments of the time in science and technology.

It can be argued that with the rapid developments in the above mentioned fields, learners are becoming more sophisticated and conscious, particularly through the unavoidable influence of television and computer. Due to this fact, learners expect high standards of production and presentation in which different instructional materials such as slides, films, audiotape recordings, computerized materials can be used to communicate the subject in a context applicable to the learners. Among those teaching and learning materials, textbooks or coursebooks play a crucial part. To many professionals, ELT textbooks are basic elements in ELT teaching and they are the most extensively used instructional materials in schools at present. In explaining the vital role of "textbooks" in ELT teaching, Benevento (1984) states that "whenever foreign language teachers meet eachother, the first words after "How do you do?" are usually "What coursebooks do you use?"(p.6). In addition, Dubin and Olshtain (1986) state that "the tangible element that gives a language course face

validity to many learners and teachers is the textbook"(p. 167). Regarding the primary purpose of the ELT textbooks, Byrd (2001) states that ELT textbooks embody two kinds of information, which are thematic/topic content (family, school, etc) and linguistic content (grammar, vocabulary, skills). The users of ELT textbooks engage with the content of the document to obtain the linguistic knowledge needed so as to communicate in a foreign language. ELT textbooks build their four skills such as speaking, listening, reading and writing in a second / foreign language. In other words the primary purpose of many ELT textbooks is to help learners to learn thoroughly the linguistic content through the use of the thematic content.

It is to be remembered that it is only through using textbooks that the language itself is learned and practiced. Few teachers enter a class without a textbook which provides content and teaching learning activities that make up much of what is taught in that classroom. Being at the core of language teaching /learning process, textbooks are defined through a variety of resources by several specialists. For example Tomlinson (1998) uses the term "coursebook"in the place of "textbook" and states that "a coursebook is a textbook that provides the basic materials for a course and it serves as the only book used by the learners during a course. It usually covers work on grammar vocabulary, pronunciation, functions and the four skills."(p.9). Hutchinson and Torres (1994) describe a textbook as "an important means of satisfying the range of needs that emerge from the classroom and its wider context" (p.327)

Regarding the role of ELT textbooks in the process of language teaching and learning, the majority of English language teaching professionals share a wide range of opinions about the use and usefulness of ELT textbooks in classes. According to Tomlinson (1998) some people are against ELT textbooks because of they are limited in content and application in meeting the needs of the students. On the other hand some people are more positive about the use of ELT textbooks because for them textbooks provide a structure and cohesion to the learning process. No matter which views one holds, it is a fact that ELT textbooks are used in many language classes and they are the key parts of teaching. Moreover, the textbook has a vital and a positive part to play in the everyday job of teachers and students in teaching and learning English. Furthermore textbooks became a universal element of ELT teaching. (Hutchinson and Torres, 1994, Tomlinson, 1998)

The importance and the role of the textbook in the teaching learning process are certainly recognized by both teachers and learners. In other words, there seems to be a general consensus among teachers and students in relation to the primary role of the textbooks. To illustrate, Hutchinson and Torres (1994) in their article on the role of English textbooks in classes refer to one of the author's study in which teachers and students were asked why they wanted to use a published textbook. The result showed that learners saw the textbook as a

> framework or guide that helps them to organize their learning both outside and inside the classroom during discussions in lessons, while doing activities and exercises, doing homework and preparing for tests. A textbook enables them to learn better, faster, clearer, easier and more.
>
> (p.318)

In other words ELT textbooks help learners to find their path in this long-lasting learning process. As for the teachers, the results show that many teachers see the textbook as a classroom management tool for the interaction between them and their students. According to teachers, a textbook saves time, gives direction to the lessons and discussions, encourages giving of homework and what is more, it not only directs the interaction through activities presented in the textbooks but also for many teachers it provides confidence and security.

Regarding the teachers and learners' images of coursebooks, Mc Grath (2006) presents his personal collection of images (a mixture of metaphors and similes) for English Language coursebooks. These were collected from secondary school teachers and learners in Hong Kong. Many teachers used the images and metaphors in describing coursebook such as "a textbook is like oil in cooking.", "it is a useful ingredient." ". Some of them see textbooks as 'ladies' handbags' because they can take what they need from them and ladies normally take handbags wherever they go. For learners on the other hand a textbook is like a guide, a window to the world, a pair of glasses, a supermarket, flowers etc. From these examples it can be seen that textbooks hold a prominent position in the formal educational setting to both teachers and learners. Besides, learners' images indicate just how important textbooks are for them.

Since textbooks are perceived as a vital and important element in teaching and learning English by both teachers and students, textbooks in general and ELT textbooks in particular should meet certain standards and criteria. Tomlinson (1998)

points out that in order to have an effect on ESOL learners, materials should raise their curiosity, interest and attention. One way to achieve this can be through attractive presentation. The examples he provides are attractive colors, use of photographs and interesting topics. He also recommends that learners feel at ease with the materials they use and adds that making ESOL learners feel at ease can be achieved with a careful design. Learners feel more comfortable with materials including lots of white space than they do with materials in which lots of different activities are crammed on the same page. Moreover the materials should also allow learners to develop confidence about their language skills and themselves as language learners. He states that building confidence can be accomplished through activities which try to push learners and make them to be aware of their learning. (Tomlinson, 1998).

As seen above, a textbook should aim to provide as much as possible in one book and should be adequate to meet all the needs of the students during the course so as to reach achievement in target language learning. That is why textbook selection and evaluation for a course appears to be a very important issue for all parties involved in the materials selection and evaluation process. It is very important especially in the process of integration to the Common European Framework (CEF), which provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, and textbooks across Europe (Council of Europe, 2001). Therefore it is crucial that textbooks should be designed taking those common basis into consideration so as to develop learner autonomy as well. It should be noted that one of the aims of the CEF is to help learners to learn what they have to do in order to

use the target language for communication and to be aware of their knowledge and skills that they have to develop.

Cunningsworth (1995) highlights the difficulty of choosing appropriate language teaching textbooks and materials. He states that since there are a great variety of published materials for English language teaching available on the market, it becomes a challenging task to make the right choice of the textbooks. In addition, learners are becoming worldly-wise due to the impact of high technology. Therefore, they expect better textbooks that make learning easier and enjoyable and that appeal to their interests and needs all the way around.

In this context, in order to select an effective and appropriate textbook, materials evaluation becomes an unavoidable process in relation to certain guidelines and criteria. Researchers have developed some reference checklists that could be used in material evaluation in general and textbook evaluation in particular. For example Cunningsworth (1995) provides a quick reference checklist for evaluation and selection of ELT textbooks. As in many other checklists, he mentions the most crucial points to be taken into consideration in evaluation of a textbook such as approaches, design, language content, skills, topic and so on. Similarly, Skierso (1991) recommends an evaluation checklist, which covers areas such as aims and goals, subject matter, exercises grammar, vocabulary, teacher's manual and so on.

In summary, it is a fact that evaluation of textbook and other materials is the natural and fundamental part of the teaching and learning process. In addition, it has an

essential part in the implementation of a textbook in any institution. Despite the vital role that textbooks play in teaching and learning English as a foreign language in Turkey, there is limited research conducted to evaluate textbooks. In one study, coursebooks prepared for the 3rd and 5th grades for L1 education in Turkey and in England were compared in terms of predetermined criteria. The study revealed that although the aims and objectives were similar, they differed in layout and physical appearance. English books consisted of colourful pictures in the units and different font size and font type, colorful titles and subtitles. However, it was found out that there was only one picture for each unit. Furthermore, Turkish coursebooks consisted of monotonous font type and font size. While Turkish coursebooks involved only comprehension questions as the units' activities, and definition of terms, English textbooks involve various activities in which students were provided with the opportunities work collaboratively, to do research regarding the related topics, to make comparisons and analyze (Karababa, 1999). Similarly, in their report prepared for Ministry of Education on textbooks used in general, Öztürk and Yurttagüler (2003) concluded that, Turkish textbooks were not appropriate in terms of layout and physical appearance, content involving use of language, choice of up-to-date and interesting topics. They are also problematic in terms of methodology. The findings of the report point to the need that, textbooks used in Turkish Educational system should be evaluated continuously to overcome the mentioned problems.

Since the primary users of textbooks are the instructors and the learners, evaluation should be carried out while both parties are using the textbook so as to get their opinions about how the textbook works in the teaching learning situation. The

purpose of this study is to assess the overall effectiveness of an intermediate level textbook titled "New Bridge to Success 3", which was prepared by National Ministry of Education for the ninth grade students of high schools from the perspective of teachers and students.

1.2 Purpose of the Study

The purpose of this study is to assess the effectiveness of an intermediate textbook titled "New Bridge to Success 3", which was prepared by Ministry of National Education as an instructional material for the ninth grade students of High Schools from the perspectives of the teachers and students. The specific research questions are listed below:

1. To what extent is the textbook effective according to the selection and organization of content in the textbook?
2. To what extent is the textbook effective according to the level of the learners?
3. To what extent is the textbook effective according to the physical appearance?
4. To what extent is the textbook effective according to the content?
5. To what extent is the textbook effective according to the exercises and activities ?
6. To what extent is the textbook effective according to the vocabulary and grammar?
7. To what extent is the textbook effective according to the clarity of instructions?
8. To what extent is the textbook effective according to the supporting sources?

9. To what extent is the textbook effective according to the development of learner autonomy?
10. To what extent is the textbook effective according to the consideration of learning style differences?
11. To what extent is the textbook effective according to the teacher's manual?

1.3 Significance of the Study

Textbooks are the mostly used teaching and learning materials for both teachers and the learners. They not only provide a framework for teachers in achieving the aims and objectives of the course but also play an important role as a guide to the teacher in conducting the lesson. On behalf of the learners, a textbook truly affects their attitudes and performance to the lesson throughout the course. It is a fact that when learners like their textbooks, they like the course as well and become active participants to the lesson. The textbook is an important source of input and a great opportunity for EFL learners to communicate in the target language which is realized only in classroom settings in Turkish public schools.

Since English teachers use 'textbooks' in their classrooms, they have the right to be involved in the process of evaluation in order to be provided with the best book for their specific learner group. Their views on the usefulness and the effectiveness of the textbooks are also worth canvassing. Although students may not be as expressive in the language of ELT as their teachers, they often are aware of which books appeal to their preference and interest and which don't. After all they are the primary users of the material.

However getting the points of views of both teachers and learners on the evaluation of the textbook can be a challenging task especially "in the countries where the syllabus is set centrally and where an officially approved coursebook is prescribed for use." (Cunningsworth, 1995: 11) as in Turkey. When the selection of a textbook is done by the state, teachers still need to evaluate their textbooks so as to identify the weak and strong points in relation to their own teaching situation. This is a need because selecting textbooks involves matching the material to the context where it is going to be used and a wide range of specialists share the view that no textbook that is designed for a general market will be absolutely appropriate and ideal for one's particular group of learners. As Grant (1987) claims [the] 'Perfect book does not exist' (p.8), yet the aim is to be to find out the best possible one that will fit and be appropriate to the particular learner group.

The textbook titled "New Bridge to Success 3" was suggested by Ministry of National Education (MONE) to be used in 2005-2006 academic year. As mentioned by Mc Donough and Shaw (1993) evaluation process is a continuous process. It is hoped that this study will be a preliminary evaluation of the mentioned textbook and it is also expected that the results of this evaluation study will reveal the areas that need to be revised and improved in that particular EFL textbook. Furthermore, this study is believed to be an aid to the curriculum unit in MONE as it will be the first time they will be provided with the teachers and students' assessment of one of the published textbooks. It is hoped that this study will raise the awareness of textbook writers on considering various criteria for the development of ESL/EFL textbooks for all grades at secondary schools.

1.4. Definition of Terms

EFL: This abbreviation refers to "English as a Foreign Language"

ESL: This abbreviation refers to "English as a Second Language"

ELT: This abbreviation refers to "English Language Teaching"

ESOL: This abbreviation refers to "English as Speakers of other Languages"

In-house materials: Set of materials designed locally to accommodate the needs of particular learners with specific purposes**.**

Instructional Materials: Anything that is used to teach language learners. Materials can be in the form of a textbook, a workbook, a cassette, a CD-ROM, a video, a newspaper a hand out. Anything that presents or informs about the language being learned (Tomlinson, 1998).

Materials Evaluation: The systematic appraisal of the value of materials in relation to their objectives and to the objectives of the learners using them (Tomlinson, 1998).

Macro Evaluation of Materials: It is the assessment of the overall effectiveness of the materials. It provides feedback about the external overview of how materials have been organized (Ellis, 1997).

Micro Evaluation of Materials: Evaluation of learning tasks that examines the match between the task planned and task-in-use on the basis of the selected or developed criteria (Ellis, 1997).

CHAPTER 2

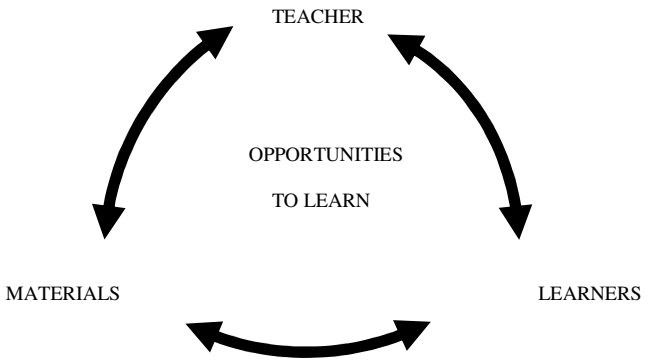
REVIEW OF LITERATURE

2.1 Role of Textbooks in English Language Teaching

A textbook has always been the most preferred instructional material in ELT. They are best seen as a resource in achieving aims and objectives that have already been set concerning learner needs (Cunningsworth, 1995). Textbooks play a prominent role in the teaching /learning process and they are the primary agents of conveying the knowledge to the learners. Besides, one of the basic functions of textbooks is to make the existence knowledge available and apparent to the learner in a selected, easy and organized way.

Hutchinson and Torres, (1994) argues that the textbook has a very important and a positive part to play in teaching and learning English. They state that textbooks provide the necessary input into classroom lessons through different activities, readings and explanations. Thus, they will always survive on the grounds that they meet certain needs.

Allwright (1981) adds a further dimension to the role of the textbook by characterizing the lesson as an interaction between the three elements of teacher, learners and materials. This interaction enhances the opportunities to learn.



Hutchinson and Torres (1994) also mention that the good textbook, as long as it is properly used can be an excellent tool for effective and long- lasting change. They conclude that the textbook is an important means of satisfying a wide range of needs that come out from the classroom. Their role in education cannot be ignored because they make the lives of teachers and learners easier, more secure, and fruitful.

Regarding the multiple roles of textbooks in ELT, Cunningsworth (1995) identifies a textbook as a resource in presenting the material, a source for learners to practice and do the activities. They also provide the learners with a reference source on grammar, vocabulary and pronunciation. What is more, textbooks serve as a syllabus and a self-study source for learners. They also serve as a support for the beginning teachers who have yet to gain in confidence. Thus, it can be said that the fundamental role of textbooks is to be at the service of teachers and learners but not their boss.

Richards (2001) states that textbooks act as a key component in most language programs. They provide the learners with the necessary input that the learners receive and the language practice that occurs in the class. They also serve as the basis for the language content and skills to be taught and other kinds of language practice that the

learners take part in. Regarding the advantages, Richards (2001) states that without textbooks a program may have no path, therefore they provide structure and a syllabus. Besides the use of a textbook in a program can guarantee that students in different classes will receive a similar content and therefore can be evaluated in the same way. In other words textbooks provide the standards in instruction. Moreover, they include a variety of learning resources such as workbooks, CDs and cassettes, videos, etc., which makes the learning environment interesting and enjoyable for the learners. As for inexperienced teachers, Richards (2001) states that textbooks can serve as a tool to train them. Finally, he concludes that textbooks are efficient in that they allow much time for the teacher to focus on teaching rather than material's production.

Similarly, Grant (1990) presents the opinions of teachers about the textbook in his book. Most teachers state that a textbook shows the order what is to be taught and learned and in which order it is to be taught and learned. They guide the teachers as to what methods to be used and as Richards (2001) states above, a textbook saves the teacher an extraordinary amount of time. Last but not least, they are very useful learning aids for the learners.

Ur (1996) also states that a textbook provides a clear framework. It makes clear what is coming next and learners know where they are going. As mentioned above, it serves as a syllabus and save the time of the teacher because it already includes ready-made texts and tasks for a particular group of learners. It also acts as a guide to the inexperienced teachers. Finally, Ur (1996) concludes that a textbook can gain the

learner with some degree of autonomy. She states that a learner without a textbook becomes more teacher-dependent.

Despite the impact of new technologies, textbooks will doubtless continue to play an important role in language teaching and provide a useful resource for both teachers and learners. What is more it has significant impact on the learners' meeting their language learning objectives. The role of the textbook in the language classroom is undeniable. Both teachers and students need a framework on which to build and textbooks definitely provide this.

2.2 Approaches to Materials Evaluation in English Language Teaching

Rea-Dickins and Germaine (1994) state that 'evaluation is an intrinsic part of teaching and learning' (p.4) Evaluation plays a key role in education and it is important for the teacher since it can provide valuable information for the future going of classroom practice, for the planning of courses , for the management of learning tasks and students. Finally, evaluation is essential for the use of instructional materials such as textbooks.

Jones (1999) emphasizes that "evaluation in LL (language learning) and LT (Language Teaching), evaluation generally refers to the theoretical or empirical assessment of the curriculum itself and its components from various perspectives: assessment of teacher performance, learner achievement, materials and so on" (p.21). As mentioned, evaluation is quite an important part of the educational process. Rea-

Dickins and Germanie's words in relation to evaluation in the educational process support Jone's (1999) definition of evaluation above. They state, "there is a need to evaluate language teaching methods, materials, and effectiveness as teachers and also how materials are presented to learners, the types of learning tasks used and the way the courses are designed. They are all part of the curriculum taking place both prior to and during the implementation of a learning program and they all must be evaluated" (p.5). They also define evaluation 'as the means by which we can gain a better understanding of what's effective, what's less effective and what appears to be no use at all'(p.28).

Teachers, evaluators and other language-teaching professionals find asking such general questions crucial while evaluating the classroom instructional materials. Tomlinson (1998) defines materials evaluation as the systematic judgment of the value of materials in relation to the aims of the materials and the learners who are using them. What is more he points out that evaluation can be pre-use focusing on predictions of potential value. It can also be while-use focusing on awareness and description of what the learners are doing with the materials and it can be after-use so as to find out what happened as a result of using the instructional materials.

Yumuk (1998) states that generally in the literature, materials evaluation is considered to be an 'interactive process' which involves a deeper analyses of the materials used. This further implies 'the dimension of focusing more closely on the interaction between teacher, learners and materials as an integral part of materials evaluation' (p.11).

Ellis (1997) distinguishes two types of materials evaluation, namely, predictive evaluation and retrospective evaluation. A predictive evaluation is designed to make a decision regarding what materials to use. Teachers who are required to carry out a predictive evaluation determine which materials are best suited to their purposes. Once the materials have been used, further evaluation may be conducted to find out whether the materials have worked out for them, and this type of evaluation is called retrospective evaluation.

Ellis (1997) indicates that there are two principles ways in which teachers can carry out predictive evaluation. One is to rely on evaluations carried out by expert reviewers who identify specific criteria for evaluating materials. However, in reviews of individual coursebooks the criteria can be inexact or implicit. The other way is that teachers can carry out their own predictive evaluations by making use of various checklists and guidelines available in the literature. The idea behind using such guides is to assist teachers carry out a predictive evaluation systematically, yet the author points out that 'there are limits to how scientific such an evaluation can be' (p.37). As Sheldon (1988) states, 'it is clear that coursebook assessment is fundamentally, a subjective, rule- of-thumb activity, and that no neat formula grid or system will ever provide a yardstick' (p.245).

It is for the reason mentioned above that there is then a need to evaluate materials retrospectively because such an evaluation provides the teacher with feedback so as to determine whether it is worth using the material again. Thus, Ellis (1997) states that 'a retrospective evaluation serves as a means of testing the validity of a

predictive evaluation and what is more, it may point to ways in which the predictive instruments can be improved for future use (p.37). As can be understood from the above definitions, both predictive and retrospective evaluations aim at making the teaching/-learning environment more effective. They both help teachers to make appropriate judging concerning the effectiveness of their teaching including the materials they used.

Cunningsworth (1995) also talks about two types of evaluation. He claims that evaluation can take place before a coursebook is used, during its use and after use depending on the purposes for which the evaluation is being undertaken. The aim of a pre-use evaluation is to look future or potential performance of the coursebook. In-use evaluation, on the other hand, refers to a kind of evaluation which is carried out while the material is in-use. However, post- use evaluation provides retrospective assessment of a coursebook's performance as Ellis (1997) has already mentioned**.** Post–use evaluation is useful for identifying strengths and weaknesses of the particular coursebook after a period of continuous use. As Cunningsworth (1995) states post evaluation is considered to be useful in helping to decide whether to use the same coursebook on future occasions.

Reasons for materials evaluation activities are also many and varied. One of the major reasons for it is the need to adopt new coursebooks. Another reason as Cunningsworth (1995) emphasizes is to identify particular strengths and weaknesses in coursebooks already in use. Such activities also let teachers to make optimum use

of their strong points and strengthen the weaker areas by adapting and substituting materials from other books.

Coursebook analyses and evaluation not only helps teachers to develop themselves but also helps them to gain good and useful insights into the nature of the material. Moreover, as Hutchinson (1987) points out materials evaluation not only serves the immediate practical aim of selecting teaching materials but also plays a critical role in developing teacher's awareness in a number of ways which are providing teachers to analyze their own presuppositions about the nature of language and learning, forcing teachers to set their prerequisites and helping them to see materials as an essential part of the whole teaching/ learning situation.

As can be seen in the literature, materials evaluation is of vital importance since it leads to a better understanding of the nature of a particular teaching-learning situation. Moreover, assessment and analyses of what's happening in the teaching /learning situation provide the teacher with gathering more information about the nature of a textbook or the material used. As mentioned by Hutchinson 'evaluation is a matter of judging the fitness of something for a particular purpose' (p.41).

There are two main approaches that have an important role for the purpose of selecting, improving and modifying materials to suit the needs of learners and teachers in a particular teaching/learning context. These are called as macro approach and micro approach to evaluation of materials. A macro evaluation focus on an overall assessment of whether an entire set of materials has worked in relation to the

needs identified. In a micro evaluation, however, the focus is on the evaluation of effectiveness of the tasks. A micro evaluation of a task can both show to what extent a task is appropriate for the particular group of learners and reveal certain weaknesses in the design of a task for future. (Ellis, 1997)

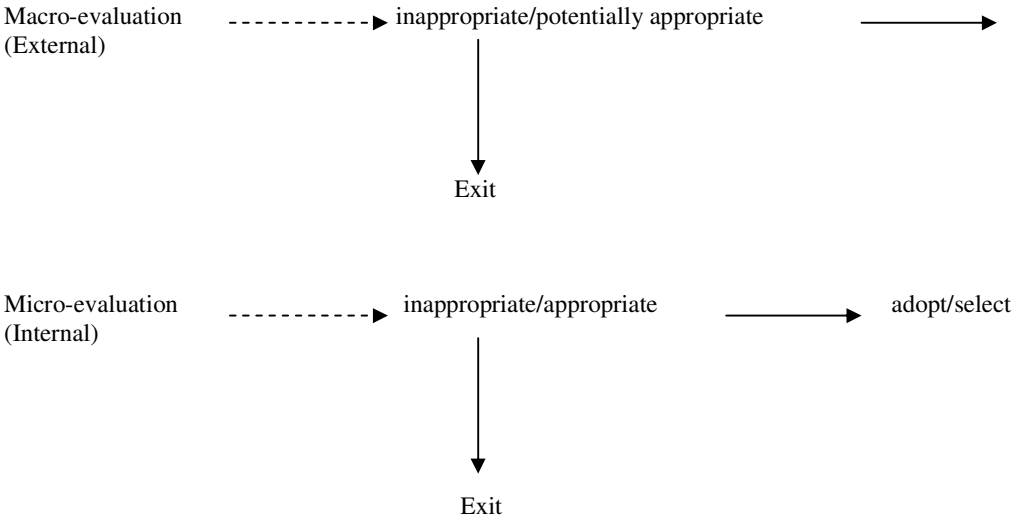
2.3 Models for the Evaluation of Language Teaching Materials

There are certain kinds of models suggested for the evaluation of the language teaching materials in the literature. In the light of the approaches to the materials evaluation, the evaluation models can be referred to as macro and micro evaluation models. Macro evaluation models focus on the overall assessment of coursebooks and/or materials in terms of the criteria they suggest where as micro evaluation models focus on an in-depth analysis of particular tasks for particular groups of learners.

As stated in the literature the perfect textbook does not exist. However Grant (1987) points out that the best book available for teachers and their learners does exist. He emphasizes that such a book should not only suit the needs, interests and abilities of the learners but also should suit the teacher. The textbook must also meet the needs of official public teaching syllabuses or examinations. In order to satisfy those three conditions, a textbook is of great importance to be evaluated on some sensible and principled basis.

At this point, Grant (1987) offers a three-stage process for the evaluation of material. Initial evaluation, detailed evaluation and in-use evaluation. First of all initial evaluation is done by mainly looking at the appearance of the book without going into a lot of detail. Secondly, a detailed evaluation is carried out in order to find out whether the course suits students, teachers and syllabus. In doing so, questionnaires are provided to assess the suitability of materials. Once a textbook is adopted, an in-use evaluation is needed. In-use evaluation can be carried out to re-evaluate the particular material constantly. For this purpose, Grant (1987) suggests that it is possible to investigate the effectiveness of the materials through questionnaires, classroom observations and regular meetings between colleagues to discuss the strengths and weaknesses of the material.

Similarly, McDonough and Shaw (1993) suggest an evaluation model with three stages: External evaluation, internal evaluation and overall evaluation. External evaluation offers, a brief "overview" of the materials from the outside. It consists of an examination of the claims made on the cover of the students' and teacher's books, the introduction and the table of contents. The evaluation, at this stage, aims to find out whether the material is potentially suitable for more detailed analysis. It is claimed that this should be followed by an internal evaluation which requires "an in-depth investigation into the materials" (p. 75). What is important for the evaluator at this stage is finding out to what extent the factors mentioned at the external evaluation stage match up with the internal consistency and organization of the materials. It is strongly claimed that in order to do an effective internal investigation of the materials, at least two units or more units of the book are required to be examined.



Source: McDonough and Shaw (1993:75)
Figure2.1. Materials evaluation model

Finally, they state, "there is a need to make an overall assessment of the material as to the suitability of the materials by considering the parameters, namely the usability factor, generalisability factor, adaptability factor and flexibility factor" (p.75).

It can be seen that this three-stage-evaluation model suggested by McDonough and Shaw (1993) focuses on the evaluation of English Language materials with a purpose of selection and adaptation prior to classroom use. However, Yumuk (1998) points out that although their model does not count for in-use evaluation of the material; they emphasize the importance of classroom use to determine the strengths and weaknesses of the material. The model is based on the view that an initial evaluation (macro evaluation) is useful to have an overview before the internal evaluation (micro evaluation) which requires an in-depth analysis of the material.

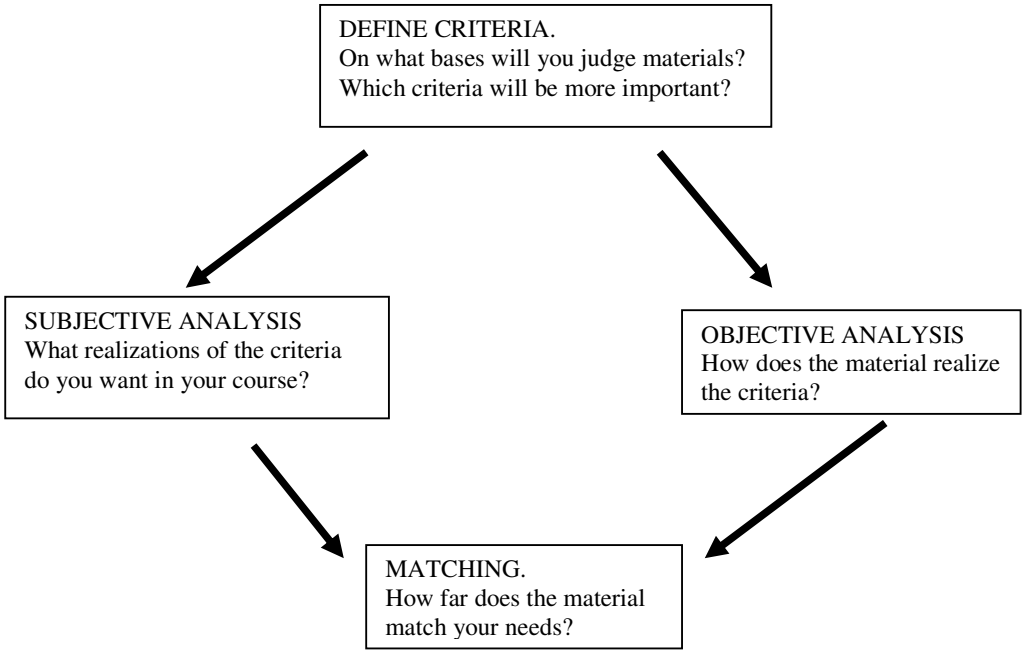
Hutchinson (1997), on the other hand, proposes a model for the evaluation of language teaching material. He concerns materials evaluation as a matching process

in which the suitability of materials for a specific purpose is questioned in term of the needs identified.

This matching process has four stages.

1) Define the criteria on which the evaluation will be based.
2) Analyze the nature and underlying principles of the particular teaching/learning situation.
3) Analyze the nature and underlying principles of the available materials and test the analysis in the classroom.
4) Compare the findings of the two analyses (p.41)

It can be viewed that not only the significance of analyzing teaching/learning situation is emphasized but also the materials required for it are emphasized in this model.



Source: Cited in Sheldon, 1987, p.42
Figure 2.2. Materials Evaluation Stages by Hutchinson

Breen and Candlin (1987) also proposes a material evaluation model and their purpose is to provide most suitable materials for their learners. As they state that

their aim is 'to assist teachers in choosing materials which will be most appropriate to their own learners at various levels and in various teaching setting' (p.13). They suggest a guide which consists of two phases. Phase one includes some initial evaluative questions as to the usefulness of materials where as Phase II includes questions to evaluate those initial questions more closely and offers some criteria for the selection and use of materials taking into account at the particular group of learners and the actual classroom language learning situation. It can be stated that the model itself puts both the teacher and the learners forward on the evaluation of language teaching materials.

Ellis (1998), however, argues that the concern of evaluation in ELT has primarily been with macro- evaluation which is "the evaluation of complete programs or projects through the evaluations of materials, teachers and learners" (p. 236). He states that attention also must be given to micro-evaluations.

Ellis (1998) speaks of the importance of introducing teachers with a careful evaluation of language teaching materials after they have been widely used. "Such an evaluation provides an appraisal of the value of specific teaching activities for particular groups of learners…" (p. 222). He emphasizes that such a systematic evaluation of materials after use may be encouraged through micro-evaluation by focusing on particular tasks. Thus, the model suggested by Ellis (1998) concerns evaluation of materials at the task level within its' actual teaching/learning context. The aim in such a model is to find out whether the task has worked in term of its objectives and to be able to realize how the task can be improved for future use as

well. Ellis (1998) claims that a task evaluation is an example of a micro-evaluation. Evaluating a task involves such steps:

1. Choosing a task to evaluate.
2. Describing the task.
3. Planning the evaluation.
4. Collecting the information for the evaluation.
5. Analyzing the information
6. Reaching conclusions and making recommendations.
7. Writing the report.
   (p.237)

The materials evaluation models suggested in the literature reflect either macro or a micro approach depending on the purpose of the evaluator. All the evaluation models, however, emphasize the need to define, select or develop criteria that best serve the purpose of the evaluation aimed at (Breen and Candlin 1987; Ellis, 1998; Grant, 1987; Hutchinson, 1987; McDonough and Shaw, 1993; Yumuk, 1998)

2.4 Criteria for Materials Evaluation

As it is mentioned in the literature, materials evaluation is a complex matter; for there are many variables that may affect the success or failure of course books when they are in use. Therefore possible evaluation criteria proposed by many authors reflect the variables which are of vital importance in the section and evaluation of the material. Thus, developing criteria to assess materials is one of the major steps to be taken in all the proposed models for materials evaluation. It is also crucial in assessing the suitability of materials to the needs of learners in particular teaching/learning situations. It contributes to the effectiveness of that particular teaching/learning situation in several classroom settings. On the other hand, regardless of the teaching/learning situation, criteria instruments offered by different authors for the evaluation of materials range from a set of guidelines to more

comprehensive checklists. Yet, since there is a not strict criterion that may be suitable and applicable in all teaching/learning situations when the concern is the evaluation of materials, the selection of the criteria may be quite subjective. As Sheldon (1988) points out "no one is really certain what criteria and constraints are actually operatives in ELT context, worldwide, and textbook criteria are emphatically local" (p.241). Since the nature of the teaching/learning environment may vary from contexts to contexts as Sheldon (1998) emphasizes, 'global list of criteria can never apply in most local environments, without considerable evaluation' (p. 242). Therefore it is important to consider the needs and interest of the particular learners in particular teaching situations while deciding on criteria for the evaluation of materials. There are various criteria for the majority of ELT situations proposed by different author in the literature. Some of these criteria are presented in this section.

To begin with, Grant (1987) proposed that three main questions are to be asked throughout his three-stage evaluation model, namely initial evaluation, detailed evaluation and in-use evaluation. These are as whether or not it fits, if it fits how well it fits and whether or not it still fits.

Grant (1987) suggests applying a "CATALYST" test since a textbook is to act as a catalyst in the classroom. The eight letters in the word CATALYST refers to the eight criteria by the help of which can decide whether the textbook is appropriate for the classroom use. Thus, the test aims to find out the following issues.

Communicative? Is the text book communicative?
This question aims to find out whether the students after using this book will be able to use the language to communicate.
Aims? Does it fit in with the aims and objectives?
Teachable? Does the course seem teachable? Does it seem reasonably easy to use, well organized, and easy to find your way round?
Available Adds-ons? Are there any useful adds-ons-additional materials such as teacher's books, tapes, workbooks, etc.?
Level? Does the level seem out right?
Your impression? What's your overall impression of the course?
Student interest? Are the students likely to find the book interesting?
Tried and tested? Has the course been tried and tested in real classrooms? Where? By whom? What were the results? How do you know? (P.119-120)

At the detailed evaluation stage, on the other hand Grant (1987) suggests a three-part questionnaire to be applied in order to decide how far the textbook meet the needs of the students and teachers and whether it suits the syllabus. The first part of the questionnaire aims to find out whether the textbook suits the intended learners through ten questions. It includes questions about the attractiveness of the book, the level of difficulty, length, interest level of the physical appearance of the book and authentic materials to present real life situations. Moreover, it investigates whether the textbook reflects the needs and interests of the learners and whether it is culturally acceptable. It also investigates whether the textbook provides learners with acceptable language input and practice using the language, and integrates skills and contains communicative activities that can help learners to use the language independently as well. Second part of the questionnaire aims to find out whether the textbook suits the teachers in term of the contents and layout of the textbook, clarity and availability and practicality of the teacher's guide, the adaptability of the approaches when necessary, preparation time, availability of ancillary materials such as tapes, workbooks, and visuals and provision for tests and revision.

The third part of the questionnaire assesses if the textbook suits the syllabus and examination concerning the coverage of the language, organization and sequence of the content and learning activities suitability of the method the textbook is based on in order to prepare the learners for the target examination, presentation of examination techniques and provision of examination practice.

Finally in-use evaluation involves using the textbook in class. Grant (1987) emphasizes that it is highly important to reevaluate the textbook constantly after adopting it to see whether it works in the classroom and to assess the effectiveness of the textbook while it is being used in the class.

McDonough and Shaw (1993) in their materials evaluation model, examine criteria in two complementary stages, namely external and internal stages. It is stated that the criteria proposed to assess the particular language teaching materials is meant to be 'as comprehensive as possible for the majority of ELT situations on worldwide basis.' (p. 66). However, they pinpoint that the evaluation process is continuous, never static and when materials are regarded appropriate for a particular course after a preliminary evaluation, their final success or failure may only be found out after a certain amount of classroom use.

The criteria at the external evaluation is based on the intended audience, the proficiency level, the context in which the materials are to be based, the presentation and organization of the teaching units/lessons, the author's views on language and methodology. These are factors to be taken into account while assessing the materials

to be used. There are also some other factors that are to be questioned at the external stage.

These are as follows,

- Are the materials to be used as the main "core" of course or to be supplementary to it?
- Is a teacher's book in print and locally available?
- Is a vocabulary list/index included?
- What visual material does the book contain (photographs, charts, diagrams)?
- Is the layout and presentation clear and cluttered?
- Is the material too culturally biased or specific?
- Do the materials represent minority groups and for women in a negative way? Do they present a balanced picture of a particular country or society?
- The inclusion of audio or video material and resultant cost. Is it essential to possess this extra material in order to use the textbook successfully?
- The inclusion of tests in the teaching materials (diagnostic, progress, achievement) would they be useful for your particular learners?

(McDonough and Shaw 1993: 68-74)

McDonough and Shaw (1993) suggested that criteria for internal inspection as the treatment and presentation of the skills, the sequencing and grading of the materials, the suitability of reading, listening, speaking and writing materials involved in the materials, the relationships of texts and exercises to learner needs and what's taught by the course material, the suitability of the material for different learning styles, provision for self study to develop learner autonomy, and teacher-learner balances in use of the materials.

The overall evaluation, on the other hand, concerns the suitability of the materials by considering the evaluative parameters such as the usability factor to evaluate how far the materials could be integrated into a particular syllabus as "core" or supplementary, the generalizability factor so as to learn whether there is a restricted use of "core" features which make the materials more generally useful. The

adaptability factor to determine whether parts can be added, extracted or used in another context or modified for local circumstances and finally, the flexibility factor in order to find out how rigid the sequencing and grading is whether the materials can be entered at different points and used in different ways (McDonough and Shaw, 1993:78). It can be stated that both Grant (1987) and McDonough and Shaw (1993) emphasize the need to assess the effectiveness of the material as it is being used in the classroom so as to see whether it works in particular teaching/learning environment. McDonough and Shaw (1993) pinpoints that being selected materials can only be considered successful after classroom implementation and feedback.

Garinger (2001), however, offers a personal checklist which was developed to assess textbooks being used in a variety of community-based ESL (English as a Second Language) programs in a local setting. The evaluation checklist is composed of two parts, namely, Practical Considerations and Language Related Considerations. Practical Considerations focuses on the availability of the textbook for teachers and students, clarity of the layout and physical characteristics of the textbook and cultural component that whether it is the inclusive of all cultures or it is culture sensitive. Language Related Considerations, on the other hand, are the presentation of skills on the basis of language and cognitive presentation of language, that is whether there is authenticity, variety, recycling and sequencing in the language, presentation of exercises concerning the balance between free and controlled exercises, whether they promote communication in a meaningful way and allow for negotiation, and finally the clarity of user definition.

This new checklist is said to be used by teachers as an example of how to adopt other's evaluation claims to their own local settings. As Garinger (2001), at this point, states,

> It is necessary for teachers to be well-equipped with the skills to evaluate materials to ensure that students are using the highest quality texts possible and that their language learning experience is enhanced, not hindered, by the books used in their classrooms (p.5).

Breen and Candlin (1987) also proposes a set of questions that teachers can apply to published and locally produced language teaching materials. The aim of the two phase guide that they offer is to provide teachers with various criteria to choose materials that will cater for the needs of their learners at various levels and in various teaching setting. Questions posed in the first phase concerns the usefulness of materials in relation to such criteria as the aims and content of the material requirements of the material for learners and teachers, and its function as a classroom resource. Questions posed in the second phase of the guide, however, examines these issues raised in the first stage in detail focusing on the choice and the use of materials in the classroom. Thus, the criteria they suggest for evaluation materials focus on the appropriateness of the materials to learner needs and interests, learner approaches to language learning and the teaching/learning process in the classroom. In evaluating the appropriateness of the materials to learner needs and interests, the following questions are asked (Breen and Candlin, 1987:19-21):

1) How and to what extent do the materials fit your learners' by term goals in learning the language and/or following your course?
2) How far do the materials directly call on what your learners already know of and about the language?
3) How far do the materials meet the immediate language learning needs of your learners as they perceive them?
4) Which subject matter (topics, themes, ideas)in the materials is likely to be interesting and relevant to your learners?
5) In what ways do the materials involve your learners' values, attitudes and feelings?

6) Which skills do the materials highlight and what kinds of opportunity are provided to develop them?
7) How much time and space, proportionately, is devoted to each skill?
8) How is your learner expected to make use of his/her skills?
9) How are the learners required to communicate when working with materials?
10) How much time and space proportionately, is devoted to your learners interpreting meaning?
11) How much time and space, proportionately, is devoted to your learners expressing meaning?
12) How and how far can your materials meet the desire of individual learners to focus at certain moments on the development of a particular skill or ability use?

Thus as can be seen for the questions above, the author emphasizes the importance of assessing the effectiveness of language teaching materials concerning their invaluable input to learners' personal long-term goals in learning the language, the achievement of the knowledge and capabilities in the new language, appropriateness of the content to the personal interests of the learners, treatment and presentation of skills and abilities, consideration of differentiation in learners' needs focusing and developing skills and abilities.

In examining the appropriateness of the materials to the learners' own approaches to language learning, the following questions are asked :(Breen and Candlin 1987)

1) On what basis is the content of materials sequenced?
2) On what basis are the different parts of the materials divided into "units" or "lessons" and into different sub-parts of units or lessons?
3) On what basis do the materials offer continuity? How are relationships made between "earlier" and "later" parts?
4) To what extent and in what ways can the learners impose their own sequencing, dividing up and continuity on the materials as they work with them?

(pp: 22-23)

To sum up, as can be seen in the above questions, the author pinpoints the importance of sequence and continuity in the selection and organization of content on the grounds that such factors in the materials provide the learners with accessing the context easily and in the most efficient ways. It is also suggested that the

materials be organized from simple and familiar to the more complex and less familiar.

In the second phase of the guide, there are some tactical questions concerned with defining classroom actions in order to decide on who works with whom, the choice a and the planning of content, the planning and carrying out preferred ways of working, to decide on the aims of classroom activities, the allotted time to different classroom activities and resources to be used for the work.

In summary, the main concern with asking above questions is trying to clarify procedures for classroom language learning that are thought to be important and the degree to which materials fit in with such procedures. In other words, these questions focus on 'the extent to which the materials allow in a sufficiently flexible way for the preferences both teachers and learners have in organizing and carrying out classroom work." (Breen and Candlin, 1987:26)

It is to be added that the main aim of this two phase guide is to open a window for the teachers, through which they can investigate materials in particular ways and in order to achieve this, learners' criteria for materials are of vital importance in their selection and design. Thus, discovering learners' criteria, as Breen and Candlin (1987) pinpoint are crucial for the process of selection and evaluation of the materials so as to build up a picture of their assumption and priorities since learners after all, are the primary users of materials.

Ellis and Ellis (1987) also suggest three main criteria in the evaluation of EFL course books, namely, relevance, accessibility and cohesion. They claim that examining relevance in the area of textbook design should concern the signposts, (headlines, titles, photographs, etc.) audience, (availability of sufficient variety of design to intent the learner, the level of cartoon. and photograph for the learner, the level of density and variety of text for the learner), colour, and mimesis.

Accessibility, on the other hand, should be examined in terms of clarity of the reading path on the grounds that 'accessible material will have a clear reading path, possess obvious quality of production both in text presentation and lay out and in choice and use of visual support' (Ellis and Ellis, 1987: 94). Moreover, quality and friendliness of a textbook design are also taken into account. Thirdly, cohesion is concerned with visual presentation and layout of the content. The authors suggest that overall coherence should be achieved through a variety of recognizable and consistent signals and patterns. Thus, Ellis and Ellis (1987) draw attention to the points such as uniformity of page allocations to unit, use of colour, typographical and design conventions adopted within the materials.

Sheldon (1988) on the other hand, suggests some common main factors that reviewers, administers, teachers, learners and educational advisors most frequently use in deciding on the suitability of a textbook. The criteria suggested by Sheldon (1988) examines rationale, availability, user definition, layout/ graphics, accessibility of the units and exercises,, linkage, selection and grading, physical characteristics, suitability, authenticity, sufficiency of exercises or activities, cultural bias,

educational validity, practice and revision, flexibility, guidance and overall value for money.

Sheldon points out that although coursebook assessment is fundamentally a subjective, rule-of-thumb activity, and that no neat formula, grid or system will ever provide a definitive yardstick, utilizing similar evaluative parameters will allow making it. (Sheldon,198:249). Like Grant (1987) and McDonough and Shaw (1993), Sheldon (1988), also states that the success or failure of a course book can only be meaningful during and after a period of classroom use.

Hutchinson and Waters, (1987) in their model for the evaluation of materials, have claimed that materials evaluation is a matching process of which the steps are namely, define criteria, subjective analysis, objective analysis and matching. They propose a checklist of criteria for subjective analysis, which is the analysis of particular teaching/learning situation in terms of materials requirements and objective analysis, which is the analysis of materials to be evaluated. The checklist includes items related to the audience, aims, content, methodology, and other criteria. The first part of checklist consists of some questions related to information about the learners such as their age, sex, nationality/ies, study or work specialism, language background and interests. The second part of the checklist includes questions about the aims of the material. The third part in the checklist involves questions related to the language points to be covered, skills, text types, subject matter, organization of content, and the sequence of content. The fourth part of the checklist investigates methodology including questions about the theory of learning, attitudes of learners,

expectations about the theories of learning English, learning exercises and tasks, teaching learning techniques, aids, guidance and support for teaching and flexibility. The last part includes questions about price and availability of materials.

Dougill (1987), on the other hand, has made some remarks upon textbook evaluation. He states that he first job of an evaluator is 'to establish the age-range, type of student and market aimed at, as well as the presumptions, aims and purposes of a textbook.' (Dougill, 1987:29) The criteria he suggests is grouped under the headings, namely, framework the units, subject-mater, form and course components. The framework focuses on the syllabus-how comprehensive the type of syllabus is and how relevant it is to the stated aims-, progression of the course revision and recycling, treatment of skills and cohesion. The section on units includes items such as the length of the unit, presentation, practice, variety and regularity, and clarity of purpose. Another part pf the checklist is concerned with the subject matter which focuses on the interest level of students and cultural considerations. The next part of the checklist is related to form which assess the effectiveness of materials in terms of visual appeal, motivating effect, illustrations and other features such as, list or explanations and tables. The final part focuses on the course components that include questions about the cassettes, teacher's book, tests, laboratory drills and workbooks. This checklist helps the evaluator consider the important factors in evaluating the effectiveness of a textbook.

Williams (1983) mentions that no textbook can exactly meet the requirements of every classroom setting. For this reason, he suggests a method by which teachers can

develop criteria for evaluating textbooks used in teaching English as a second language. Firstly, assumptions about second language teaching are considered as framework for evaluation, secondly linguistic, pedagogical, and technical criteria in relation to these assumptions are taken into consideration. One of the assumptions on which the scheme for evaluation is based is up-to-date methodology which focuses on the consistency of the textbook with the psychological and linguistic principles underlying current, accepted methods of second-language teaching. Guidance for non-native speakers, as another assumption is provided so that teachers will not be left in a doubt, concerning the procedures suggested by the textbook. Needs of second-language learners, as the third assumption, concerns the needs of the second language learner. The last assumption focuses on the relevance to the socio-cultural environment. It is assumed that learners may have some difficulties in learning vocabulary and syntax because of the differences between the cultures associated with the target language and the mother tongue. The criteria checklist proposed by Williams (1983) is based on methodology, the needs of the learners, the teachers and the community, the quality of editing and publishing, the availability of supplementary materials, cost and durability of textbook, authenticity of language and style of the writer

Zenger (1982) also proposes a textbook evaluation checklist and the main purpose of this checklist, like others in the literature, is to help and guide the educators in judging how useful the textbook would be to them in their own teaching situations. The items are considered common and applicable to various types of textbooks. The checklist assesses the authorship focusing on the purpose of the author in writing the

textbook and his / her experience in the subject area, general characteristics such as publication date, attractive appearance with recent illustrations, clarity of writing, cost, physical and mechanical features including pages, cover paper, binding , illustrations and tables, philosophy of the material focusing on clarity , sequence and continuity, objectives, subject matter content that concerns accuracy, interest level, individual differences, and coverage of skills and content. Finally, the checklist examines the appropriateness of the textbook with regard to teaching aids and supplementary material. A six-scale is used in the questionnaire, which are excellent, good acceptable, poor, not included and not applicable (Zenger, 1982:148-159).

Skierso (1991), on the other hand, suggests collecting certain preliminary information about the students, teachers, course syllabus, and the institution is of vital importance prior to the process of textbook evaluation. The author also proposes a guide to textbook analysis, which is in the form of a checklist. Skierso (1991) pinpoints that this guide is also very useful for the novice teachers on the grounds that it provides a direction for the contents of the assessment. The criteria examine the bibliographical data, aims and goals, subject matter, vocabulary and structure, exercises and activities, and layout and physical makeup. The criteria for the evaluation of teacher's manual, on the other hand, are based on the general features, supplementary exercises for each language skills, methodological and pedagogical guidance and linguistic background information.

The bibliographical data tries to find out the author's qualification, availability of supplementary materials, completeness, and quality of supplementary materials and

cost of the textbook. Aims and goals are examined focusing on the targeted students specifications, matching to students needs, matching to syllabus requirements, compliance with overall educational concerns and feasibility. The subject matter, on the other hand, is evaluated according to some subtitles such as suitability and interest level, of reading, variety of text types, content grading, and level of abstractness, register, cultural sensitivity, content accuracy, authenticity, currency and cultural integration.

Vocabulary and structures coming next in the checklist focus on grammar and vocabulary. Grammar is examined in terms of number and sequence appropriacy, accuracy, clarity and completeness and meaningfulness of the contexts. Vocabulary, on the other hand, is assessed in terms of load suitability and appropriate context. The particular part also examines the readability level of texts, inclusiveness per text and syllabus, sequence of progression, adequate control of presentation, distribution of language input, suitability of presentation, practice and recycling, recycling for reinforcement and integration, language, suitability of sentence length and syntactic complexity, cultural presentation and accessibility.

The next part of the checklist related to exercises and activities focuses on satisfaction of syllabus objectives, fulfillment of student objectives, effectiveness, sequence toward communication, meaningful communication, communicative development, internalization through active participation, promotion of critical thinking, instructional clarity and appropriacy, stereotype-free content, suitability and interest level, development of study skills, and provision for review.

The last part of in the checklist investigates the effectiveness of layout and physical makeup in relation to motivational attractiveness, suitability of durability, organizational clarity and function, effectiveness in presentation, relativity, linkage and integration, stereotype-free accurate authentic portrayal, suitability of artwork, illustrative clarity and simplicity and motivational atmosphere.(Skierso, 1991)

Turkish Ministry of National Education, Department of Educational Research and Development (1993) also proposes a coursebook design model, which contains guidelines as well as the criteria for coursebook design. The major criteria proposed consist of the following seven criteria:

> 1) Relevancy of the material to the needs and interests of the learners.
> 2) Adequacy of the material to meet and support the development of the objectives
> 3) Sequence and continuity in the materials and the link between the material and the students' subject of study.
> 4) Contribution of the material in encouraging the learners to gain different points of views.
> 5) Appropriateness of the time specified in the material.
> 6) Clarity of instructions.
> 7) Opportunities for self evaluation
>
> (cited in Yumuk, 1998:68)

As can be seen, prior to textbook evaluation both at macro and/or micro levels, a systematic definition and application of criteria is the crucial point. As also mentioned by the authors above, each teaching /learning situation is unique and criteria to be used for the evaluation of materials may differ concerning the particular needs identified. In terms of the criteria suggested by different authors above, the focus can be considered mainly on the effectiveness of materials to the aims, needs and interests of the learners, consideration of learning style differences, selection and organization in the coursebook, treatment of the skills, physical appearance, and

authenticity. (Breen and Candlin, 1987; Cunningsworth, 1995; Ellis and Ellis1987; Grant, 1987; Hutchinson, 1987; McDonough and Shaw, 1993; Sheldon, 1988; Skierso, 1991, Williams 1993; Zenger, 1982)

2.5 Description of the criteria to be used in the present study.

The following criteria have appeared to be important among the ones cited in the previous section and this section deals with those common criteria with regard to their underlying principles.

Selection and organisation of content.

One of the most important criteria referred to in materials evaluation is the *selection and organisation of content.* Three key factors account for the process of selection and organization of content. These are the maintenance of sequence, continuity and integration in the materials. Questions such as on what bases the content of the materials is sequenced and whether the learners are able to follow the materials in a particular order and direction are mostly asked by the evaluators. According to Ornstein and Hunkins (1998) sequence refers to continuing development and understanding. It suggests that 'each successive learning experience should build upon the preceding one and go more broadly and deeply into matters involved.' (p.110). As Breen and Candlin (1987) further implies that materials should go from simple and familiar to the more complex and less familiar.

The maintenance of continuity, on the other hand, refers to the relationships made between earlier and later parts in the materials. As for the language skills, it is

suggested that there should be an ongoing opportunity for the learners to practise those skills.

The maintenance of integration refers to 'the teaching of the language skills of reading, writing, listening and speaking in conjunction with eachother as when a lesson involves activities that relate listening and speaking to the reading and writing'(Richards, Plott and Weber ,1985 cited in Mc Donough and Shaw 1993:201) It is believed that the aforementioned skills should be taught in an integrated way because language use is said to be a sort of combined skills where everything depends on everything else. As McDonough and Shaw (1993) also suggests, provided the language skills are taught in an integrated way rather than separately, learners become communicatively more competent in the second language. What is more, when skills are integrated, learners not only gain a deeper understanding of how communication works in the foreign language, but also become more motivated when they see the value of performing meaningful tasks and activities in the classroom.

To sum up, it can be said that in the materials evaluation process, sequence, continuity, and integration are the three factors to be considered in the selection and organization of content. They emphasize that materials should be progressively challenging, provide continuing opportunities for skills and concepts to be practised and allow for the integration of four skills.

Level

Another criterion for the evaluation of language teaching materials is the *level* of the instructional materials. The extent to which the students can make use of a textbook depends on the appropriateness of the textbook to the level of the students concerned. The level of difficulty of the grammatical features, the vocabulary to be taught in the reading texts, task/activities and exercises and the level of instructions should neither be below the student's level nor far beyond their proficiency level and developmental stages.

Physical appearance

Another criterion to be used in this study focused on the appropriateness of the materials in relation to their *physical appearance***.** It is stated in the literature that materials should achieve impact, which is realized when materials have a noticeable effect on learners. Thus, when the learners' interests, attention, and curiosity are attracted through attractive presentation, such as use of color, drawings, photographs, cartoons, charts, tables etc., their motivation to the task will increase and as a result there is likely to be a better chance of learning. As Dougill (1987) points out, the physical appearance of materials should be appealing enough to motivate learners. He also mentions that the illustrations should serve a function rather than be a decorative and it is also to be considered whether the visual material has a cosmetic value or it has actually integrated into the text so that the learner can make use of it and has a comment on it as well.

The criteria that Skierso (1991) has indicated for the evaluation of physical appearance of materials include motivation and attractiveness, suitability of

durability, organizational clarity and function, effectiveness in presentation, relativity, linkage and integration , suitability of artwork, illustrative clarity and simplicity and motivational atmosphere created within the material. It can be said that suitable layout and physical make up increase the student's motivation and participation to the lesson.

Content

Content, in other words *'subject matter'* is the next criterion to be used in this study. In all setting authors need to consider whether the textbook is likely to be of interest or use to the students. According to the checklist that Skierso (1991) offers, what subject matter (topics, content) is covered, whether the topics are interesting for the learners or not and also how (if at all) culture is presented are all questioned and what is more, what text types such as, dialogs, notes, songs, poems, essays, biographies, letters, newspaper articles, jokes, folktales, etc the textbook contain. Finally, Skierso (1991) in his checklist, questions whether the texts in the textbook are authentic, up to date or not.

Exercises and activities/tasks

Exercises and activities/tasks is the next criteria to be considered in this study. It is highly important for the learners to do the exercises and activities and perform the tasks so as to be able to have enough practice in the classroom. Jones (1999) implies that it is essential that the activities in the coursebook have a variety of focus and pace and that the activities should be enjoyable to the students so that their motivation can increase. What is more, the activities and exercises should aim at

encouraging the learners to use the language purposefully rather than practising it only. Skierso(1991) indicates criteria for the evaluation of exercises and activities in the materials. He asks whether there is a variety of activities in the textbook, and if they meet the aims and objectives of the course. Whether the instructions to the activities are clear and appropriate to the level of the students, and more importantly, he asks whether they match the interests of the students. As for the interaction patterns, it is essential for a coursebook to include different ones as pair work activities, group work activities and individual activities. He also wonders whether there is a balance between the activities for language and activities for skills and whether the skills development is promoted through various activities and exercises in the coursebook.

Vocabulary and Grammar

Vocabulary and Grammar is the next criterion to be considered significant for the coursebook evaluation. As well as teaching as many words as possible, one of the targets of coursebooks should be to equip learners with strategies for handling the unfamiliar vocabulary they inevitably will meet and also they can help learners to develop their own vocabulary- learning strategies. Nearly in all modern coursebooks, there are vocabulary learning activities, however, whether they aim at helping learners to extend and develop their vocabulary in a purposeful and structured way or not is the matter to be considered. Evaluating the presentation and practice of vocabulary should be taken into consideration since 'it is often asserted with some truth that , particularly at lower levels , student can communicate more effectively with a knowledge of vocabulary than with a knowledge of grammar' (Cunninsworth,1995:38). It is stated that coursebooks should provide learners with

strategies for coping with unfamiliar vocabulary that they will inevitably face. What is more, coursebooks should also assist learners to develop their own vocabulary learning strategies. Therefore, Cunningsworth (1995) offers a list of criteria for the assessment of vocabulary teaching material as follows:

> 1) Is vocabulary learning material central to the course)
> 2) How much vocabulary is taught?
> 3) Is there any principal basis for selection of vocabulary?
> 4) Is there any distinction between active and passive vocabulary or classroom vocabulary?
> 5) Does the material enable students to expand their own vocabulary independently by helping them to develop their own learning strategies?
>
> (Cunningsworth, 1995:41)

As well as evaluating the presentation and practice of vocabulary, grammar presentation should be taken into consideration. It is one of the major components of any language course. It is through effective teaching of grammar that learners are equipped with the ability to create their own utterances and use language for their own purpose. A checklist offered by Skierso (1991) evaluates the vocabulary and grammar/structure criterion by asking whether there is an even distribution of grammatical and vocabulary items among units, and linguistic items are introduced in meaningful contexts, and whether the number of grammatical points are appropriate for the level of students and the new structure is repeated in subsequent lessons for reinforcement and integrated in varying contexts and situations. The checklist also examines whether the vocabulary load is appropriate for the level of the students and whether the new vocabulary is repeated in subsequent lessons for reinforcement and integrated in varying contexts and situations. Cunningsworth (1995) also suggests a checklist to assess the appropriateness of the grammar items to learner needs, as he considers the grammar as a ‘major component of any general

language course'. (p.32) The checklist suggested is a list of criteria to be applied specifically to assessment of grammar points as follows:

1. What grammar items are included? Do they correspond to students' language needs?
2. Are they presented in small enough units for easy learning)
3. Is there an emphasis on language use (meaning)
4. Is there an emphasis on language form?
5. How balanced is the treatment of form and use)
6. Are newly introduced items related to and contrasted with items already familiar to the learners?
7. Where are grammatical form has more than one meaning (e.g the present continuous tense), are all relevant meanings taught?

(Cunningsworth, 1995:32)

Clarity of instruction

Clarity of instruction is another important criterion to be used in this study. All instructions to the exercises, activities and tasks should be clear and appropriate to the level of the students so that they can understand and perform such activities, tasks and exercises easily. Unclear and complex instructions may lead the learners to unwillingness, which usually results in lack of motivation to the lesson.

Supporting Aids/ Sources

As for *the Supporting Aids/ Sources,* it is another criterion for this study. It is highly important for the language learners supported by appropriate supplementary materials, such as workbooks, consolidation parts in the coursebooks, or other self access packs so that they make use of sufficient number of exercises to review the week.

Development of learner autonomy,

Whether a textbook provide opportunity for students to be an autonomous learner or not is considered to be an important criteria in textbook evaluation by the

researchers. Little and Leni (1998) states that "there is a great agreement in the theoretical literature that learner autonomy grows out of the individual learner's acceptance of responsibility for his or her own learning" (p.2). They believe that reflectivity and self awareness, which are central to the concept of learner autonomy, provide better learning. Thus, it can be stated that learner autonomy is considered to be a matter of taking responsibility for ones own learning. It is also acknowledged to be a continuous process that requires both individual and collective effort in the teaching context. Nunan (1997) emphasizes five levels of implementing learner autonomy. These are "awareness, involvement, intervention, creation and transcendence" (p.195). In the level of awareness, learners become aware of the pedagogical goals and the content of the materials that they are using. In the level of involvement, they are engaged in selecting their own goals from different alternatives offered. In the level of intervention, learners are involved in modifying and adapting the goals and content of the learning program. In this stage the learners modify and adapt tasks. In the level of creation, they go further and create their own goals and objectives and, finally in the level of transcendence, learners go beyond the classroom and make links between the content of classroom learning and the world beyond. Nunan (1997) points out that the above principles can be integrated into pedegogical materials in order to equip learners with necessary learning stretegies, and finally, allow them to become autonomous learner. The fact that learners must take responsibility for their own learning requires the learner to be able to make significant decisions about what is to be learned as well as how and when to do it. Learners become autonomous as long as 'they are aware of a range of learning options, and understand the consequences of choices they make' (Cotterall,

2001:111). Thus, materials should raise students' awareness as to the use of language skills and they should allow learners to be more aware of their strengths and weaknesses. Materials should also allow learners to make choices from a variety of activities. They should contain self study tasks to study outside the class as well. Finally, materials should encourage learners to think critically and carefully about the issue dealt with and help the gain different points of view.

Consideration of learning styles differences

Consideration of learning styles differences is recent criterion emphasized by many authors, particularly who are in favour of a learner- centered approach to learning and it is considered important for this study as well. Whether the textbook is suitable for different learning styles and whether they address different learning styles preferences to a certain extent are claimed by many authors in the literature (McDonough and Shaw, 1993; Sheldon, 1987; Tomlinson, 1998)

According to Tomlinson (1998) different learners have different preferred learning styles This means that activities should be variable and should cater for all learning styles. Styles of learning to be catered for in language learning materials include perceptual learning styles such as visual, auditory, and kinesthetic. Others are studial, experiential, analytic global, independent and dependent learning. Visual learners prefer to see the language written down. Thus, as Celce- Murcia (2001) implies visual learners like to read and benefit a lot from visual materials. For visual learners, lectures, conversations and oral instructions without any related material can be very boring. Auditory learners, on the other hand, benefit from such lectures

conversations and oral instructions. They are keen on classroom interactions in role plays as they learn from hearing words spoken and oral explanations. Kinaesthetic learners, however, prefer to learn best by being involved physically in classroom experiences. They like lots of movement and enjoy tangible objects, and flashcards. Sitting and doing the task for a long time is not for them. To conclude, the materials should include sufficient number of visuals that support what is studied and also varies of activities that allow learning through listening and learning through touching and being physically involved.

Teachers'Books/Manual

Teachers'Books/Manual is the next criterion thought to be important for this study. Most general EFL courses provide teachers with teachers' books as a part of the whole package. They are believed to be very important parts of the whole for they can have a considerable influence on how the course is taught. A good teacher's book, among other things, should provide the teacher with guidelines on how to make the best use of the course, detailed unit plans and keys to the exercises. Cunningsworth (1995) implies that teachers' books should set out the guiding principles of the course, state the aims and objectives of the course to describe the basis for the selection and grading of the language content, explain the rationale for the methodology used, and they should provide the users with practical guidance on how to use the material. Moreover, teachers' books had better give linguistic information fort he effective use of material in the class and background cultural information where necessary so that the contexts in the material can be understood both by the learners and the teacher.

Cunningsworth (1995) emphasizes that teachers' books should help to develop teaching skills as well. Besides, he adds that from the teachers' point of view, they expect teachers' books that provide some suggestions for the planning and teaching of lessons, which can be invaluable for the novice or inexperienced teachers as well. What is more teachers' books offering regular tests which can be used to give students feedback on their progress and also to give teachers information whether there is a need to make a revision or not are among the teachers' favorites. In addition, most teachers prefer teachers' books whose pages appear next to the pages of students' books so that the teachers does not have to fumble about with two separate books at the same time.

2.6 Empirical Studies on Textbook and Materials Evaluation

There are some empirical studies carried out on the evaluation of textbook and materials evaluation.

Ayman (1997) conducted a materials evaluation study which involved a macro level evaluation of an in-house textbook in relation to the perceptions of the instructors and students on the overall effectiveness of the textbook after the implementation of it. The purpose of the study was to find out how the students and the instructors evaluate a textbook which was based on English for Academic Purposes. (EAP)

This case study was carried out at Bilkent University School of Language (BUSEL) with Upper Intermediate level students who studied the textbook, Bilkent Academic

Studies in English 3 (BASE 3) and with the instructors. The subjects of the study were 90 upper intermediate students who studied the textbook and 45 instructors. Information about students' sex and departments and information about instructors' sex, experiences in ELT and their nationalities were also obtained. The instruments used in this study were questionnaires given to both instructors and interviews conducted both with the instructors and the students. The questionnaires were prepared on the basis of the criteria namely, physical appearance, coverage and content, organisation and linkage, level, activities, supporting resources, and teacher's book.

The results of the study revealed that both the students and instructors were generally positive about textbook. However, there were some aspects that they felt negative about the textbook. These were insufficiency of some activities, inappropriateness of content/topics and ineffectiveness of the teacher's book. The results obtained from the study indicated that the instructors were more positive about the textbook than the students. Based on the findings of the study, the researcher suggested that those aspects of the textbook that both the students and teachers viewed negatively should be improved. Ayman (1997 made some further recommendations about the instructors that they should be well trained in how to use the textbook effectively in their classes and they should also find ways to raise students' awareness in using the textbook.

Kanik (2002) also carried out a materials evaluation study in order to assess the effectiveness of in-house ESP reading materials for English for Law Courses at the

English Language School of Başkent University. This case study aimed to assess the effectiveness of reading materials at both macro and micro level on the basis nine criteria developed. These were development of the reading skills, suitability of content, selection and organisation of tasks/activities, development of vocabulary through reading, level of texts and tasks/activities, clarity of instructions, consideration of learning style differences, development of learning autonomy, and physical appearance of the materials. Participants of this study were 105 students who took the course "English for Law" during 2001-2002 academic year and two instructors who taught the particular course.

Data collection instruments for the macro evaluation of materials involved questionnaires and interviews to assess the overall effectiveness of the materials from the points of views of students and instructors. However, data collection instruments for micro evaluation of the materials involved task description, classroom observation and student checklist. The results of both macro and micro evaluations revealed that the materials were effective with regard to the majority of the criteria developed, namely, the development of the reading skills, and suitability of content, selection and organization of tasks/activities, level clarity of instructions and physical appearance of the materials. However, the results of macro evaluation indicated that the materials failed to consider the learning style differences and were found weak in the development of learner autonomy. Furthermore, both macro and micro evaluation results indicated that generally, the students were negative about the interest level of the materials concerning some aspects such as content, type of activities and physical appearance.

Yumuk (1998) also conducted an evaluation study and investigated the effectiveness of English Language Support (ELS) 210 Course Materials for Bureau Management and Secretarial Studies (BMS) at Bilkent University School of English Language (BUSEL). This case study was conducted through both macro and micro level evaluations on the basis of five criteria developed. These were content, organisation of content, consideration of perceptual learning style differences, integration of learning training elements to develop autonomy, and physical appearance to enhance learning.

Data were collected through questionnaires administered to 41 students and interviews carried out with two curriculum level coordinators, two instructors and nine students. Also, content description of the materials was provided to obtain information about the materials in relation to the criteria developed. The data collection for micro evaluation involved task description of two sample materials and observations in the actual teaching situation. Furthermore, the content analyses of the materials were conducted through the content and task description of the materials using descriptive statistics. The data collected from the curriculum level coordinator, instructors and student interviews and the observations were also analyzed using descriptive statistics. The results of the study revealed that the materials were effective to some extent in relation to content, organisation of content and Physical appearance of the materials. However, to a large extent the materials were not effective due to the fact that they did not consider perceptual learning style

differences in general and failed to integrate learning training elements to develop learner autonomy.

Yakhontova (2001) conducted an evaluation study on an EAP textbook called Academic Writing for Graduate Students by Swales and Feak in the Ukranian University classroom.The purpose of the study was to evaluate the intellectual and emotional reactions of the students toward a new kind of textbook. The subjects of the study were 12 students whose reactions and opinions were based on three sources. First of all, the students were asked to express their opinions of the textbook by providing the answers to a short questionnaire at the end of the course. Yet, since the students found the format of the questionnaire too restrictive, they suggested writing a kind of essay using the given questionnaire as guidelines. The second source was a brief anonymous survey which focused on the students' personal attitudes towards academic writing and how learners' responses to the issues evolved during the work with the textbook. The third source was based on the researcher's own pedagogical observations of a two-year teaching experience and on the informal discussions of the book during the classes.

As a result, it was shown how certain cultural and historical characteristics of the Ukrainian intellectual context had an impact on learner's answers to the textbook. It was suggested that there might be a need for modified versions of such materials prepared particularly for nonnative speakers living outside environments and educated within different intellectual traditions and need to master academic English for the purpose of international scientific communication.

Coskuner (2002) carried out a materials evaluation study in order to evaluate the overall effectiveness of 'English for Business Studies' as English for Specific Purposes textbook offered by CDU (Curriculum Development Unit) to the MENG-218 and ENG- 262 courses at English Language School of Baskent University.

This case study was carried out to assess the effectiveness of the textbook at macro level on the basis of nine criteria namely, aims and needs of the students studying English, layout and physical appearance, language and readability, design and organisation, content and coverage, developing four language skills, and communicative abilities, encouraging learner interaction in the classroom, presentation and practice of vocabulary and developing learner autonomy.

The study was carried out with 189 students studied the textbook and 10 instructors who taught that textbook during 2001-2002 academic year. Data collection instruments used in the study were questionnaires and interviews to assess the overall effectiveness of the textbook from the points of views of the students and instructors.

The results of the study revealed that the textbook "English for Business Studies" appealed to the aims and needs of the students in learning English. As for the rest of the criteria, the results showed that the textbook was effective in terms of layout and physical appearance, language and readability, design and organisation, content and coverage, and presentation and practice of vocabulary. However, the textbook was found ineffective in terms of developing listening skills among four language skills

and developing learner autonomy in studying. The researcher suggested that the weaker areas in the textbook could be strengthened through adaptation and substituting materials from the other books.

Hong Xu (2004) carried out an evaluation study and investigated criteria for assessing ESL textbooks. The purpose of the study was twofold. First it aimed to develop a list of criteria for selecting ESL textbooks for high school students in Alberta, Canada. Second, it aimed to identify issues that local ESL teachers face in textbook use. The study was based on three research questions concerning what the research literature and practising ESL teachers considered important when selecting a "good" ESL textbook. The questions this research study aimed at answering were as follows:

1. What constitutes a "good" ESL textbook, according to research literature?
2. What do ESL teachers think about what the research literature says about what constitutes a "good" ESL textbook?
3. What other factors or criteria do ESL teachers consider when assessing or looking for an ESL textbook or resource?

This research study was based on a qualitative methodology including written questionnaires and recorded interviews. Six ESL teachers participated in the study and were used as both informants and respondents so as to answer those research questions.

As a result of the study, four things seemed certain. First of all, the researcher stated that there was a need for a detailed textbook evaluation tool (TET) and ways to inform and train teachers to use it. Second, the study itself brought an increased awareness about ESL textbook selection, acquisition and use to a group of high

school ESL teachers. Third, many more questions needed to be asked and answered before matters surrounding textbook use could be understood. Furthermore, another issue that the study revealed was that yet teachers found the following matter important when selecting and evaluating a textbook. These were use of standard English and quality of language used in the textbook and god editing, and attractive design and layout, easy to Access to components and content for organising instruction, evidence of a developmental progression of content, topics that are of relevance and interest to student users, Canadian content (e.g. money and measurement), educational validity, variety of activities, a sufficient number of activities that fit all parts of the learning process, many activities on a similar theme or topic, follow-up questions for all readings , up-to-dateness and activities that could meet the needs of multi- level classes (p.23).

The researcher concluded that this study on the characteristics of "good" ESL textbook examined only the perspectives of teachers and recommended that future research could be needed to solicit views of publishers, author-developers school administers curriculum specialists, educational consultants, parents and finally former ESL graduates and students.

A similar study was carried out by İnözü (2001) in Turkey. The purpose of the study was to provide guidelines to teachers in selecting and evaluating their instructional materials for preparatory classes in secondary schools. This evaluation study was based on the points of views of both teachers and students. In accordance with the purpose of the study, the main concern was to evaluate the secondary preparatory

year coursebooks to see whether the characteristics of the book matched with the needs of the students.

The subjects of the study were teachers and pre-students of two private colleges, one Anatolian high school and vocational Anatolian high school in Adana. Data collection instruments used in this study were questionnaires given to instructors and students and interviews carried out again with instructors and students. Sixteen categories of evaluation criteria which covered all the characteristics of instructional materials and which were prepared by Chicago Board of Education (1986). The criteria were namely, purpose, objectives, front end analyses, content, audience, strategies, teaching aids, technical aspects, evaluation, overall design, field test, physical appear, philosophy, management, authorship, and cost.

One of the conclusions drawn from the study was that English language teachers needed to be trained for the application of the principles of textbook evaluation. Furthermore, the results of the study revealed that young learners were attracted by pictures songs, illustrations, design features more that any other learner group and therefore they wanted to see more pictures, songs colors and dialogues in textbooks. The topics in the materials should be appropriate to young learners and they should be easy to utilize. Finally, the materials should be attractive as well.

CHAPTER 3

METHOD

In the previous chapter, literature related to textbook evaluation was reviewed. This chapter is devoted to the presentation of the method of the study. It involves the overall design of the study, research questions, data sources, development of data collection instruments, data collection procedures, data analyses procedures and limitations and delimitations of the study.

3.1 Overall Design of the Study

The purpose of this study was to evaluate the effectiveness of an English textbook titled "New Bridge to Success 3" from the perspectives of students and teachers. The textbook was prepared by the MONE (Ministry of National Education) for the 9th grade students and used by some teachers during 2005–2006 academic year.

The sample of this survey study consisted of 9th grade students and teachers from a total of four Secondary Schools, three of which are Super Lycees and one of which is an Anatolian Fine Arts Lycee in Mersin. The mentioned schools were the ones where the textbook was being taught during the 2005–2006 academic year.

The survey and interview techniques were used in this study. Students were presented with a self-administered questionnaire in which they were asked to answer questions related to characteristics of textbook they studied. The questionnaire was

developed by the researcher. Questions used in the survey instrument were selected from the related literature and validated by a group of experts in the field. A pilot study was conducted to assess the clarity of the questionnaire items. Survey data were analyzed using descriptive statistical techniques. Interviews were conducted with teachers to collect information regarding their opinions about the textbook they used.

3.2 Research Questions

The specific research questions are listed below:

1. To what extent is the textbook effective according to the selection and organization of content in the textbook?
2. To what extent is the textbook effective according to the level of the learners?
3. To what extent is the textbook effective according to the physical appearance?
4. To what extent is the textbook effective according to the content?
5. To what extent is the textbook effective according to the exercises and activities?
6. To what extent is the textbook effective according to the vocabulary and grammar?
7. To what extent is the textbook effective according to the clarity of instructions?
8. To what extent is the textbook effective according to the supporting sources?
9. To what extent is the textbook effective according to the development of learner autonomy?
10. To what extent is the textbook effective according to the consideration of learning style differences?

11. To what extent is the textbook effective according to the teacher's manual?

3.3 Development of Data Collection Instruments

This study employed one questionnaire (Appendix 1) and one interview schedule (Appendix 2) to collect data on the points of views of students and teachers about the mentioned textbook. The questionnaires were used to obtain quantitative data and the interviews were used to obtain qualitative data that supported and enriched the quantitative data.

3.3.1 Questionnaire

The questionnaire was developed by the researcher. For the purpose of developing the questionnaire, the literature related to materials evaluation was reviewed. The review of literature revealed that there were some commonly used criteria in textbook and material evaluation process. Two focus group interviews with 12 students were conducted to elicit students' perceptions of the effectiveness of the coursebook in relation to the criteria determined on the basis of the related literature. It especially enabled the researchers to get insights into the students expectations from a textbook, which further helped to determine what items could go under the pre-determined criteria. On the basis of responses students and the related literature, the statements were presented in the form of items for subjects to endorse on a five point Likert-type scale from "strongly disagree" to strongly agree". The questionnaire was examined by two specialists, one from Bilkent and the other from university of Mersin and by an English teacher. This helped to eliminate the ambiguities, to complete lacking topics and issues, and to examine the face validity. The face validity also examined by reviewing the literature.

The questionnaire was composed of two sections. The first section requested background information such as gender, English course grade, mother's educational level, father's educational level and mother's occupation and father's occupation. In the section, students were also asked to state the reason of learning English as a second language and whether they like to learn English or not.

The second section of the questionnaire consisted of 62 items related to ten criteria determined through literature review to conduct a macro level material evaluation. The criteria and the matching questionnaire items were given as follows:

1. Selection and Organization of Content: In this part there were 3 (1,2,3) items that questioned the organization of the materials and the units within the textbook.

2. Level: This section consisted of 5 items (4,5,6,7,8) that focused on the appropriateness of the level of the textbook and related activities for the particular learners.

3. Physical Appearances: This section includes ten items (9,10,11,12,13,14,15,16,17,18) which focused on the use of pictures, illustrations, durability, the layout, and the general outlook of the textbook.

4. Content: This section consisted of thirteen items (19,20,21,22,23,24,25,27,28,29,30,31) which focused on the suitability of content in the in the textbook in relation to the variety and interest level of topics /themes.

5. Exercises and Activities: This section consisted of twelve items(32,33,34,35,36,37,38,39,40,41,42,43) which focused on the appropriateness of the level of the exercises and activities for the particular group. It also investigated the variety of activities and whether they aimed to improve the four language skills.

6. Vocabulary and Grammar: This section consisted of four items (44,45,46,47,) which focused on the effectiveness and amount of the vocabulary activities and the presentation of the grammar.

7**. Clarity of Instructions:** This section consisted of only one item (48) that investigated whether the instructions in the textbook were clear to understand.

8. Supporting Sources: This section included five items (49,50,51,52,53) that questioned to what extent the supporting sources help students revise and practice new vocabulary, grammar and skills.

9. Development of Learner Autonomy: This section involved six items (55,56,57,58,59) that investigated the extent to which learner training elements were incorporated in the materials in order to develop learner autonomy.

10. Consideration of Learning Style Differences: This section consisted of three items (60,61,62) that investigated to what extent the textbook considered the visual, auditory and kinesthetic learner preferences in terms of the activities and exercises.

3.3.2 Pilot Testing of Questionnaire

After the assessment of the questionnaire by two educational experts and a teacher, an initial pilot testing was conducted with a total of 180 9th grade students in two schools in April. The aim of the pilot testing was to find out to what extent the items were clear and comprehensible according to the subjects of the study. Timing, the clarity of instructions and the usability of the five-point-likert scale to get and analyze data was also searched by means of the piloting. As a result of the piloting, some of the items were revised and reworded and five more items were added based on the comments students had made at the end of the questionnaire.

In order to find out the internal consistency of the items in the questionnaire, Cronbach Alpha was calculated to be 0.91 for the overall sections in the questionnaire, which meant that there was a high internal consistency between the items.

3.3.3 Interview Schedule

Interview was used to collect the information related to perceptions of teachers on the effectiveness of the textbook they used. Another aim was to get their suggestions in improving the textbook. An interview guide comprising the 17 open-ended questions related to ten criteria mentioned above was prepared by the researcher. The other questions in the interview schedule were related to the effectiveness of the textbook in the attainment of the desired goals and objectives as perceived by the teachers and their suggestions about the improvement of the textbook. The

effectiveness of the Teachers' Book as the last research question was evaluated through the interviews.

The interview questions were piloted with one of the teachers using the particular textbook. This helped to decide on the issues like pacing, tape-recording, clarity and comprehensibility of the questions.

3.4 Participants of the Study

This study was conducted at four high Schools, three of which are Super Lycees and one of which is an Anatolian Fine Arts in the province of Mersin. A total of 336 students and 8 teachers participated in the study.

First four schools where the textbook title" New Bridge to Success 3" was used in 9^{th} grade were selected. Then the students of all 9^{th} grades in selected schools were participated in the study. A total of 336 students (130 males and 206 females) participated in the study. The schools where this was conducted consisted of approximately four ninth grades classes and in each class, there were maximum 42 students. Since these students were Super Lycee students, they were supposed to study English 20 hours in preparatory class. Therefore, their English proficiency level was expected to have been intermediate.

Two English language teachers who used the textbook in their classes were selected from each school. One of the eight teachers was male, the others were females. Their teaching experiences ranged from 6 to 20 years.

3.5 Data Collection Procedures

In this study both quantitative and qualitative data were obtained through student questionnaires and teacher interviews for the macro level evaluation of the textbook. Data collection procedures were carried out between May and June 2006. Prior to the implementation of the instruments the course teachers were informed about the textbook evaluation study and data collection procedures by means of the questionnaires. They were given the necessary information about the administration procedures and administration dates were planned according to the teachers' weekly lesson program. The data collection took place at the end of 2005-2006 academic year because the textbook was used in schools for the first time. The questionnaires were administered to students either by their teachers of English or by the researcher during the class time.

Teachers were interviewed by the researcher using the interview schedule. The interviews were conducted with 8 teachers between 2nd June and 7th June. The interviews took approximately 30 minutes individually and the interviews were tape-recorded by the researcher. A tape recorder was used in the interviews in order to have precise information.

3.6 Data Analyses Procedures

This study produced both qualitative and quantitative data through questionnaires and interviews. Frequencies, percentages, means and standard deviations were calculated for each item to describe the overall picture of how the students rated the textbook in terms of ten criteria.

Data collected through interviews were transcribed, content- analyzed and grouped according to 11 criteria used in this study for the evaluation of the particular textbook

3.7 Limitations

This study is limited to public high schools in Mersin. Therefore, conclusions need to be verified by conducting similar studies across different cities in Turkey. It is assumed that students answered the questions honestly and seriously. Another limitation of this study is that the present study is a macro level evaluation study; however, it can be complemented with a micro evaluation study, which is on the task level.

3.8. Delimitations

The present study was carried out in 4 schools only where the particular textbook was being used. In addition, the study is a macro level evaluation study which aims to assess the overall effectiveness of the particular textbook

CHAPTER 4

RESULTS

This chapter presents the results of the particular study which aims to assess the effectiveness of an EFL textbook on teaching and learning English from the perspectives of students and teachers. The evaluation carried out at macro level focuses on eleven criteria namely, selection and organization of content in the textbook, level, physical appearance, content, exercises and activities, vocabulary and grammar, clarity of instructions, supporting sources, development of learner autonomy and consideration of different learning styles (See Appendix 3 for the students' responses to each item).

4.1 Demographic Characteristics of the Students, Their Parents and Teachers

A total number of the students participated in this study was 336. The female students (61%) involved in the study were more than the male students (37%). Most of the students' (77%) first term English course grades were between 2-4.

As for the teachers, the total number of the teachers participated in this study was 8, one of whom was a male. Their years of experience ranged from 6 to 20.

For presenting the results of the study, means, standard deviations and percentages of each item were calculated to describe and summarize the responses of students. The results of items related to each evaluation criteria were presented in tables and explanations were provided accordingly. Students were also asked to state if they

have any additional comments on their textbook. The frequencies of the additional comments for related criteria were calculated and presented as part of students' responses. Lastly the teachers' opinions that were drawn from the interviews were presented.

4.2 Selection and organization of content in the textbook

The first research question, 'To what extent is the textbook effective according to Selection and Organization in the Textbook?' was measured through three items in the students' questionnaire and the responses are presented in Table 1

Table 1: Means, Standard deviations and Percentages of the items on the Selection and organization of content in the textbook

Item no	Item	Mean	SD	1(%)	2(%)	3(%)	4(%)	5(%)
1	The task and activities are organized from simple to complex.	3.00	1.17	14.88	14.29	36.31	25.00	9.52
2	I can follow the units in the textbook easily.	2.88	1.14	16.07	17.26	35.12	25.30	6.25
3	The reading passages in the units and listening, writing and speaking activities coming after wards are presented in an integrated way.	3.04	1.30	18.20	15.20	22.90	31.50	12.20

1=Strongly Disagree 2=Disagree 3=Somewhat Agree 4=Agree 5=Strongly Agree

As table 1 indicated, more than one third of the students (34.5 % agreeing or strongly agreeing with the related item) stated that task and activities were organized as moving from simple to complex. More than one third of the students (36.3 %) stated that they somewhat agreed with the statement. However, the additional comments the students made in relation to the selection and organization of content in the textbook revealed that 42 students out of 240 stated that the tasks and activities were not

organized as moving from simple to complex. One third of the students (31.5 % agreeing or strongly agreeing with the related item) stated that they could still follow the units in the textbook easily and more than one third of the students (35.1 %) somewhat agreed with the statement. As for the integration of the activities nearly half of the students (43.7 % agreeing or strongly agreeing with the related item) believed that the reading passages in the units and listening, writing and speaking activities coming afterwards were presented in an integrated way.

The interview results with the teachers revealed that 6 teachers out of 8 agreed with students expressing that the reading passages in the units and listening, writing and speaking activities coming afterwards were presented in an integrated way in the textbook. However, all the teachers stated that the task and activities were not organized as moving from simple to complex. They mentioned that the difficulty level of the task and activities in the first units were not much more different from the ones in the last units.

In summary, the results revealed that both students and teachers felt positive about the integration of writing, listening and speaking activities coming after the reading passages. On the other hand, while students felt unsure about organization of tasks as moving from simple to complex, teachers highlighted that the tasks and activities were not sequenced properly.

4.3 The level of the textbook

The second research question, ’To what extent is the textbook effective in terms of Level?’ was measured through five items in the students’ questionnaire and the responses are presented in Table 2.

Table 2: Means, Standard deviations and Percentages of the items on the Level of the textbook

Item no	Item	Mean	SD	1(%)	2(%)	3(%)	4(%)	5(%)
4	The textbook is above the level of ninth grades students.	3.10	1.38	19.00	18.20	16.70	25.60	20.50
5	The reading passages in the textbook are difficult for the ninth grades students.	2.74	1.29	11.30	18.50	24.10	25.00	21.10
6	The writing activities in the textbook are difficult for the ninth grades students.	2.61	1.23	22.90	25.30	28.60	14.30	8.90
7	The listening activities in the textbook are difficult for the ninth grades students.	3.29	1.30	14.60	14.90	14.00	40.50	16.10
8	The speaking activities in the textbook are difficult for the ninth grades students.	2.35	1.16	25.60	38.40	18.50	11.00	6.50

1=Strongly Disagree 2=Disagree 3=Somewhat Agree 4=Agree 5=Strongly Agree

As table 2 indicated, nearly half of the students (46.1 % agreeing or strongly agreeing with the related item) stated that the textbook was above their level. Less than one quarter of the students (16.7 %) somewhat agreed with the statement. The additional comment the students made in the questionnaire in relation to the level of the textbook revealed that 52 students out of 240 stated the textbook as being above their level. Almost half of the students (46.1 % agreeing or strongly agreeing with the related item) believed that the reading passages in the textbook were difficult for the ninth grades students. Their comments also supported these findings in that 82 students out of 240 highlighted that the reading passages were difficult for them

As for the writing activities, 48.2 % of the respondents disagreed or strongly disagreed with the next item "the writing activities in the textbook are difficult for

the ninth grades students." Less than one quarter of the students (23.4%) found writing activities difficult. On the other hand, more than half of the students (56.6% agreeing or strongly agreeing) stated that the listening activities were difficult for the ninth grades students. However for the last item "the speaking activities are difficult for the ninth grades students", 64 % of the respondents disagreed or strongly disagreed with the related item.

The interview results with the teachers indicated that 7 teachers out of 8 believed that the textbook was above the level of their students. Sharing the same views with the students, those teachers mentioned that reading passages were difficult for the ninth grade students in terms of vocabulary and sentence structures. Similar to the opinions of the students, the teachers felt positive concerning the level of writing and speaking activities. As for the listening, most teachers stated that due to the CDs being not understandable in terms of sound clarity, they had to skip listening activities.

In summary, results suggested that while students were not much negative about the difficulty level of the textbook, teachers reported that the textbook is well above the level of the 9th students. On the other hand, both groups believed that the reading passages in the textbook were difficult for the 9 th grades students. Both students and teachers perceived writing and speaking activities as being appropriate to the level of the students.

4.4 Physical Appearance of the Textbook

The third research question, 'To what extent is the textbook effective in terms of Physical Appearance?' was measured through ten items in the students' questionnaire and the responses are presented in Table 3.

Table 3: Means, Standard deviations and Percentages of the items on the physical appearance in the textbook

Item no	Item	Mean	SD	1(%)	2(%)	3(%)	4(%)	5(%)
9	The cover of the textbook is attractive	1.75	1.15	62.20	16.70	9.50	7.40	4.20
10	The layout of a page is quite attractive	2.56	1.33	31.50	16.10	26.80	16.40	9.20
11	I can follow the layout of a page easily.	2.99	1.23	36.70	31.30	8.00	14.50	9.50
12	The layout in the textbook encourages the students to do the activities.	2.35	1.24	33.00	25.00	22.30	13.40	6.30
13	The textbook is durable in terms of use.	2.34	1.38	16.70	10.10	19.30	30.10	23.80
14	The artwork (pictures, illustrations, graphs, tables etc.) in the textbook is up-to-date.	3.39	1.24	11.60	10.50	24.70	34.20	19.00
15	The artwork (pictures, illustrations, graphs, tables etc.) in the textbook is helpful to me to understand the lesson	3.39	1.21	9.80	10.70	30.70	28.00	20.80
16	The font type in the textbook helps me to follow the units easily.	2.97	1.16	13.40	18.80	34.50	24.10	9.20
17	The font size in the textbook helps me to follow the units easily.	3.12	1.21	13.40	16.00	28.00	30.70	11.90
18	The colours in the textbook look attractive.	3.07	1.37	20.50	12.80	22.60	27.70	16.40

1=Strongly Disagree 2=Disagree 3=Somewhat Agree 4=Agree 5=Strongly Agree

As table 3 indicated, the majority of the students (78.9% disagreeing or strongly disagreeing) did not think that the cover of the textbook is attractive. Only 11.6 % of the students had positive attitudes towards the cover of the textbook and 9.5% somewhat agreed with the item. Almost half of the students (47.6% disagreeing or strongly disagreeing) perceived the layout unattractive. While 25.6 % thought that the layout of a page was quite attractive, slightly more than one quarter of the respondents (26.8%) somewhat agreed with the related item. Furthermore, more than half of the students (68% disagreeing or strongly disagreeing) did not believe that

they could follow the layout of a page easily. Moreover, more than half of the students (58%) did not think that the layout in the textbook encouraged students to do the tasks and activities.

The additional comments that students made seemed to support the above findings. 73 students out of 240 highlighted the unattractiveness of the layout and complained that the pages of the textbook seemed very crowded. Over 50 students suggested that the textbook include more pictures, illustrations, and authentic photographs so that they could get interested in the lesson.

The above findings revealed the negative attitudes of the respondents to the physical appearance of the textbook. However, there are some other aspects of the textbook concerning physical appearance that the respondents felt positive about. To begin with, more than half of the students (53.9% agreeing or strongly agreeing) reported that the textbook was durable in terms of use. Similarly, more than half of the students (53.2% agreeing or strongly agreeing) believed the artwork (pictures, illustrations, graphs, tables etc.) were up-to-date. Nearly half of the students (48.8% agreeing or strongly agreeing) stated that the artwork was helpful to the students to understand the lesson. It should be noted that 30.7% of the students somewhat agreed with the statement above. Slightly more than one third of the students (33% agreeing or strongly agreeing) pointed out that the font type in the textbook helped them to follow the units easily. More than one thirds of the students 34.5% somewhat agreed with the item, while 32.2% of the students did not think that the font type helped them to follow the content easily. It can be noted here that the respondents seemed

not very sure whether the font type was helpful to them or not in following the content easily. On the other hand, nearly half of the students (42.6% agreeing or strongly agreeing) believed that the font size in the textbook helped them to follow the content easily and 28% of the students somewhat agreed with the item. Almost half of the students (44.1% agreeing or strongly agreeing) thought that the use of colour in the textbook looked attractive and 27.7% of the students somewhat agreed with the related item.

Interviews with eight teachers also verified the findings of the questionnaire. The teachers were asked, "What do you think about the Physical Appearance of the textbook (cover, layout artwork etc)?" All the teachers stated that not only the cover of the textbook but also the layout of a page was unattractive. In fact one of the teachers stated that she even got bored when she opened the pages of the textbook. They all expressed that the pictures drawn under the reading passages had no aim but served only as a cosmetic function. The teachers overwhelmingly stated that such pictures drawn under the reading passages made it difficult for the students to read and comprehend the text. They concluded that the layout in the textbook did not encourage their students to do the tasks and activities. On the other hand, all of the teachers seemed to be positive about the font size, font type, and artwork. However they still suggested the physical appearance of the textbook be made more interesting by including more pictures that could both enhance learning and motivation of the students.

In summary the quantitative and the qualitative data revealed that both the students and the teachers' perceptions about the physical appearance of the textbook with regard to font type, font size, artwork and colors used were positive. On the other hand, neither the students nor the teachers agreed that the cover of the textbook and the layout of a page were appealing to student's interest. This might be due to the fact that reading passages and pictures looked overlapping in many units in the textbook, which made it difficult for the students to follow the layout easily.

4.5 Content in the Textbook

The fourth research question, 'To what extent is the textbook effective according to Content in the Textbook?' was measured through 13 items in the students' questionnaire and the responses are presented in Table 4.

As table 4 indicated overall, the students were not satisfied with the content of the textbook. They had also some expectations in relation to the content. While almost half of the students (43.2 % disagreeing or strongly disagreeing) did not think that the topics of the units were interesting for them, only less than one third of the students (30.1% agreeing or strongly agreeing) thought that the topics in the textbook were interesting. The additional comments that the students made with regard to the related item highly supported the above findings. That is 115 students out of 240 stated that the topics of the units were not interesting for them. The students also highlighted that they did not like the textbook "New Bridge to Success 3" Most of the students also expressed that they did not want to open even a page in the textbook. Compared to the above findings, more than 40% of the students agreed or

strongly agreed that reading passages and examples in the textbook were related to their daily lives. Slightly more that one quarter of the students (25.5%) somewhat agreed with the statement that, "the reading passages and examples in the textbook are related to our daily lives". Students, on the other hand, felt negative about the length of the reading passages. That is 50% of the students agreed or strongly agreed that the reading passages in the textbook were too long. Slightly more than 20% of the students (22%) of the respondents somewhat agreed that the reading passages in the textbook were too long. The additional comments that the students made also supported the above findings. That is 81 students out of 240 expressed that not only the reading passages but also the units in the textbook were too long. Furthermore, they highlighted that the reading passages did not appeal to their interest as well.

Almost half of the students (42.6 % disagreeing or strongly disagreeing with the related item) did not believe that the units in the textbook provided them with sufficient coverage of skills. 26.5 % of the students somewhat agreed that the coverage of skills in the textbook was sufficient. This result depicted that the students were not very positive about the practice of skills, which were reading, speaking, listening and writing. Nearly two thirds of the students (59.8%) disagreed or strongly disagreed with the item: 'I find Fun Corner part in the textbook instructive.' Only 14.3 % of the students somewhat agreed with this statement and 24,4 % of the students (agreed or strongly agreed) attributed educational value to the mentioned part. Likewise more than 59 % of the students disagreed or strongly disagreed that 'Fun Corner' parts in the textbook were enjoyable.

Students comments seemed to lend support the above findings as 93 students out of 240 indicated that 'Fun Corner' parts were very boring and had no instructive value either. Results indicated that students found the 'Fun Corner' parts of the textbook neither instructive nor enjoyable. The majority of the students expressed a desire to see more activities involving fun in their textbooks.

The findings also revealed some expectations of the respondents related to the content of the textbook. More than 40% of the students expressed a desire for having songs in the textbook to make language learning easier. They thought that English songs involved in the textbook would facilitate their English and 17.9% of the respondents somewhat agreed with this statement. Half of the students believed that biographies of famous people involved in the textbook would facilitate their English. More than 10% percent of the students (14.3%) somewhat agreed with the item. Furthermore, more than half of the students (53.9% agreeing or strongly agreeing) shared a similar view for the multiple choice tests and stated that such tests involved in the textbook would facilitate their English as well. Nearly half of the respondents (45.6% agreeing or strongly agreeing) believed that topics such as bad habits, health etc. which provided students with some knowledge would also facilitate their English.

What is more, nearly half of the students (47.3% agreeing or strongly agreeing) stated that the topics were up-to date. More than one quarter of the students (29.2%) somewhat agreed with the statement. This might also show that topics' being up to-date does not mean that they should appeal to their interests as well.

Table 4: Means, Standard deviations and Percentages of the items content in the textbook

Item no	Item	Mean	SD	1(%)	2(%)	3(%)	4(%)	5(%)
19	The topics of the units are interesting for the students.	2.75	1.34	25.00	18.20	26.70	17.30	12.80
20	Reading passages and examples in the textbook are related to our daily lives.	3.13	1.26	14.30	16.40	25.50	29.50	14.30
21	The reading passages in the textbook are quite long.	3.21	1.25	10.10	18.80	21.70	25.30	24.10
22	The units in the textbook provide sufficient coverage of skills (speaking reading etc.).	2.71	1.32	26.50	16.10	26.50	21.40	9.50
23	I find "Fun Corner" part in the textbook instructive.	2.28	1.40	45.50	14.30	15.80	15.50	8.90
24	I find "Fun Corner" part in the textbook enjoyable.	2.36	1.40	40.50	18.50	14.80	16.70	9.50
25	I think English songs involved in the textbook would facilitate our English.	2.93	1.52	28.90	11.90	17.60	20.80	20.80
26	I think Biographies of famous people involved in the textbook would facilitate our English.	3.35	1.29	11.60	14.30	24.10	27.10	22.90
27	I think multiple choice tests involved in the textbook would facilitate our English.	3.47	1.26	9.80	11.90	24.40	29.20	24.70
28	I think topics providing us some knowledge would facilitate our English.	3.24	1.26	12.50	14.90	27.00	27.40	18.20
29	The units in the textbook include topics which are up- to- date.	3.26	1.11	8.90	14.60	29.20	36.30	11.00
30	Topics covered in the units encourage students to communicate in the target language with each other.	2.46	1.26	29.80	22.30	22.60	19.30	6.00
31	The textbook includes topics that reflect our culture as well.	2.73	1.23	20.80	21.50	30.40	19.00	8.30

1=Strongly Disagree 2=Disagree 3=Somewhat Agree 4=Agree 5=Strongly Agree

More than half of the students (52.1 % disagreeing or strongly disagreeing with the related item) did not believe that the topics covered in the units encouraged students to communicate in the target language among them.

Nearly half of the students (42.3 % disagreeing or strongly disagreeing with the related item) did not think that the textbook included topics that reflected their culture. While only 27.3% of the students reported that they agreed with this statement, less than one third (30.4%) of the students somewhat agreed that the textbook included topics that reflected their culture as well.

In the interviews 8 teachers were asked the following question about the content of the textbook: "what do you think about the content of the book? Is it effective enough to help students to gain language skills? If not what are your suggestion about the content?" Interviews with the teachers revealed that in general students and teachers did not differ in their perception in relation to the particular criterion. Thus, all the teachers stated that the titles of the units seemed up-to-date and related to students' daily lives, where as the topics were not interesting for the students. All the teachers expressed that this might be due to the fact that the reading passages in the units were too long and included too many unknown words and complex sentence structures. They also emphasized such negative factors made the passages too difficult for the students to comprehend and do the related tasks. They highlighted that students lost interest to the lesson when they could not get out of the difficulty in understanding the reading passages and as a result they became unwilling to do the reading activities.

As for the coverage of four language skills, all the teachers expressed that the textbook did not seem effective in helping students acquire four language skills (reading, writing, listening speaking). Considering the reading skills, the teachers believed that the textbook did not improve the students' reading skills due to some reasons. As the reading passages were too long, most of the times they had to summarize the passages so that the students could comprehend them. This might indicate that the reading passages were above the level of the students. As for the writing skills, 5 teachers out of 8 stated that the writing sections of the textbook seemed adequate. However, they also mentioned that their students were not willing to do the writing tasks, as they did not like writing at all.

The teachers seemed unsatisfied with the textbooks developing the speaking skills. Six teachers out of eight stated that the topics covered in the units did not encourage the students to communicate in the target language. Comparing the "New Bridge to Success", with the previous coursebooks used at Super Lycees, the teachers stated that the speaking sections in their previous textbooks that were written by the foreign publishers were more enjoyable and facilitated communication in the target language. They pointed out that since the discussion questions in the speaking sections were difficult most, students had a tendency to avoid doing the speaking tasks. As for the listening skills, all the teachers stated that they had to skip the listening parts due to the fact that recordings were not clear and understandable.

Sharing the similar view with the students, all the teachers stated that 'Fun Corner' parts in the textbook were neither instructive nor enjoyable. Furthermore, like students, teachers had a desire for more fun in the textbook. Besides they suggested

that there should be more topics appealing to the interest of the youth. They also expressed a desire for popular songs to be involved in the textbook

In summary, when the perceptions of both teachers and students on the content were taken into consideration, it can be concluded that they did not find the textbook effective in terms of this particular criterion. According to the results, both the teachers and the students agreed that the reading passages in the textbook were quite long. Teachers highlighted the fact that reading passages consisted of too many unknown vocabulary items and confusing sentence structures. To continue with the results, both teachers and students agreed that the units did not provide sufficient coverage of skills. Both groups believed that the topics covered in the units failed to encourage students to communicate in English with each other. In addition, like the students, teachers also found the Fun Corner' parts boring. Furthermore, both groups had a desire for more fun and popular songs as well. Students also suggested the textbook should involve biographies of famous people, multiple choice tests and more topics providing the students with some knowledge.

4.6 Exercises and Activities in the Textbook

The fifth research question, 'To what extent is the textbook effective according to Exercises and Activities in the Textbook?' was measured through 12 items in the students' questionnaire and the responses are presented in Table 5.

As table 5 indicated, more than half of the students (52.4 % disagreeing or strongly disagreeing) did not believe that the exercises and activities in the textbook were interesting. Only 18. 2 % (agreeing or strongly agreeing) found the exercises and

activities interesting and Slightly more than 40% of the students (40.1 % disagreeing or strongly disagreeing) did not think that the activities and exercises in the textbook were appropriate for their level while only 30.9 % (agreeing or strongly agreeing) pointed out that they were appropriate. More than half of the students (58 % disagreeing or strongly disagreeing) expressed that the activities and exercises in the textbook did not increase their desire to learn English. While only 21.8% of the students agreed that the activities and exercises in the textbook increased their desire to learn English, slightly more than 20% of the respondents (20.2 %) somewhat agreed with the item. Almost half of the students (48.2 % disagreeing or strongly disagreeing) did not think that the activities and the exercises in the textbook increased their participation to the lesson.

The additional comments the students made in relation to the effectiveness of exercises and activities supported the above findings. Seventy-six students out of 240 emphasized that they really got bored while doing the tasks, exercises and activities and as a result, they did not want to participate the lesson. Fifty-five students out of 240 wrote that the textbook itself did not encourage them to take part in the learning process.

As for the interaction patterns made use of in conducting the tasks/activities, almost half of the students (48.8 % disagreeing or strongly disagreeing) did not agree that the tasks and activities in the textbook encouraged pair or group work. Less than one third of the students (21.1 % agreeing, 8.6 % strongly agreeing) and slightly more than 20 % somewhat agreed that the reading activities and exercises in the textbook helped them improve their reading skills. This implies that most of the students do

not perceive the reading sections in the textbook as useful to improve their reading skills.

Table 5: Means, Standard deviations and Percentages of the items on exercises and activities in the textbook

Item no	Item	Mean	SD	1(%)	2(%)	3(%)	4(%)	5(%)
32	The exercises and activities in the textbook are interesting.	2.42	1.20	30.10	22.30	29.40	12.20	6.00
33	The activities and exercises in the textbook are appropriate for our levels.	2.81	1.28	21.10	19.00	29.00	19.90	11.00
34	The activities and exercises in the textbook increase my desire to learn English.	2.35	1.24	33.60	24.40	20.20	17.00	4.80
35	The activities and exercises in the textbook increase my participation in the lesson.	2.54	1.26	28.90	19.30	26.80	18.50	6.50
36	The activities in the textbook sufficiently encourage collaborative work (group and pair work).	2.58	1.26	25.90	22.90	26.20	17.00	8.00
37	The reading activities and exercises in the textbook help me improve my reading skills.	2.82	1.21	18.20	20.20	31.90	21.10	8.60
38	The activities in the textbook help me improve my writing skills.	2.62	1.21	24.40	18.80	33.90	16.10	6.80
39	The speaking activities in the textbook encourage me to use English in the classroom.	2.65	1.28	24.10	24.40	22.70	19.90	8.90
40	The speaking activities in the textbook provide me use English outside the classroom in daily life.	2.59	1.27	26.80	21.40	26.20	17.60	8.00
41	The listening texts in the textbook are interesting.	1.89	1.08	49.70	24.10	16.10	7.70	2.40
42	I find the conversations that I listen through the tape-recorder clear and understandable	1.56	0.93	65.50	20.80	8.00	3.90	1.80
43	The listening activities in the textbook help me to improve my listening skills.	1.96	1.16	49.10	22.00	16.40	8.90	3.60

1=Strongly Disagree 2=Disagree 3=Somewhat Agree 4=Agree 5=Strongly Agree

Fewer (16.1 % agreeing, 6.8 % strongly agreeing) expressed that the tasks and activities in the textbook helped them improve their writing skills which may indicate that most of the students do not perceive the writing sections in the textbook as useful to improve their writing skills.

Nearly half of the students (48.5 % disagreeing or strongly disagreeing) did not believe that the speaking activities in the textbook encouraged them to use English in the classroom. Similarly almost half of them (48.2 % disagreeing or strongly disagreeing) did not think that the speaking activities in the textbook helped them use English outside the classroom in daily life as well.

A majority of the respondents (73.8 % disagreeing or strongly disagreeing) did not think that the listening texts in the textbook were interesting. More than 86 % of the students disagreed or strongly disagreed that the conversations that they listened through the tape-recorder were clear and understandable. This item elicited the lowest agreement (1.8 %) indicating that most of the students did not believe that the listening materials were effective in terms of sound clarity. In parallel with the above findings most of the students (71 % disagreeing or strongly disagreeing) expressed that the listening activities in the textbook did not improve their listening skills.

In the interviews conducted with eight teachers, they were asked to respond the question ‘what do you think about the exercises and activities in the textbook? Of the eight teachers interviewed, six of them pointed out that the activities and exercises in the textbook did not appeal to students’ interest. They also stated that this decreased

their desire to learn English. Besides they also mentioned that the activities and exercises seemed to be above the level of the students due to the confusing sentence structures and vocabulary load. They concluded that due to such reasons mentioned above, the activities and exercises discouraged involvement of the students in the learning process. All the teachers, on the other hand, agreed that the textbook was effective in encouraging learner interaction in the classroom.

As for the development of the students' reading skills, all the teachers agreed that the textbook was not effective in helping students to improve their reading skills They explained that the reasons were the reading passages' being long and difficult to comprehend. They overwhelmingly agreed that those reading passages included too many unknown vocabulary items and complex sentence structures. They stated that warm-up activities were adequate. However, they had difficulty in doing the reading exercises due to the reasons mentioned above. As for the writing skills all the teachers found the textbook effective in improving students' writing skills, whereas they did not agree that the speaking activities helped the students to use the target language in the classroom. Three teachers, however, stated that as the students' knowledge was restricted about the discussion points in some units, students were not motivated to speak.

In summary the results revealed that both students and teachers agreed that the activities and exercises did not appeal to students' interests. While students thought that the activities and exercises did not encourage collaborative work, teachers believed that the textbook was effective in interaction patterns. Both teachers and

students agreed that the textbook did not practice the four skills (reading, writing, speaking, listening) in a balanced way

4.7 Vocabularies and Grammar in the Textbook

The sixth research question, 'To what extent is the textbook effective according to Vocabulary and Grammar?' was measured through 4 items in the students' questionnaire and the responses are presented in Table 6.

As table 6 indicated, more than 69 % of the respondents agreed or strongly agreed that the reading passages consisted of too many unknown vocabulary items. The additional comments that the students made supported the above findings. Surprisingly the vast majority of the students (160 out of 240 respondents) expressed that the reading passages consisted of too many unknown vocabulary items, which made reading passages difficult to comprehend. It should be stated that students perceived this as a highly de-motivating factor in improving their reading skills.

More than 63 % of the students disagreed or strongly disagreed that the textbook included adequate number of exercises and activities to revise the new vocabulary. More than half of the respondents (54.5 % disagreeing or strongly disagreeing with the related item) did not believe that the vocabulary exercises in the textbook made vocabulary learning easier for them.

Table 6: Means, Standard deviations and Percentages of the items on vocabulary and grammar in the textbook.

Item no	Item	Mean	SD	1(%)	2(%)	3(%)	4(%)	5(%)
44	There are too many unknown words in the textbook.	4.00	1.26	6.50	8.00	16.10	17.60	51.80
45	The textbook includes adequate number of exercises and activities to revise the new vocabulary.	2.39	1.24	28.60	34.50	11.90	19.60	5.40
46	The vocabulary exercises in the text book make vocabulary learning easier for me.	2.59	1.33	26.20	28.30	16.40	19.00	10.10
47	The grammar points in the textbook are presented in a clear and understandable way.	2.33	1.29	33.30	31.30	12.20	15.50	7.70

1=Strongly Disagree 2=Disagree 3=Somewhat Agree 4=Agree 5=Strongly Agree

Most of the students (64.6 % disagreeing or strongly disagreeing with the related item) did not think that the grammar points in the textbook were presented in a clear and understandable way. The additional comments of the students supported the above results on the presentation and clarity of grammar. That is 92 students out of 240 expressed a desire for a more clear and comprehensible grammar presentation in the textbook.

The interview analyses showed that all the teachers overwhelmingly agreed that the reading passages included lots of unknown words. They stated that the vocabulary items were inappropriate to the students' level as well. Due to the reasons mentioned above, those teachers stated that the vocabulary exercises in the textbook did not facilitate vocabulary learning for the students. Those teachers stated that vocabulary load was not reasonable for the student of that level. Two teachers highlighted that when they once counted the number of unknown words in a reading passage, they

found out that there were about 80 words that the students had never heard before. They indicated that due to the redundancy of the vocabulary items, looking up the meanings the words took much more time than doing the reading tasks. Five teachers mentioned that the textbook did not equip the students with strategies for handling the unknown words as well. They complained that the vocabulary items were not practiced and recycled in other units as well.

Interview results also showed that none of the teachers seemed happy with the presentation of the grammar points. They had to support the grammar sections with extra materials, which caused pacing problems then. They also added that there were even some mistakes in the grammar sections.

Quantitative and qualitative results indicated that both teachers and students were in strong agreement on the idea that that the textbook was not effective in terms of vocabulary and grammar teaching. Both parties also agreed that the reading passages involved too many unknown words. Teachers, on the other hand, emphasized that the students could handle neither the unknown vocabulary nor the activities and exercises that are supposed to facilitate the learning of new vocabulary. Similarly, both teachers and students thought that the presentation of grammar seemed unclear and incomprehensible.

4.8 Clarity of Instructions

The seventh research question, 'To what extent is the textbook effective according to Clarity of Instructions?' was measured through only one item in the students' questionnaire and the responses are presented in Table 7.

As table 7 indicated, 46.1 % of the students disagreed or strongly disagreed that they understood the instructions in the textbook easily.

Table 7: Means, Standard deviations and Percentages on the clarity of instructions

Item no	Item	Mean	SD	1(%)	2(%)	3(%)	4(%)	5(%)
48	I understand the instructions in the textbook easily.	2.62	1.18	21.40	24.70	30.70	16.70	6.50

1=Strongly Disagree 2=Disagree 3=Somewhat Agree 4=Agree 5=Strongly Agree

Only 23.2 % of the students agreed or strongly agreed the instructions in the textbook were comprehensible. Slightly more than 30 % of the students somewhat agreed with the related item. This might indicate that the students seemed not very sure about the clarity of the instructions in the textbook.

In contrast to the views of the students, all the interviewees expressed that even though their students understood the instructions, they still felt a need for the guidance of the teacher concerning the instructions.

4.9 Supporting Sources

The eighth research question, 'To what extent is the textbook effective according to Supporting Sources?' was measured through only five items in the students' questionnaire and the responses are presented in Table 8.

As table 8 indicates, students seemed to be positive about the consolidation parts in the textbook More than 42 % of the students, agreed or strongly agreed that the consolidation parts in the textbook helped them to revise what they have learned in the related unit. Slightly more than 27 % of them somewhat agreed with the statement. However students did not seem as contented with the workbook as they did with consolidation parts in the textbook

Table 8: Means, Standard deviations and Percentages of the items on the supporting sources

Item no	Item	Mean	SD	1(%)	2(%)	3(%)	4(%)	5(%)
49	The consolidation parts of the textbook provide me with opportunities to practice (revise) what I have learnt.	3.17	1.28	13.70	15.80	27.60	25.60	17.30
50	I can use the workbook as an independent source book.	2.51	1.33	31.00	22.00	21.10	16.70	9.20
51	The workbook serves as an extra load in terms of the grammar and the vocabulary learnt in the classroom.	2.98	1.38	21.70	13.70	27.40	19.60	17.60
52	The workbook helps me revise what I have learnt in the classroom.	2.82	1.34	23.80	15.80	27.70	19.60	13.10
53	The workbook consists of sufficient number of exercises.	2.94	1.33	19.30	18.80	24.70	22.60	14.60

1=Strongly Disagree 2=Disagree 3=Somewhat Agree 4=Agree 5=Strongly Agree

More than half of the respondents (53 % disagreeing or strongly disagreeing) did not believe that they could use the workbook as an independent source book. More than one third of the students (37. 4% agreeing or strongly agreeing) stated that the workbook served as extra load in terms of the grammar and the vocabulary learned in the classroom. More than one fourth of the students (27. 4%) somewhat agreed with this item. Furthermore, less than one third of the students (32.7% agreeing or

strongly agreeing) believed that the workbook helped them revise what they had learned in the classroom and 27.7 % somewhat agreed with this statement. Similarly, only 37.2% of the respondents agreeing or strongly agreeing thought that the workbook consisted of sufficient number of exercises. While almost one quarter of the students (24.7%) somewhat agreed with the statement, 38.1% of the respondents disagreed or strongly disagreed that the workbook consisted of sufficient number of exercises.

It should be noted that the above results concerning the effectiveness of the workbook seemed to be scattered equally. This might be due to the fact that in the interviews some teachers stated that the workbook was not used regularly as a source besides their textbook due to the pacing problem. This might have affected the validity of the findings regarding the effectiveness of the workbook.

The interview results indicated that teachers seemed positive about the consolidation parts in the textbook. All the teachers agreed that the particular parts helped students to revise what they had learned in the previous unit. However, they agreed with the students that the workbook served as extra load for the students. Only two teachers stated they gave some homework to the students from the workbook in relation to the grammar studies done in the class. Others stated that their students did not even have a workbook.

In summary, the results revealed that both students and teachers thought that the consolidation parts in the textbook enabled the students to revise what had been

learned previously. However, regarding the workbook, six teachers enlightened the researcher that the workbook was not used as a source book besides their textbook due to the pacing concerns.

4.10 Development of Learner Autonomy

The ninth research question, 'To what extent is the textbook effective according to 'Learner Autonomy?' was measured through six items in the students' questionnaire and the responses are presented in Table 9.

As table 9 indicates, students' opinions on the first item "the reading texts and activities in the textbook help me gain different points of views" seemed to be scattered almost equally. Less than one third of the students (30 %) agreed or strongly agreed with the item and slightly more than 30% of the students (30.1%) somewhat agreed with the related item. Almost 40 % of the respondents (39.9 %) disagreed or strongly disagreed with the statement. More than half of the students (52.9 % disagreed or strongly disagreed with the related item) did not think that the reading texts and activities in the textbook fostered their creativity. Less than one quarter of the students (21.2 % agreeing or strongly agreeing) stated that the reading texts and activities in the textbook fostered their creativity. 25.9% of the respondents somewhat agreed with this statement.

Similarly more than half of the respondents (55,6 % disagreed or strongly disagreed with the related item) did not think that the reading texts and activities in the textbook raised their interest and curiosity. While only 20.6% agreed with this

statement, 23.8% of the students somewhat agreed that the reading texts and activities in the textbook raised their interest and curiosity. More than 42 % of the students (disagreeing or strongly disagreeing) did not believe that the activities in the textbook help them to evaluate what they had or had not learned.

Table 9: Means, Standard deviations and Percentages of the items on the development of learner autonomy

Item no	Item	Mean	SD	1(%)	2(%)	3(%)	4(%)	5(%)
54	The reading texts and activities in the text book help me to gain different points of views.	2.78	1.28	22.60	17.30	30.10	19.60	10.40
55	The reading texts and activities in the text book foster my creativity.	2.43	1.25	31.50	21.40	25.90	14.90	6.30
56	The reading texts and activities in the text book raise my interest and curiosity.	2.39	1.24	31.80	23.80	23.80	14.30	6.30
57	The activities in the text book help me evaluate what I have learnt.	2.67	1.28	25.90	17.00	30.00	18.20	8.90
58	The textbook allows me to be more aware of my weaknesses while developing language skills (reading, writing, listening, speaking).	2.64	1.27	25.00	21.80	25.00	20.50	7.70
59	The textbook allows me to be more aware of my strengths while developing language skills (reading, writing, listening, speaking).	2.70	1.31	24.70	20.60	25.30	19.00	10.40

1=Strongly Disagree 2=Disagree 3=Somewhat Agree 4=Agree 5=Strongly Agree

While 27.1% of the students agreed or strongly agreed with this item 30 % somewhat agreed with the above statement. Similarly, nearly half of the students did not think that the materials allowed learners to be more aware of neither their weaknesses nor their strengths in developing the four skills (reading, writing, listening, speaking)

(46.8 % disagreeing or strongly disagreeing and 45.3 % disagreeing or strongly disagreeing with the related item respectively.)

In the interviews eight teachers were asked to respond the question 'Do you think the textbook consist of activities and exercises to improve learner autonomy?' All the teachers stated that the textbook did not provide sufficient opportunities to encourage students to be creative. They also did not think that the materials helped students to gain different points of views. They all indicated that the reading texts and activities failed to raise the students' interests and curiosity. Regarding the extent to which the textbook allowed learners to be more aware of their strengths and weakness, all the teachers indicated that the textbook could not provide the students with the opportunities to be aware of their weaknesses or strengths.

The qualitative and quantitative data revealed that in general students and teachers did not differ in their perception in relation to the development of learner autonomy. Both parties disagreed that the reading texts and activities involved opportunities that encouraged creativity, interest and curiosity.

They also disagreed that the activities helped students to discuss different points of views. Similarly, both teachers and students disagreed that the activities allowed students to be more aware of their strengths and weaknesses in developing four language skills.

4.11 Consideration of Learning Style Differences in the Textbook

The tenth research question, 'To what extent is the textbook effective according to the Consideration of Learning Style Differences?' was measured through three items in the students' questionnaire and the responses are presented in Table 10.

Table 10: Means, Standard deviations and Percentages of the items on consideration of learning style differences in the textbook

Item no	Item	Mean	SD	1(%)	2(%)	3(%)	4(%)	5(%)
60	The units in the textbook include sufficient number of visuals (graphs, diagrams, tables, pictures, etc).	2.77	1.35	24.70	19.10	23.50	20.20	12.50
61	The units in the textbook include sufficient number of activities that allow us learn through listening.	2.15	1.22	42.30	21.70	18.40	13.70	3.90
62	The units in the textbook include sufficient number of activities that allow us learn through moving in the classroom.	2.30	1.35	40.50	19.90	17.60	13.40	8.60

1=Strongly Disagree 2=Disagree 3=Somewhat Agree 4=Agree 5=Strongly Agree

As table 10 indicated, nearly half of the students (43.8 % disagreeing or strongly disagreeing) did not believe that the units in the textbook included sufficient number of visuals. While 32.7 of the students agreed with this statement, 23.5 % of the students somewhat agreed with the related item. Most of the students (64 % disagreeing or strongly disagreeing) did not believe that the units in the textbook included sufficient number of activities that allowed them to learn through listening. Similarly, most of the students (60.4 % disagreeing or strongly disagreeing) did not think that the units in the textbook consisted of sufficient number of activities that allowed them to learn through moving in the classroom. The additional comments

the students made in relation to above item verified the above finding that 54 students out of 240 expressed a desire to have various activities such as games that would allow them to have both fun and be physically involved in the lesson.

The results of interviews with eight teachers seemed consistent with the findings of the questionnaire. Of the eight teachers, six teachers stated that the artwork seemed helpful for the students to understand the information in the text as they required students to organize it in a chart, table or diagram. However, they pointed out that there could be more visuals such as pictures, and authentic photographs which would appeal to the interest of the students.

Regarding the opportunities to allow learning through listening, all the teachers stated that such sections failed to enable the students to learn through listening due to the technical problems.

Similar to the findings of the quantitative analyses, all the teachers stated that the units in the textbook did not include sufficient number activities facilitating learning through moving in the class. They suggested that there should be more activities that would meet the needs of kinesthetic students.

In summary, the results revealed that while students somewhat agreed that the units in the textbook included sufficient number of visuals, teachers, on the other hand, had a desire to have more visuals that would enhance motivation and participation of their students. Neither the teachers nor the students agreed that the textbook included a variety of activities that could meet the needs of auditory and kinesthetic students.

4.12 Teacher's Book

The last research question of this study was asked only to the teachers. They were asked to respond the following questions: "What do you think about the Teacher's Book. Do you have any difficulties in using it? How long it help you with your teaching?"

All of the teachers stated that the teacher's book served only as an answer key to the exercises in the textbook. Three of the teachers expressed that they only used the teacher's book to have an idea about the warm - up stages. They all complained that the teacher's book did not help them with each new type of the lesson introduced. They added that they sometimes needed some background information about a new topic. Besides, they all complained that the particular teacher's book did not provide practical activities/ideas for the teachers to use in the class either. All the teachers indicated that the teacher's book could have included some games, activities involving some fun and popular songs to be used through the end of the lessons. They stated that such extra materials save the lessons from monotony. The teachers were asked if the teacher's book gave advice on a variety of lesson presentation techniques. They all stated that they were not provided with such advice. However, they all added that it could have been really helpful if the teacher's book gave some advice on different techniques.

In sum, the qualitative analyses showed that all the teachers seemed to be unhappy with the teacher's book. They believed that it did not really appeal to their needs.

4.13. Summary of the results

Below table (table 11) shows the mostly stated positive and negative characteristics of the textbook by the students and the teachers in terms of priority. It should be noted that the answer of the sixteenth question in the interview schedule, which was, "Could you tell three strongest and weakest parts of the textbook you are using at present?" was shown in Table 11 as well.

Table 11 : The strength and weaknesses of the textbook "New Bridge to Success 3" from the perspectives of the students and teachers.

Strength (students)	Strength (teachers)
• The artwork (pictures illustration graphs, tables, etc in the textbook is up-to-date. • The artwork (pictures illustration graphs, tables ,etc in the textbook is helpful for me to understand the lesson.	• The artwork (pictures illustration graphs, tables, etc. in the textbook is up-to-date • Consolidation parts in the textbook are helpful for the students to practice what they have learned. • The textbook is durable in terms of use • Titles of the reading passages are interesting • The font type, font size, and the use of colour in the textbook seem to be appropriate for the students. • The activities and exercises encourage pair work and group work. • The instructions are clear for the students. • Reading passages and examples in the textbook are related to their daily lives. and the topics are up –to-date

Table 11: The strength and weaknesses of the textbook "New Bridge to Success 3" from the perspectives of the students and teachers.

Weaknesses (students)	Weaknesses (teachers)
• There are lots of unknown words in the reading passages. • Students do not find the conversations that they listen from the tape recorder clear and understandable. • The cover of the textbook is not attractive for the students. • The presentation of grammar is not clear and understandable. • The layout in the textbook does not have a motivating effect for the students to do the activities and they are not attractive either. • "Fun Corner" parts in the textbook are not instructive and enjoyable. • The activities and exercises in the textbook do not increase students' motivation to learn English. • The activities do not increase students' participation in the lesson. • The reading texts and activities in the textbook do not foster students' creativity and they do not raise their curiosity and interests either. • The units in the textbook do not include sufficient number of activities that allow the learners to learn through listening and moving in the classroom. • The textbook do not include adequate number of exercises to revise new words.	• There are lots of unknown words and confusing sentence structures in the reading passages • The tasks and activities are not logically sequenced. • The level of the textbook is high for the ninth grades students. • The presentation of grammar in the textbook is not clear and understandable • The reading passages in the textbook are difficult for the ninth grades students. • The reading passages in the textbook are quite long • The layout in the textbook does not have a motivating effect for the students to do the exercises. • The topics are not interesting. • The recordings are not clear. • The activities and exercises do not really develop students' four language skills (reading, writing, speaking, listening). • The exercises and activities are not interesting for the students and they do not increase their desire to learn English either.

CHAPTER 5

DISCUSSION AND CONCLUSIONS

This chapter presents the discussions of the findings and conclusions of the study in relation to the literature and suggests implications for research and practice and outlines related research..

5.1 Selection and Organization of Content

The results of analyses revealed that the textbook was not very effective in terms of selection and organization of content features. While the students felt in the middle about the tasks and activities moving from simple to complex, teachers overwhelmingly agreed that the tasks and activities were not organized in a clear and logical sequence. This might imply that the students might not very much aware of the organization and grading of the materials. This reveals the necessity of informing and orienting the students about the organization and linkage of the materials in the textbook. The learners should know that the skills, tasks and activities are graded in terms of difficulty throughout the textbook. Breen and Candlin (1987) points out that the selection and organization of content in the materials is quite important. They stressed that organization of the materials should be done in such a way that learners can work on them and **i**nternalize the content. Materials should be organized for simple and familiar 'thing' to more complex and 'less familiar'. Breen and Candlin (1987) also mentioned the importance of continuity in the materials. They indicate

that after the determination of the content, it is divided up, logically sequenced and finally provided with particular continuity.

On the other hand, both teachers and students indicated that reading passages in the units and listening, writing and speaking activities coming afterwards were presented in an integrated way. It should be noted that the students seemed aware of the fact that integration of reading into other skills may contribute to the reinforcement of what has been learned and practiced. As it is stated in the literature, integration of skills is essential in a sense that it can enable students to gain a deeper understanding of how communication works in the foreign languages as well as becoming more motivated when they see the value of performing tasks and activities in the class. (Mc Donough and Shaw, 1993)

Selection and organization of content is an important criterion in the materials evaluation process and it is routinely undertaken by most authors of teaching materials. Not only Breen and Candlin (1987) but also the other authors like Hutchinson and Waters (1987), Dougill (1987), Grant (1987) and McDonough and Shaw (1993) included items relate to the organization, sequencing, linkage and continuity of the materials or units in a textbook. It should also be noted that the results concerning the related item are similar to Ayman's (1998) study. Similar to this study, the results revealed that the instructors were much more aware of the sequencing and continuity of the materials and units of the textbook. However, unlike this study, Ayman's (1998) study indicated that the general feelings of the

instructors who were interviewed were that the sequencing of the materials within the unit and across the course was appropriate and clearly graded.

5.2 Level

Results indicated that teachers' perceptions about the level of the textbook were much more negative than the students' perceptions. The qualitative data indicated that most teachers perceived the textbook above the level of the students. They all agreed that the textbook was not appropriate for the language background and level of the intermediate students. This might be due to the fact that both teachers and students highly agreed that the reading passages in the units were quite difficult for the ninth grades students.

On the other hand both teachers and students felt positive about the level of writing and speaking activities in the textbook. However the results revealed that the majority of the students perceived the listening activities in the textbook as quite difficult for them. This might be due to the fact that the listening activities in the particular textbook were skipped because of the bad quality of the recording sound. Thus, students might have a negative attitude to the listening activities when they could not understand the context in the recordings. Therefore, the students might have thought that the listening activities were difficult for them to cope with. As stated by Cunningsworth (1995), it should be checked whether the coursebook deals appropriately with all for skills, taking the level into consideration. He also adds that there should be a suitable balance between skills and indicates that the reading passages and associated activities should be suitable for the language level of the

students. This further implies that the language background of the students for whom the materials are intended is quite important.

The findings related to level of textbook of this study revealed that both students and teachers were more likely to agree that the level of the particular text book was not appropriate for the level of 9th grade students. However, the appropriateness of the level of materials to the language level of students is one of the mostly mentioned critera in evaluating a textbook or a teaching material by researchers (Breen and Candlin 1987; Cunningsworth, 1995; Dougill, 1987; Grant, 1987; Sheldon, 1987; Skierso, 1991; Zenger, 1982).

5.3 Physical appearance

The results revealed that both instructors' and students perceptions about the physical appearance of the textbook seemed to be positive in terms of type type, font size, durability, art work and colors used. Besides, both groups agreed that the art work in the textbook was up to date. They also seemed happy because this helped the students to understand the lessons well.

However, both teachers and students were negative about other aspects related to physical appearance. That is the both groups disagreed about attractiveness of the cover and the layout. Students and teachers also felt very negative about the motivating effect of the layout on the performance of tasks. The interview results revealed that the teachers had specific complaints related to the layout in the textbook. Teachers pointed out that the pictures drawn under the reading passages

had no aim and served only as a cosmetic function. They highlighted the fact that due to this reason, students could hardly follow the layout and comprehend the text.

In general, it can be inferred from these results that both students and teachers expect the look and the cover of the book to be more colorful, attractive and interesting. These also indicated that students have found the layout of the textbook boring and monotonous. They expected that the layout should be more motivating for them as this might affect their performance on the tasks. This further implies the need for visual appeal of the materials to learners not only to facilitate their learning but also to motivate them.

In the literature, physical appearance of a textbook regarded as very important. All of the authors mention about the physical attractiveness of the materials and textbooks to motivate the students to study and to encourage them to take part in the teaching/learning process Griffifths (1995) points out that interesting, attractive, colorful, well-illustrated materials are more favorable for learners. Moreover, Mc Donough and Shaw (1993) also indicate clarity of layout and visuals such as tables, charts and diagrams as the two important criteria for textbook evaluation. Similarly, Skierso (1991) also proposes criteria for the evaluation of physical appearance of the materials in relation to such aspects as motivational attractiveness, organisational clarity and function, effectiveness in presentation, relativity, linkage and integration, effective and clear use of artwork, illustrative clarity simplicity and motivational atmosphere created within the language teaching materials. In fact, all these imply that appropriate layout and physical make-up contribute a lot to student learning and

motivation. At this stage it is possible to say that "New Bridge to Success 3"has not achieved to create positive feeling on the students, which can be considered as a failure in terms of the motivational attractiveness of the layout and the cover of the textbook. It should also be noted that the results concerning the motivational effect of the layout in the particular textbook and the attractiveness of the cover of the textbook are similar to the results of Ayman's(1998) study. Thus, this further implies that 'motivational attractiveness' is an aspect that seems to be neglected in the materials.

5.4 Content

The results revealed that both teachers and students felt negative about the textbook in the terms of 'content'. First of all, a great majority of students as well as teachers perceived the topics of the units in New Bridge to success 3 uninteresting. Although the students perceived the topics as up-to-date related to their daily lives, they thought that the textbook did not appeal to their interest. However, it is generally assumed that the topics which are up to date and related to the learner's daily lives are generally assumed to be interesting for the learners. This might be due to the fact that the reading texts included too many unknown words and complex sentence structures as the results revealed. For example, Cunningsworth (1995) states that the textbooks must include subject-matter and topics of the area of interest as part of real life. They should include topics that will draw their attraction and inform learners at the same time. He concludes that course materials that fail to cover relevant and interesting topics are in danger of losing the attention of its users. Breen and Candlin (1987) also highlights that the learners will automatically be interested in certain

themes and topics and the materials developers or textbook writers can anticipate what is relevant, interesting and motivating from the subject matter.

Similar to the students, the teachers do not perceive the topics in the particular textbook interesting. However, teachers mentioned that even though the titles of the reading passages seemed to be interesting and up to date, the lengthy passages filled with a great load of unknown vocabulary and complex sentence structures did not appeal to the students' interest. One conclusion that can be drawn from this is that regardless of the titles being interesting or not, when the reading texts in the units are lengthy and involve many unknown words and confusing sentence structures, it results with a failure for the students to cope with the reading sections.

The findings also indicated that the topics did not facilitate the improvement of speaking skills in the classroom. The students believed that the topics of the units do not encourage them to communicate in the target language with each other. However, as Cunningsworth (1995) states a really communicative textbook promotes meaningful communication among its users through relevant and interesting topics. Tomlinson (1998) also points out that learners should be given opportunities to use the target language to fulfill communicative purposes**.**

This above finding verifies the results about the sufficiency of coverage of four skills, namely reading, speaking, writing, and listening in the particular textbook. Teachers especially thought that the mentioned textbook does not provide sufficient number and variety of tasks and activities to improve all four skills which are

essential in language learning and emphasized thoroughly in the literature. Mc Donough and Shaw (1993) indicate that skill development is important and material developers should provide the students with sufficient opportunity to develop those skills through adequate practice. The conclusion that can be drawn from this result would be that material developers and textbook writers need to make sure that textbooks provide the particular group of learners with sufficient coverage of four skills namely, reading, writing, speaking and listening through adequate practice.

The results also revealed that Fun Corner sections in the "New Bridge to Success 3" were perceived neither instructive nor enjoyable. Each unit in the particular textbook consists of "fun corner" parts in which there are funny jokes. Both teachers and students expressed a great desire for more fun in their textbook. Moreover, both parties but especially students pointed out that the particular textbook should involve some popular songs, multiple choice tests, biographies of famous people, topics such as health, sport, habits etc, which would provide them with some knowledge. They believed that these would facilitate learning English. It can be drawn these results that students and teachers are in search of some additional materials that could appeal to their needs and interests.

The overall conclusion that can be drawn from these results would be that due to the uninteresting topics and lengthy reading passages full of unknown words and complex sentence structures, and insufficient coverage of skills, students are in search of new and different materials that are believed to contribute some variety to

the lesson, Those materials are also believed to motivate the students and encourage them to participate in the lesson

As the literature also reveals the content of a textbook is another important aspect to be examined. As Breen and Candlin (1987) pointed out that the content of an instructional material should be appropriate to the personal interests of the learners. They also emphasize that if the topics and themes expressed in the materials appeal to students' interests, the motivation level of students would increase.

It can be stated that there is not a parallelism between this comment and the results of the present study. Tomlinson (1998) also emphasizes that learner's curiosity, interest and attention should be drawn through variety (e.g. breaking up the monotony with an unexpected activity), attractive presentation and appealing content. It should be noted that learner are more involved when they are introduced texts that deal with topic/themes they are familiar with. In other words, when learners are introduced texts which appeal to their interest and knowledge of the world, they are more willing to engage in the learning process and do the related task and activities as it is also suggested in the literature. However, the particular textbook does not satisfy the students and the teachers with regards to its content, which is considered to be an important element in the literature by many authors in the evaluation and design of language coursebooks. (Breen and Candlin, 1987; Cunningsworth, 1995; Dougill, 1987; Hutchinson, 1987; Sheldon, 1987; Skierso, 1991; Tomlinson, 1998; Zenger,1982;)

5.5 Exercises and Activities

The quantitative and qualitative data analyses indicated that both the students and teachers perceptions about the activities and exercises of the textbook were negative in general. Both teachers and students believed that the exercises and activities were not interesting. Both groups tended to agree on the point that the activities and exercises were above the level of the students. As the teachers also indicated in the interviews, this might be due to the fact that the reading passages, tasks and exercises included a lot of unknown vocabulary items and complex sentence structures. Similarly, both teachers and students stated that the activities and exercises in the textbook failed to increase the students' desire to learn English. They also tended to agree that the activities and exercises in the textbook did not increase the students' participation in the lesson. It can be inferred that these two findings may have arisen as a result of the activities and exercises being uninteresting and boring for the students. Students may expect to see more activities and exercises which appeal to their interest and which encourage more personal involvement.

On the other hand, while the teachers tended to agree that the textbook was effective in encouraging student-student interaction in the classroom; students did not seem to agree with the teachers. This might be due to the fact that since they are not willing to do the exercises and activities, they perceived that the textbook did not enable students to work in pairs and groups.

The analyses depicted that the activities and exercises in the textbook did not really help students to improve their language skills namely reading, writing, speaking and

listening. Teachers especially negative about the effectiveness of the reading activities and exercises in improving the students' reading skills. This might be due to the difficulty level of the reading passages in the textbook as mentioned before by both groups. Teachers overwhelming agreed that students had specific problems related to the comprehension of the reading texts. As the additional comment made by the students revealed, the vast majority of the students expressed that they had difficulty in understanding the texts because of the excessive number of unknown vocabulary items and complex sentence structures in the passages. The interview results also verified this finding. One conclusion that can be drawn from this is that the difficulty level of reading passages appeared to be a negative factor that hinders the students from doing the related activities and exercises aiming to improve their reading skills. This comment seems to be in line with Cunningsworth's (1995). He states that the authors should check if the reading passages are of real interest and need of the learner as authentic as possible considering the level, well-presented and purposeful activities which help the learning process. It can be concluded that "New Bridge to Success 3" does not provide the particular group of learners with efficient reading exercises and activities that are appropriate to their needs and interests, language level and that aim to improve their reading skills

As for the writing skills, the results revealed that both teachers' and students' opinions about the writing activities were positive. Teachers especially believed that the writing activities and exercises in the textbook helped to improve their writing skills**.** However the problem was, as they stated, that students did not like doing the writing task, very much in general. It can be inferred that students find the writing

activities helpful, yet not very appealing to their interests. For this reason they might not be willing to write. One conclusion that can be drawn from this is that students are likely to find writing sections monotonous and uninteresting and expect their teachers to add some variety to the writing lessons so that they can be attracted to the lesson.

On the other hand, neither the students nor the teachers seemed to be happy about the effectiveness of the speaking and listening activities and exercises in improving speaking and listening skills. Both teachers and students agreed that the speaking activities and exercises in the textbook did not encourage the students to use English both inside and outside the classroom. Teachers stated that this might be due to the restricted knowledge of the students about the discussion points in some writing. This might also be due to the unappealing discussion parts and speaking activities to the interests of the students. Another reason might be that some students avoid speaking in front of their friends for fear that they might make mistakes. However, this problem can be overcome by setting up the scene very well. If the teachers set the scene and let the students get prepared to speak about the topic some time before the activities, the students would fell secure to speak. Obviously, their motivation will increase when they feel themselves secure. Grant (1987) highly emphasizes the "communicative aspect" of the textbooks and indicates that the students should be able to communicate in language as a result of using the textbook. Also, Skierso (1991) suggests that textbooks should provide meaningful communication through communicative tasks and activities.

As for the listening exercises and activities, it was found that the textbook was not adequate to improve students' listening skills. The qualitative and quantitative data analyses clearly indicated that the listening recorded materials had to be improved; otherwise the students would not be motivated enough do accomplish the listening activities and exercises. The results also revealed that on most classes, the listening parts in the textbook were skipped off due to these technical difficulties such as CDs being in sufficient in terms of sound quality, which highly discourage the students. Both teachers and students complained a lot about this situation. It can be inferred that since a vast majority of the respondents felt negatively about the clarity of the recorded materials, they responded significantly negatively to the other items as well, which were as follows; "the listening text in the textbook are interesting" and the listening activities in the textbook help me improve my listening skills".

Literature indicated that 'exercises and activities' involved in the textbooks are among the primary aspects of the textbooks that need to be evaluated. Many authors, like Zenger (1982), Dougill (1987), Hutchinson and Waters (1987) Grant (1987) Sheldon (1987) and Skierso (1991) all included items related to exercises and activities in the textbooks in their criteria and checklists .They emphasized the sufficiency, variety and adequacy of the activities .Breen and Candlin (1987) asked questions as to what extend the exercises and activities improve the skills and how the learner makes use of those skills.

When the results of the present study are observed, it can be seen that neither the teachers nor the students believed that the activities and exercises in the particular

textbook appealed to their interests and level. Besides, they thought that the particular textbook failed to increase both the learners' desire to learn English and their participation in the lesson in terms of the exercises and activities. Finally, the results revealed the exercises and activities in the particular textbook did not contribute significantly to the development of four language skills, namely reading, writing, speaking, listening. Although 'New Bridge success 3' aims to develop all four skills, it is obvious that it fails to achieve those aims in practice.

5.6 Vocabulary and Grammar

The results of the analyses revealed that vocabulary and grammar presentation sections of the textbook were the most criticized parts of the textbook. One of the most striking findings of this study was that the reading passages included too many vocabulary items. Teachers in the interviews emphasized that due to the vocabulary load in the reading passages, the students had great difficulty in comprehending the reading texts and doing the related tasks and activities.

Two of the teachers pointed out that once they counted the number of unfamiliar vocabulary items and came up with a number of 80. However as suggested by many ELT specialists suggest the number of vocabulary items to be taught in one lesson for active use should better not be more than seven (Celce-Murcia, 2001; Cunningsworth, 1995; Willis, 1982). As can be seen, eighty unknown vocabulary items to be taught in one lesson whether active or passive use is well above the optimal number. This is a burden for the student in comprehending the reading text which results in doing a lot of dictionary work. This may also cause de-motivation in

reading lessons. Dealing with such an excessive number of unknown words may also prevent teachers from using their instructional time effectively. Most teachers in the interviews stated that they spent a considerable time to summarize the reading text for the students. They also mentioned that teaching vocabulary takes most of the class time. It can be inferred from the results that excessive number of vocabulary items involved in the reading passages hinders the learners from improving reading skills.

The results also revealed that both teachers and students thought that the number of vocabulary exercises and activities were not sufficient to practice the new vocabulary. What's more, both groups agreed that vocabulary exercises do not facilitate vocabulary learning.

It can be inferred that "New Bridge to Success 3" is not conducive to equip the learners with strategies for handling the unknown vocabulary. Besides, both teachers and students complained that the newly learned vocabulary items were not recycled in subsequent lessons. Cunningworths (1995) emphasizes that recycling of vocabulary is an important consideration. He points out that learners should meet vocabulary items on several occasions and rather in different context so that they can fix those items in memory, gain fluency in using them and come up with a full understanding. Hinkel (2006) emphasized that a word should be encountered 12-20 times in order to be learned from a context. This further implies that textbook writers need to check that new items are recycled appropriately in the course.

In the literature, many authors perceive 'practice of vocabulary' very important in the materials evaluation and add the particular aspect in their guidelines and checklists. Skierso (1991) emphasizes that the practice of vocabulary in terms of suitability to the needs and interests of the students, readability, level, load suitability, context, load suitability adequate control of presentation, balanced distribution of words among the units and recycling encourage the positive attitude of the learner to the textbook and the course as well.

The results also revealed that the particular textbook was not effective in the presentation of grammar. Both students and teachers stated that the grammar sections in the textbook were not clear and comprehensible. The teachers pointed out that they had to use supplementary materials at the presentation and practice stages of grammar teaching. It can be noted that the particular textbook does not provide the students and the teachers with sufficient number and variety of grammar exercises.

It is stated in the literature that 'grammar' is considered to be one of the most important parts of any language course. Cunningsworth (1995) points out that the first considerations of textbook writes are what grammar items to include and to what extent they will correspond to learner needs. He believes that with the effective teaching of grammar, learners are equipped with the ability to make their own sentences and will be able use target language for their own purposes. Therefore, it can be drawn that textbook writers should guarantee that language teaching materials involve clear, effective and complete grammar presentations so that students can have good practice and concise review as Skierso (1991) also point out. Besides,

they should make sure that teachers are provided with sufficient and various grammar supplementary materials.

Consequently, from the results of the study in relation to the particular aspect of the materials, it can be concluded that both teachers' and students' perceptions about the vocabulary and grammar were negative. Thus, it reveals that 'New Bridge to Success 3' is not effective in terms of practice of vocabulary and presentation of grammar.

5.7 Clarity of instructions

The results revealed that the students' and teachers' perceptions about clarity of instructions in the textbook seemed to be different. The quantitative data revealed that students were not very sure about the clarity of instructions. However, teachers emphasized in the interviews that although most activities/tasks did not require the teacher to give further explanation, their students continued to ask for the clarification and conformation of their teacher whether they have understood the instruction correctly or not. The teachers expressed that some students even asked for the Turkish translation for the instruction. Two conclusions can be drawn from these results. First, students want to ensure that they have understood the instruction correctly and avoid any misunderstandings This might be due to the fact that language learners especially the weak ones have a fear making a mistake while doing the tests and want to be sure that they understood the instructions correctly. This is a frequently observed incidence in language classes. Second, this may be because the students are very much used to getting the instructions from the teacher.

It is obvious from the results that clarity of instruction is another aspect of language teaching materials that need to be examined because it helps to facilitate learning and spend time on the activities themselves rather than understanding how they should be coped with or what should be done. It should be stated that clarity of instructions is, in fact, critical to any language teaching materials. In other words, it is an important aspect which can be applied to any teaching materials. Thus, as Tomlinson (1999) point out it is one of the 'universal criteria' which is applicable to any specific unit of materials.

Jolly and Bolitho (cited in Tomlinson, 1998, p.17) indicates that 'part of effective pedagogical understanding of materials is effective and efficient writing of instruction, including the proper use of meta-language. They also state that one of the most important tasks of the materials writers should be to provide clear instructions to the activities and exercises which will meet the need for language –learning work. It is believed that poor instructions for use may waste a lot of valuable students. Therefore, clarity of instructions is also acknowledged to be one of the most common criteria referred to in various checklist and guidelines suggested by a number of authors (Dougill, 1980; McDonough and Shaw, 1993; Sheldon, 1988; Skierso, 1991; Tomlinson, 1999,)

5.8 Supporting Sources

The results about the supporting sources of the textbook indicated that both teachers and students felt positive about the consolidation parts of the textbook. They thought that those parts provided the students with useful practice. Teachers indicated that the

consolidation parts of the textbook provided sufficient number of exercises to review the book as well.

As for the effectiveness of the workbook the students somewhat agreed that the workbook provided sufficient exercises to practice what was learned in the textbook. However they also stated that it served as extra workload in terms of grammar and vocabulary learned in the class. Similarly, although the teachers reported that the workbook provided effective reinforcement for the grammar structures and vocabulary presented in the textbook, they also stated that they could not use the workbook effectively on regular bases because of the time allocated for the course. The conclusion that can be drawn this is that pacing seems to be an impediment to the exploitation of the workbook concerned, although it is considered to be a beneficial supplementary material for the retention of what's introduced in the textbook.

Literature indicated that 'supporting sources' is most important aspect of the textbook that needs to be evaluated. It is important that a textbook should be accompanied with other helping sources such as the workbook, which would provide additional practice for the learners. In all the criteria or checklists suggested by different authors such as Zenger (1982), Dougill (1987), Sheldon (1988), Skierso (1991), there is a part related to supporting sources. Although the importance of the supporting sources was emphasized in the literature, the findings of this study indicated that both the students and the instructors do not use the workbook very

effectively, which is known to be the main supplementary source of the particular textbook.

5.9 Development of learner autonomy

The results indicated that both students and teachers perceived the reading activities and exercises in the textbook as not being conductive in learner autonomy that is they did not involve opportunities that encouraged creativity, interest and curiosity. They also thought that those reading texts and activities did not help the students gain different points of views. This attributed to the fact that the reading passages in the textbook were found above the level of the students. They involved too many unknown vocabulary which were above their level as well. As a result, the reading passages and the related activities did not appeal students' interests and did not foster creativity and curiosity either. In addition, the reading passages and activities did not help the students to gain different points of views. Moreover, while students tended to disagree that the activities in the textbook helped them evaluate what they had learned, teachers, on the other hand, indicated that only the consolidation parts in the textbook were useful in that sense. Thus, this is not parallel to the fact that the textbooks should enable learners to judge how well they performed which requires learners to monitor their own progress.

In relation to the extend to which the textbook allowed learners to be more aware of their strengths and weaknesses while developing the four language skills, (reading, writing listening, speaking), the results revealed that while the students somewhat agreed that the materials allowed them to be more aware of their strengths or

weaknesses while developing the four skills, teachers, on the other hand, did not agree with the related item. This might be attributed to the fact that students need to be provided with more feedback about their performance in employing a variety of skills, strategies and techniques while dealing with activities in the textbook. At this stage, these finding are inconsistent with the fact that it is important to inform learners about the skills and strategies applicable for different learning contexts and evaluation of strategies, which enables learners to be aware of what they are doing and why they are doing it (Sinclair and Ellis, 1992).

Consequently, the results reveal that " New Bridge to Success 3" is not effective in raising awareness on how to employ various language learning strategies, skills and techniques. In addition, the students may not be well aware of the importance of the learner autonomy in language teaching materials.

5.10 Consideration of learning styles differences

The results revealed that both the students and the teachers' perceptions about the criterion "consideration of different learning styles" were negative in general. Both students and teachers agreed that" New Bridge to Success 3" included sufficient number of visuals to some extent However it should also be noted that they still demand some more visuals to be included in the textbook. This would accompany the activities and support learning.

On the other hand, the quantitative analyses revealed that there was not adequate number of activities that allowed the students to learn through listening. The overall

results of the items in relation to the listening sections revealed that the vast majority of the students had negative attitudes to those sections. This might be due to the bad quality of the recordings, as mentioned in the above paragraphs. Furthermore, both teachers and students agreed that the particular textbook lacked enough opportunities for the students to learn by being physically involved in the activities.

The results imply that both teachers and students are well aware of the fact that the activities should reflect a concern for learning styles differences so that the materials can address the needs, interests and expectations of visual, auditory, and kinesthetic learners, which is also emphasized by many authors in the literature (Celce-Murcia, 2001; McDonough and Shaw, 1993; Sheldon, 1987; Tomlinson, 1998; Yumuk, 1998;). Thus the important point for the materials developers is that they should be aware of and cater for differences of preferred learning styles in their materials. They should not assume that all learners benefit from the same approaches either. As Ornstein and Hunkins (1998) point out learners should be provided with various activities that address different learning styles which will in turn provide opportunities for a variety of strengths and as a result learners will not be restricted to one style of thinking or learning

5.11 Teachers Book

The qualitative data analyses revealed that the teachers' perceptions about the particular criterion were negative. The teachers complained that the teacher's book served only as an answer key to the exercises in the textbook. Furthermore, the results revealed that the teachers were not satisfied with the content of the teacher's

book. They stated that it did not provide the teachers with practical activities and ideas to use in the class. The results showed that the teachers had a great desire for a teacher's book which would give detailed guidance on ways how the activities could be exploited in the class. They also suggested that the teacher's book should provide some extra 'contingency' enjoyable activities for each unit, which teachers can draw on if necessary. They emphasized that such activities could save a lesson that is losing momentum as well. They expect a teacher's book to provide suggested procedures for the planning, preparation and teaching of a lesson, as well as some cultural background information, where necessary.

The conclusion that can be drawn from these results is that all the teachers are well aware of the significance of the teacher's book in the process of teaching a language. Regardless of their teaching experience, those teachers still seek guidance in what to do and how to do it.

As a component of a textbook, it is quite important to evaluate the teacher's book that is used with the textbook Again in almost all of the criteria or checklists presented by different authors, items related to the usefulness o, flexibility, layout, clarity, organization and guidance of the teacher's book are included (Cunningsworth, 1995; Dougill, 1987; McDonough and Shaw, 1993; Sheldon, 1987; Zenger, 1982). It is a widely known fact that most general EFL courses provide teachers' books as part of the whole materials package. They are important parts of the whole materials package because they have a considerable influence on guiding the teachers. As Cunningsworth (1995) points out 'a good teacher's book is

invaluable in offering, among other things, guidelines on how to make the best use of the course. (p.112)

5.12 Implications

5.12.1 *Implication for Practice*

As it is clear, in all the proposed models for material evaluation, selection and development of criteria is very important in the assessment of the effectiveness of the materials to the needs of the students in a teaching context. The criteria developed for the evaluation of the particular textbook were also based on the needs and priorities of the particular group of students. Teachers were also able to state their opinions on the textbook in a more conscious way with a kind of criteria on their minds. Thus this study aimed to let both the students and the teachers express their perceptions about the particular textbook they use in the classroom by taking into account various factors. It is believed that this study has provided both parties with a critical eye on their textbooks.

On the whole, the main conclusion that can be drawn from the results of this study is that both students' and teachers' perceptions about the particular textbook are negative in general. The results reveal that teachers' overall responses to the interviews verified the quantitative results. Thus, both quantitative and qualitative results of this study enable us to deduce some implications, which will provide guidance to the textbook writes and evaluators.

1. One of the most important implications that can be drawn from this study is the necessity to carry out a detailed needs analysis before designing a textbook. Both teachers and students' needs should be assessed and taken into consideration in preparing and evaluating a textbook by MONE. The syllabus should not be the only criteria in developing teaching materials. Needs analysis is also of crucial importance to determine the aims and objectives of the language learning programme in addition to its significance in determining the needs and interests of the learners. Cunnigsworth (1995) points out that coursebooks should correspond to learners' needs and match the aims and objectives of the language learning programme. The teachers perceived the aims and needs of the students in learning English as using the language in a communicative way, watching films, surfing the internet, reading and writing properly. In fact they stated that if they were supposed to prepare a language teaching textbook, it would be including more visuals, popular songs and activities reinforcing students to interact in meaningful contexts and more exercises to practice the grammar points in the textbook However the qualitative results revealed that the aims and objectives of the particular textbook were not sufficient to meet the needs and aims of the students. The teachers pointed out that the aims and objectives of "New Bridge to Success 3" are quite in line with the ninth grades English course syllabus prepared by MONE; however the needs aims and interests of the students are totally neglected in both. This further implies that MONE should carry out detailed needs analyses before designing textbooks to be used in all the public schools at all levels in Turkey.

2. One of the major finding of the study was that in general the students were negative about the interest level of the activities planned in the textbook and of the physical appearance as well. Including various topics and activities is crucial to increase and maintain interest level of the learners throughout the course. Regarding the physical appearance of the textbook, the students were very negative about the attractiveness of the cover and the motivating effect of the layout. This further implies that the maintenance of the interest level of content, tasks and activities and physical appearance in the materials requires materials developers to carry out a thorough analysis of the needs and interests of the learners. In fact, the students in their additional comments suggested that the units should have an attractive and motivating layout. Moreover, there should be interesting topics, enjoyable activities and the units should include more pictures.

3. It is of crucial importance to consider the level of the textbook according to the level of the students. Meantime the textbook should follow a logical sequence from simple to complex regarding the tasks and activities. With regard to the particular aspect of the textbook, the results of the study revealed that the level of "New Bridge to Success 3" was high for the intermediate level of students. The students were reported to become unwilling to do the tasks, exercises and activities. This has also affected adversely the overall motivation and interests of the students towards the course. This implies that textbook writers should consider the appropriateness of the textbook to the level of the students in order to avoid any negative attitudes towards the course as a result of using a textbook above their level

4. Recycling of vocabulary and presentation of grammar seems to be inadequate according to the results of the study. This further implies that textbook writers should provide students with sufficient number of exercises and activities to revise the new language in the subsequent lessons. It is of vital importance to enable the students to use the language as much as possible so that they can acquire the necessary knowledge and the skills of the language.

5. It is of vital importance to provide learners with reading materials that are relevant to the particular age group, appropriate for their needs and interests and that are appropriate for their language level as well. With regard to the particular aspect of the textbook, the results revealed that the reading passages in "New Bridge to Success 3" were lengthy for the intermediate level of students and they involved too many unknown words and complex sentence structures as well. Thus the study revealed that the students did not have any 'desire' to read the texts and do the related activities afterwards. Buckmaster (2005) underlines that if the students are not interested in the topic and the text, they will not read it as closely as they can and will be able to do the related activities. This further implies that materials developers and designers should make sure that the reading passages in EFL coursebooks appeal to the interest of the particular age group on the whole.

6. It is of vital importance to provide teachers with teachers' books that give advice on including sufficient variety of activity in lessons, on using topics of real interest to the learners, on adapting or extending coursebook exercises to match the level of the students. Teachers' books can also offer regular tests which are useful materials to

give students feedback on their progress and also to give teachers information on which areas of language should be revised. With regard to the particular aspect of the textbook, the results of the study revealed that teachers expected teachers' books guide them in all the way around in the language teaching process. This further implies the need to take into consideration the teacher preferences about the teachers' books.

7. It is also of crucial importance to consider the preferences of visual, auditory and kinesthetic learners that will ensure that a variety of activities which also help the learners to develop all four skills are incorporated in the materials. This further implies that materials developers should consider different learning styles while designing textbooks.

8. It is also important to raise the awareness of the teachers and even the students as to the development of learner autonomy through learner training elements which aim to provide learners with the abilities, strategies and confidence to take responsibility for their own learning. This further implies that materials developers should draw their attention to the incorporation of learner training elements into the EFL textbooks. It is also crucial that the textbook designers consider the Common European Framework criteria while developing EFL textbooks.

9. As a result of this study, it is verified that the particular textbook does not equally support some of the fundemental and manditory principles of foreign language teaching declared by MONE, which are developing the four language skills reading,

listening, writing, speaking), and integrating them in balance way, teaching from simple to complex and familiar to unfamiliar(logical sequencing), using visual and auditory aids, providing the learners with the opportunities to practice the target language used in daily communication, encouraging the learners to participate in the lesson effectively, and considering learning style differences.(M.E.B, 2002)

5.12. *2 Implications for Research*

1. In this study macro evaluation of a textbook was done. It is necessary to complement this study with a micro evaluation study. The micro-evaluation study which is on the task level can be implemented for this textbook. The micro evaluation can take place by means of observation tools, task evaluation sheets and journal keeping so as to see how tasks and activities work in the classroom. . Furthermore, a combination of both macro and micro evaluation studies will provide extensive feedback and help to identify both weaknesses and strengths of the materials concerned.

2. A further study could be constructed for the other textbooks that are designed for the other levels in the series in order to observe the cohesiveness.

3. The results indicated that the time allotted for the course (8 hours per week) does not enable the teachers to cover the 22 units as required by MONE. As a result of time restraints, the teachers had to skip some of the parts while exploiting the textbook. In fact, they stated that it would have been better if they had been allowed

to cover only 15 units during one academic year. This further implies that no matter how effective a textbook is, it will not achieve its aims at a desirable level unless the textbook is exploited within an appropriate pacing. Thus, before suggesting a textbook for teachers to use in the classroom, a pilot study should be conducted with a representative group of teachers and learners to assess whether the textbook is approprite to reach the goals of curriculum in practice.

4. Since the present study is the first study conducted to evaluate the textbook titled "New Bridge Success 3", the results need to be verified with a larger group of teachers and learners from different regions of Turkey.

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APPENDICES

APPENDIX I

Değerli öğrenciler,

Bu anket İngilizce derslerinde kullanmakta olduğunuz '*New Bridge To Success 3*" adlı ders kitabının sizlere İngilizce öğrenmenizde ne derece yardımcı olduğunu belirlemek için öğrenci görüşlerini almak amacı ile hazırlanmıştır. Lütfen kitap ile ilgili verilmiş olan her bir maddeyi dikkatle okuyarak size göre katılma derecesini uygun yere işaretleyiniz. Ankete adınızı yazmanız gerekmemektedir.

Görüşlerinizin "*New Bridge To Success 3"* adlı ders kitabının geliştirilmesi ve yeni hazırlanacak başka İngilizce ders kitaplarının hazırlanmasına katkıda bulunacağını düşünüyorum. Katkılarınızdan dolayı teşekkür ederim.

Işıl Çakıt
ODTÜ, Eğitim Bilimleri Bölümü
Yüksek Lisans Öğrencisi

Kişisel Bilgiler

Okulun Adı :_____ Yaşınız:_____ Genel not ortalamanız:_____

Sınıf/Şube adı :_____ Cinsiyetiniz : □Kız □Erkek 1.Dönem İngilizce notunuz:__

Anneniz yaptığı iş: _____

Babanızın yaptığı iş: _____

Annenizin en son bitirdiği okul:
□ 1. Okur yazar değil
□ 2. Okur yazar ama bir okulu bitirmedi
□ 3. İlkokul mezunu (5 yıllık)
□ 4. Ortaokul mezunu
□ 5. Lise mezunu
□ 6. Üniversite mezunu
□ 7. Üniversite üstü (Yüksek lisans veya doktora)

Babanızın en son bitirdiği okul:
□ 1. Okur yazar değil
□ 2. Okur yazar ama bir okulu bitirmedi
□ 3. İlkokul mezunu (5 yıllık)
□ 4. Ortaokul mezunu
□ 5. Lise mezunu
□ 6. Üniversite mezunu
□ 7. Üniversite üstü (Yüksek lisans veya doktora)

İngilizce dersini seviyor musunuz? □Evet □Hayır

İngilizce öğrenmek amacım.....
□ İleride iyi bir meslek sahibi olabilmek

 Dış yayınları kolay takip edebilmek (gazete, dergi, haber, vs)
 İnternette kolay gezinebilmek
 İngilizce uluslararası bir dil olduğu için
 Yabancı arkadaş edinebilmek
Başka belirtiniz :.....

Lütfen İngilizce ders kitabı ile aşağıda verilmiş olan her bir maddeyi okuyarak, katılma derecenize göre karşısındaki kutucuğa (X) koyarak işaretleyiniz.
1. Hiç Katılmıyorum
2. Katılmıyorum
3. Biraz Katılıyorum
4. Katılıyorum
5. Tamamen Katılıyorum

	Hiç Katılmıyorum	Katılmıyorum	Biraz Katılıyorum	Katılıyorum	Tamamen Katılıyorum
	1	2	3	4	5
1. Kitabımızdaki etkinlikler ve alıştırmalar kolaydan zora doğru hazırlanmış.					
2. Kitabımızdaki konuları kolaylıkla takip edebiliyorum.					
3. Ünitelerdeki okuma parçaları ve arkasından gelen dinleme, konuşma ve yazma aktiviteleri birbiriyle ilişkili devam ediyor					
4. Kitabın seviyesi 9. sınıf öğrencileri için zor					
5. Kitaptaki okuma parçaları 9. sınıf öğrencileri için zor.					
6.Kitaptaki yazma aktiviteleri 9. sınıf öğrencileri için zor.					
7..Kitaptaki dinleme aktiviteleri 9. sınıf öğrencileri için zor.					
8. Kitaptaki konuşma aktiviteleri 9. sınıf öğrencileri için zor.					
9. Kitabın kapağı ilgi çekici.					
10. Kitabın sayfa düzenlemesi oldukça ilgi çekici					
11. Kitabın sayfa düzenini kolaylıkla takip edebiliyorum.					
12. Kitabın sayfa düzeni öğrencileri aktiviteleri yapmaları için teşvik ediyor					
13. Kitap kullanım açısından oldukça dayanıklı.					
14.Kitaptaki görsel tasarımlar (resim, çizim, grafik tablo vs.) günlük hayatımızdaki olaylarla ilişkili					
15. Kitabın içindeki tablolar, resimler, fotoğraflar, şekiller konuları anlamamı kolaylaştırıyor.					

16. Kitapta kullanılan yazı karakteri konuları kolay takip etmemi sağlıyor.					
17. Kitapta kullanılan harf büyüklükleri konuları kolay takip etmemi sağlıyor.					
18. Kitapta kullanılmış olan renkler ilgi çekici					
19.Kitabın ünitelerini ilginç buluyorum					
20. Kitaptaki okuma parçaları ve örnekler günlük yaşantılarımızla ilgili.					
	Hiç Katılmıyorum	Katılmıyorum	Biraz Katılıyorum	Katılıyorum	Tamamen Katılıyorum
	1	2	3	4	5
21. Kitaptaki okuma parçaları oldukça uzun.					
22. Kitaptaki üniteler becerileri (okuma, yazma, dinleme, konuşma) kapsamlı bir şekilde işlemektedir.					
23. Kitabımızın 'Fun Corner' bölümünü öğretici buluyorum.					
24. Kitabımızın 'Fun Corner' bölümünü eğlenceli buluyorum.					
25. Kitabımızda İngilizce şarkıların yer almasının İngilizce öğrenmemizi kolaylaştıracağını düşünüyorum.					
26. Kitabımızda ünlü kişilerin hayat hikayelerinin yer almasının İngilizce öğrenmemizi kolaylaştıracağını düşünüyorum.					
27. Kitabımızda çoktan seçmeli testlerin yer almasının İngilizce öğrenmemizi kolaylaştıracağını düşünüyorum.					
28. Kitabımızda bilgi sağlayıcı konuların (kötü alışkanlıklar, genel kültür, sağlık,vs .) yer almasının İngilizce öğrenmemizi kolaylaştıracağını düşünüyorum.					
29. Kitapta ünite içerisinde güncel konular da yer alıyor.					
30. Ünitelerde kapsanan konular öğrencileri aralarında yabancı dil kullanarak iletişim kurmaya teşvik edicidir.					
31. Kitapta kendi kültürümüzü yansıtan konular yer alıyor.					
32. Kitaptaki aktiviteleri ilgi çekici buluyorum.					
33. Kitaptaki alıştırmalar ve aktiviteler seviyemize uygun.					
34. Üniteler içindeki aktiviteler ve alıştırmalar İngilizce öğrenme isteğimi arttırıyor.					
35. Üniteler içindeki aktiviteler ve alıştırmalar İngilizce dersine katılımımı arttırıyor.					

36. Kitaptaki aktiviteler birlikte (ikili, grup) çalışmayı yeterince teşvik ediyor.					
37. Kitaptaki okuma alıştırma ve aktiviteleri İngilizce okuma becerilerimin gelişmesine yardımcı oluyor.					
38. Kitaptaki aktiviteler İngilizce yazma becerilerimin gelişmesine yardımcı oluyor.					
39. Kitaptaki konuşma aktiviteleri öğrendiğim İngilizceyi sınıfta kullanmamı sağlıyor.					
40. Kitaptaki konuşma aktiviteleri öğrendiğim İngilizceyi günlük hayatımda kullanmamı sağlıyor (sınıf dışında).					
41. Kitaptaki dinleme parçaları ilgimi çekiyor.					
	Hiç Katılmıyorum	Katılmıyorum	Biraz Katılıyorum	Katılıyorum	Tamamen Katılıyorum
	1	2	3	4	5
42.Kitabın kasetinden dinlediğimiz konuşmaları açık ve anlaşılır buluyorum.					
43.Kitaptaki dinleme aktiviteleri İngilizce dinleme yeteneğimi geliştirmeye katkıda bulunuyor.					
44 Kitaptaki ünitelerin içindeki (okuma parçaları, örnek cümleler, alıştırmalar vs.) okuma parçalarında anlamını bilmediğim kelime sayısı çok oluyor.					
45. Kitap yeni öğrenilen kelimelerin tekrar edilmesi için yeterli sayıda aktivite ve alıştırma içeriyor.					
46. Kitaptaki kelime alıştırmaları kelime öğrenmemi kolaylaştırıyor.					
47. Kitaptaki gramer konuları açık ve anlaşılır şekilde anlatılıyor.					
48.Kitaptaki yönergeleri (açıklamaları) kolayca anlıyorum.					
49.Kitaptaki (consolidation) tekrar bölümleri bana öğrendiğimi uygulama (pekiştirme) olanağı sağlıyor.					
50. Alıştırma kitabını (workbook) bağımsız çalışma kitabı olarak rahatça kullanabiliyorum.					
51. Alıştırma kitabı derste işlenen dilbilgisi ve kelime öğrenimi bakımından ayrı bir yük getiriyor.					
52. Alıştırma kitabı sınıfta öğrendiklerimizi tekrarlamama yardımcı oluyor.					
53. Alıştırma kitabında yeterince alıştırma yer alıyor.					
54. Kitaptaki okuma parçaları ve aktiviteler konu ile ilgi değişik fikirler edinmemi sağlıyor.					
55. Kitapta yer alan okuma parçaları ve aktiviteler yaratıcılığımı geliştiriyor.					
56. Kitapta yer alan okuma parçaları ve aktiviteler					

bende ilgi ve merak uyandırıyor.					
57. Kitaptaki aktiviteler neyi öğrenip neyi öğrenmediğimi değerlendirmeme yardımcı oluyor.					
58. Kitap genel İngilizce becerilerimi (okuma, yazma, dinleme, konuşma) geliştirmeye çalışırken zayıf olduğum yönlerimi görmeme yardımcı oluyor					
59. Kitap genel İngilizce becerilerimi (okuma, yazma, dinleme, konuşma) geliştirmeye çalışırken iyi olduğum yönlerimi görmeme yardımcı oluyor.					
60.Kitabın üniteleri dersin işlenişine yardımcı olması için yeterli sayıda görsel malzeme içeriyor.(çizelge, grafik resim vb.)					
61.Üniteler dinleyerek öğrenmeye yönelik yeterli sayıda aktivite içeriyor					
62.Üniteler içinde sınıf içinde hareket etmemizi sağlayan yeterlisayıda aktivite var.(role-plays, projects)					

İngilizce ders kitabı ile ilgili olarak başka belirtmek istedikleriniz (yorum, eleştiri vs.)varsa yazınız.

_____
_____
_____
_____
_____
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_____
_____

APPENDIX 2

ÖĞRETMEN GÖRÜŞME SORULARI

Değerli Öğretmenler,

Bu görüşme soruları İngilizce derslerinde kullanmakta olduğunuz '*New Bridge To Success 3*" adlı ders kitabının sizlere İngilizce öğretmenizde ne derece yardımcı olduğunu belirlemek için sizlerin görüşlerini almak amacı ile hazırlanmıştır.

Görüşlerinizin "*New Bridge To Success 3"* adlı ders kitabının geliştirilmesi ve yeni hazırlanacak başka İngilizce ders kitaplarının hazırlanmasına katkıda bulunacağını düşünüyorum. Katkılarınızdan dolayı teşekkür ederim.

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Yüksek Lisans Öğrencisi

ÖĞRETMEN GÖRÜŞME SORULARI

Cinsiyet:
Branş:
Mezun olunan okul:

Kaç yıldır İngilizce Öğretmenliği yapıyorsunuz?

1. Sizce öğrencilerinizin İngilizce öğrenmedeki amaç ve ihtiyaçları nelerdir?
2. Sizce şu anda okuttuğunuz İngilizce ders kitabınız öğrencilerinizin bu amaç ve ihtiyaçlarını karşılamada yeterli mi?
3. Sizce M.E.B 9. SINIF İngilizce ders müfredatının amaçları ile kitabın amaçları ne derece paralellik gösteriyor?
4. Sizce kitapta kapsanan konular bir öğretim yılında tamamlanacak gibi mi planlanmış yoksa bu zaman yetersiz mi? Neden Yeterli? Neden yetersiz?
5. Kitabınızı "**İçerik düzeni**" açısından nasıl değerlendiriyorsunuz? (becerilerin (okuma, yazma , dinleme, konuşma) birbiriyle ilişkili olması, konuların kolaydan zora doğru gitmesi vs.) Daha iyi olması için neler yapılabilir?
6. Kitabın **"Seviyesi"** ni 9. sınıflar için nasıl değerlendiriyorsunuz ? Neden?
7. Kitabın **"Fiziksel Görünüş"**ü hakkında ne düşünüyorsunuz?(Görsel tasarımlar, yazı karakteri, sayfa düzeni vs.) Daha iyi olması için neler yapılabilir?
8. Kitap **"İçerik**" açısından nasıl sizce? Öğrencilere gerekli olan İngilizce dil becerileri kazandırmada yeterli mi? Yeterli değil ise neden? Daha yeterli olması için neler yapılabilir?
9. Kitap **"Kelime ve Gramer**" öğretimi açısından nasıl sizce?(ünitelerdeki kelime yükü, kelime alıştırmaları, dilbilgisi sunumu. vs) Daha iyi olması için neler yapılabilir?
10. Sizce Kitabın **"Açıklamaları"** yeterince açık ve anlaşılır mı?Öğrenciler anlamakta zorlanıyor mu? Neden?
11. Sizce kitap **" Farklı Öğrenme Stilleri"** ne hitap edecek şekilde yeteri kadar alıştırma ve etkinlik içeriyor mu? Nasıl? Örnek verebilir misiniz? Eğer yeterli değilse neler yapılabilir?
12. Sizce kitap **" Öğrenci Özerkliği"** ni geliştirmeye yönelik alıştırma ve etkinlik içeriyor mu?Nasıl? Örnek verebilir mi siniz? Eğer yeterli değilse neler yapılabilir?
13. Kitaptaki **"Alıştırmalar ve Etkinlikler**" hakkında ne düşünüyorsunuz?(özellikle becerilerle ilgili olarak..) Daha etkili olması için neler yapılabilir?
14. Kitabın **"Yardımcı Kaynaklar"** ı için ne düşünüyorsunuz? Kullanıyor musunuz? Kullanıyorsanız öğrencilerin İngilizce öğrenmesine ve sizin öğretmenize nasıl yardımcı oluyor ?
15. **"Öğretmen Kitabı**" hakkında ne düşünüyorsunuz? Kullanmada yaşadığınız güçlükler neler? Size nasıl yardımcı oluyor?
16. Kullandığınız İngilizce ders kitabının en olumlu üç özelliği ile en olumsuz üç özelliğini söyleyebilir misiniz? Neden?
17. Bir İngilizce ders kitabı nasıl olmalı? Siz olsaydınız nasıl bir kitap hazırlardınız?

Teşekkür ederim.
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Yükseklisans Öğrencisi

Table 1 - Means. Standard Deviations and Percentages of Students' Responses to the Items (N=336)

Item no	Item	Item mean	Item sd.	1(%)	2(%)	3(%)	4(%)	5(%)
1	The tasks and activities move from simple complex.	3,00	1,17	14,88	14,29	36,31	25,00	9,52
2	I can follow the units in the textbook easily.	2,88	1,14	16,07	17,26	35,12	25,30	6,25
3	The reading passages in the units and listening, writing and speaking activities coming after words are presented in an integrated way.	3,04	1,30	18,20	15,20	22,90	31,50	12,20
4	The level of the textbook is high for the ninth grades students.	3,10	1,38	19,00	18,20	16,70	25,60	20,50
5	The reading passages in the textbook are difficult for the ninth grades students.	2,74	1,29	11,30	18,50	24,10	25,00	21,10
6	The writing activities in the textbook are difficult for the ninth grades students.	2,61	1,23	22,90	25,30	28,60	14,30	8,90
7	The listening activities in the textbook are difficult for the ninth grades students.	3,29	1,30	14,60	14,90	14,00	40,50	16,10
8	The speaking activities in the textbook are difficult for the ninth grades students.	2,35	1,16	25,60	38,40	18,50	11,00	6,50
9	The cover of the textbook is attractive.	1,75	1,15	62,20	16,70	9,50	7,40	4,20
10	The layout of a page is quite attractive.	2,56	1,33	31,50	16,10	26,80	16,40	9,20
11	I can follow the layout of a page easily.	2,99	1,23	36,70	31,30	8,00	14,50	9,50
12	The layout in the textbook encourages the students to do the activities.	2,35	1,24	33,00	25,00	22,30	13,40	6,30
13	The textbook is durable in terms of use.	2,34	1,38	16,70	10,10	19,30	30,10	23,80

Table 1 - Means. Standard Deviations and Percentages of Students' Responses to the Items (N=336)

14	The artwork (pictures, illustrations, graphs, tables etc.) in the textbook is up-to-date.	3,39	1,24	11,60	10,50	24,70	34,20	19,00
15	The artwork (pictures, illustrations, graphs, tables etc.) in the textbook is helpful to me to understand the lesson.	3,39	1,21	9,80	10,70	30,70	28,00	20,80
16	The type font in the textbook helps me to follow the units easily.	2,97	1,16	13,40	18,80	34,50	24,10	9,20
17	The font size in the textbook helps me to follow the units easily.	3,12	1,21	13,40	16,00	28,00	30,70	11,90
18	The use of the colour in the textbook is attractive.	3,07	1,37	20,50	12,80	22,60	27,70	16,40
19	The topics of the units are interesting for the students.	2,75	1,34	25,00	18,20	26,70	17,30	12,80
20	Reading passages and examples in the textbook are related to our daily lives.	3,13	1,26	14,30	16,40	25,50	29,50	14,30
21	The reading passages in the textbook are quite long.	3,21	1,25	10,10	18,80	31,30	19,60	20,20
22	The units in the textbook provide sufficient coverage of skills (speaking reading etc.).	2,71	1,32	26,50	16,10	26,50	21,40	9,50
23	I find "Fun Corner" part in the textbook instructive.	2,28	1,40	45,50	14,30	15,80	15,50	8,90
24	I find "Fun Corner" part in the textbook enjoyable.	2,36	1,40	40,50	18,50	14,80	16,70	9,50
25	I think English songs involved in the textbook would facilitate our English.	2,93	1,52	28,90	11,90	17,60	20,80	20,80
26	I think Biographies of famous people involved in the textbook would facilitate our English.	3,35	1,29	11,60	14,30	24,10	27,10	22,90
27	I think multiple choice tests involved in the textbook would facilitate our English.	3,47	1,26	9,80	11,90	24,40	29,20	24,70
28	I think topics providing us some knowledge would facilitate our English.	3,24	1,26	12,50	14,90	27,00	27,40	18,20
29	The units in the textbook include topics which are up- to-date.	3,26	1,11	8,90	14,60	29,20	36,30	11,00
30	Topics covered in the units encourage students to communicate in the target language with eachother.	2,46	1,26	29,80	22,30	22,60	19,30	6,00
31	The textbook includes topics that reflect our culture as well.	2,73	1,23	20,80	21,50	30,40	19,00	8,30

Table 1 - Means. Standard Deviations and Percentages of Students' Responses to the Items (N=336)

32	I find the activities in the textbook interesting.	2,42	1,20	30,10	22,30	29,40	12,20	6,00
33	The activities and exercises in the textbook are appropriate for our levels.	2,81	1,28	21,10	19,00	29,00	19,90	11,00
34	The activities and exercises in the textbook increase my desire to learn English.	2,35	1,24	33,60	24,40	20,20	17,00	4,80
35	The activities and exercises in the textbook increase my participation in the lesson.	2,54	1,26	28,90	19,30	26,80	18,50	6,50
36	The activities in the textbook sufficiently courage collaborative work (group and pair work).	2,58	1,26	25,90	22,90	26,20	17,00	8,00
37	The reading activities and exercises in the textbook help me improve my reading skills.	2,82	1,21	18,20	20,20	31,90	21,10	8,60
38	The activities in the textbook help me improve my writing skills.	2,62	1,21	24,40	18,80	33,90	16,10	6,80
39	The speaking activities in the textbook provide me to use English in the classroom.	2,65	1,28	24,10	24,40	22,70	19,90	8,90
40	The speaking activities in the textbook provide me use English outside the classroom in daily life.	2,59	1,27	26,80	21,40	26,20	17,60	8,00
41	The listening texts in the textbook are interesting.	1,89	1,08	49,70	24,10	16,10	7,70	2,40
42	I find the conversations that I listen through the tape-recorder clear and understandable.	1,56	0,93	65,50	20,80	8,00	3,90	1,80
43	The listening activities in the textbook help me improve my listening skills.	1,96	1,16	49,10	22,00	16,40	8,90	3,60
44	There are lots of unknown words in the textbook.	4,00	1,26	6,50	8,00	16,10	17,60	51,80

Table 1 - Means. Standard Deviations and Percentages of Students' Responses to the Items (N=336)

45	The textbook includes adequate number of exercises and activities to revise the new vocabulary.	2,39	1,24	28,60	34,50	11,90	19,60	5,40
46	The vocabulary exercises in the text book make vocabulary learning easier for me.	2,59	1,33	26,20	28,30	16,40	19,00	10,10
47	The presentation of grammar in the textbook is clear and understandable.	2,33	1,29	33,30	31,30	12,20	15,50	7,70
48	I understand the instructions in the textbook easily.	2,62	1,18	21,40	24,70	30,70	16,70	6,50
49	The consolidation parts of the textbook provide me with opportunities to practice (revise) what I have learnt.	3,17	1,28	13,70	15,80	27,60	25,60	17,30
50	I can use the workbook as an independent source book.	2,51	1,33	31,00	22,00	21,10	16,70	9,20
51	The workbook serves as an extra workload in terms of the grammar and the vocabulary learnt in the classroom.	2,98	1,38	21,70	13,70	27,40	19,60	17,60
52	The workbook helps me revise what I have learnt in the classroom.	2,82	1,34	23,80	15,80	27,70	19,60	13,10
53	The workbook consists of sufficient number of exercises.	2,94	1,33	19,30	18,80	24,70	22,60	14,60
54	The reading texts and activities in the text book help me to gain different points of views.	2,78	1,28	22,60	17,30	30,10	19,60	10,40
55	The reading texts and activities in the text book foster my creativity.	2,43	1,25	31,50	21,40	25,90	14,90	6,30
56	The reading texts and activities in the text book raise my interest and curiosity.	2,39	1,24	31,80	23,80	23,80	14,30	6,30
57	The activities in the text book help me evaluate what I have learnt.	2,67	1,28	25,90	17,00	30,00	18,20	8,90
58	The textbook allows me to be more aware of my weaknesses while developing language skills (reading, writing, listening, speaking).	2,64	1,27	25,00	21,80	25,00	20,50	7,70

Table 1 - Means. Standard Deviations and Percentages of Students' Responses to the Items (N=336)

59	The textbook allows me to be more aware of my strengths while developing language skills (reading, writing, listening, speaking).	2,70	1,31	24,70	20,60	25,30	19,00	10,40
60	The units in the textbook include sufficient number of visuals (graphs, diagrams, tables, pictures, etc).	2,77	1,35	24,70	19,10	23,50	20,20	12,50
61	The units in the textbook include sufficient number of activities that allow us learn through listening.	2,15	1,22	42,30	21,70	18,40	13,70	3,90
62	The units in the textbook include sufficient number of activities that allow us learn through moving in the classroom.	2,30	1,35	40,50	19,90	17,60	13,40	8,60

APPENDIX 4
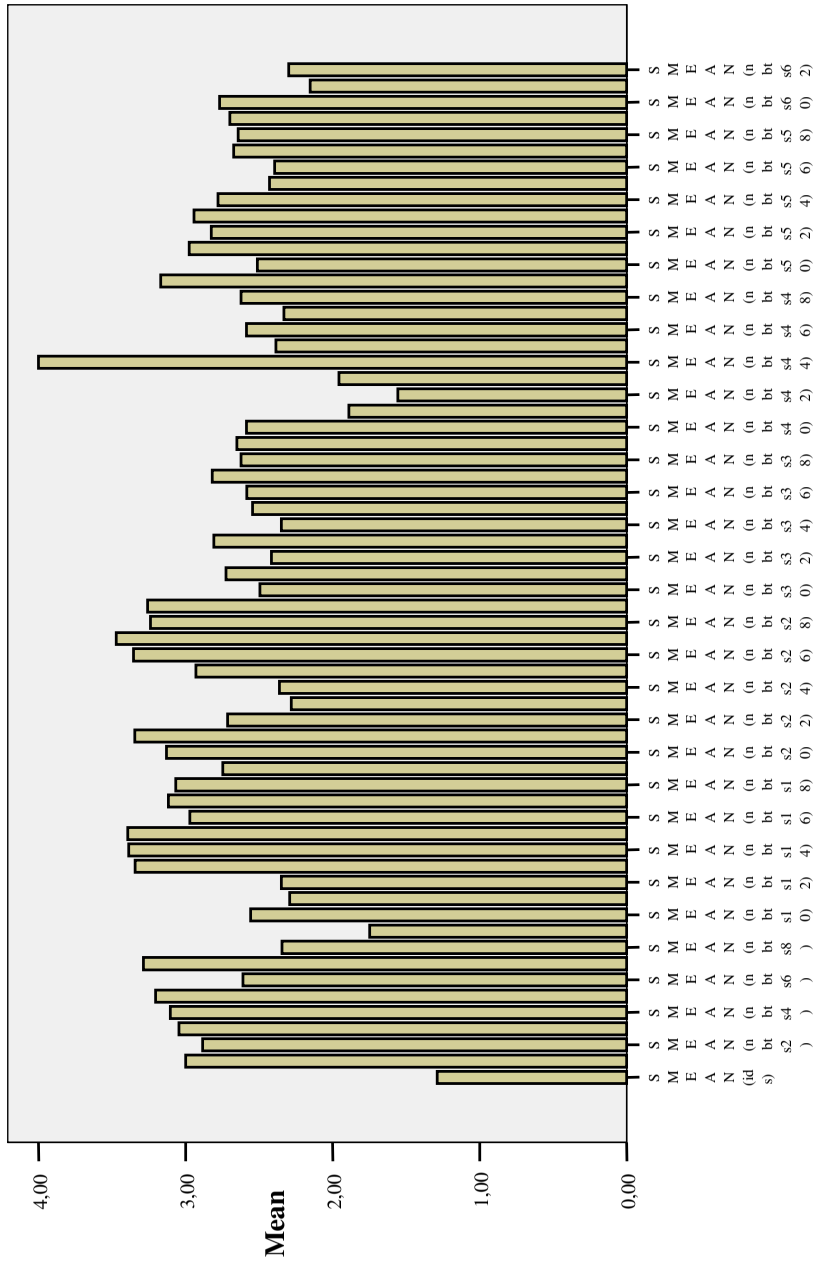
Table 2 – Mean Chart of Items