

**ÇUKUROVA UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES
ENGLISH LANGUAGE TEACHING DEPARTMENT**

**TEXTBOOK EVALUATION IN FOREIGN LANGUAGE TEACHING: TIME FOR
ENGLISH, GRADE 4
TEACHERS' AND STUDENTS' VIEWS**

Güncel ARIKAN

MASTER OF ARTS

ADANA, 2008

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Supervisor: Asst. Prof. Dr. Rana YILDIRIM

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To ukurova University Institute of Social Sciences

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ABSTRACT**TEXTBOOK EVALUATION IN FOREIGN LANGUAGE TEACHING : TIME FOR
ENGLISH, GRADE 4
TEACHERS' AND STUDENTS' VIEWS****Güncel ARIKAN****Master of Arts, English Language Teaching****Supervisor: Asst. Prof. Dr. Rana YILDIRIM****June 2008, 98 pages**

ELT textbooks carry great weight in many language classrooms. Nevertheless, there are also counter-arguments on the actual role of these textbooks with a range of issues from textbook design, subject matter and the authenticity of materials to methodological validity. However, textbooks need to be assessed attaching the adequate significance to flexibility of educational settings to reach an overall evaluation. Accordingly, this study aims to identify the views of 4th grade students and EFL teachers pertaining to English textbook for the 4th grade keeping the aforementioned issues into account.

Two questionnaires –one for students and one for teachers– consisting of textbook evaluation criteria were administered in primary schools selected randomly from Seyhan and Yüreğir districts of Adana. Besides, interviews were conducted with 20 EFL teachers working in these schools to reveal their additional thoughts.

The data obtained were analyzed through SPSS, a Statistical Programme for Social Sciences. The analysis of the data shed significant light on the evaluation of the present language textbook through divulging both students' and teachers' views. The results, in this respect, have diverged in two directions. On one hand, students with a high percentage have attributed positive senses to the pre-determined set of criteria involved in the questionnaire. The views of teachers, on the other hand, have varied remarkably. In the first place, the responses by a total of seven out of 20 teachers have designated an approval regarding the overall appreciation for the present language textbook while another group of teachers with the same number have not concurred in this notion. In the second place, however, six teachers have not expressed determining views concerning this issue.

Keywords: Textbook, Evaluation, Textbook Evaluation, Foreign Language Education, Material, Materials Evaluation

ÖZET**YABANCI DİL ÖĞRETİMİNDE DERS KİTABI DEĞERLENDİRMESİ: TIME FOR
ENGLISH, GRADE 4
ÖĞRETMEN VE ÖĞRENCİ GÖRÜŞLERİ****Güncel ARIKAN****Yüksek Lisans Tezi, İngiliz Dili Eğitimi Anabilim Dalı****Danışman: Yrd. Doç. Dr. Rana YILDIRIM****Haziran 2008, 98 sayfa**

ELT (English Language Teaching) –İngilizce Dil Öğretimi– ders kitapları pek çok dil sınıfında büyük önem taşımaktadır. Fakat, ders kitabı planı, konu sorunu ve materyallerin güncelliğinden yöntembilim geçerliliğine kadar bir dizi meseleyle birlikte bu ders kitaplarının esas rolü üzerine karşı görüşler de vardır. Bununla beraber, ders kitapları kapsamlı bir değerlendirmeye ulaşmak için eğitim alanlarındaki esnekliğe yeterli önemin verilmesiyle değerlendirilmelidir. Bu doğrultuda, bu çalışma yukarıda sözü edilen hususları göz önünde bulundurarak, İlköğretim 4. sınıf öğrencilerinin ve İngilizce öğretmenlerinin 4.sınıf İngilizce ders kitabına yönelik görüşlerini ortaya çıkarmayı amaçlamaktadır.

Ders kitabı değerlendirme kriterlerinden oluşan iki adet anket –öğrencilere ve öğretmenlere yönelik– Adana'nın Seyhan ve Yüreğir ilçelerinden seçilen İlköğretim okullarında uygulanmıştır. Ayrıca, bu okullarda çalışan 20 İngilizce öğretmeni ile ilave düşüncelerini ortaya koymak için ropörtaj gerçekleştirilmiştir.

Elde edilen veriler Sosyal Bilimler için bir istatistik programı olan SPSS aracılığıyla analiz edilmiştir. Veri sonuçları, hem öğrencilerin hem de öğretmenlerin görüşlerini ortaya çıkartarak şuan ki dil kitabı değerlendirmesine önemli ölçüde ışık tutmuştur. Sonuçlar bu bakımdan iki yöne ayrılmaktadır. Bir yandan, öğrencilerin çoğu ankette yer alan maddelere olumlu anlamlar yüklemiştir. Öte yandan, öğretmen görüşleri önemli ölçüde değişkenlik göstermiştir. İlk olarak, toplam 20 öğretmenden yedisi mevcut dil kitabı kapsamlı değerlendirmesine yönelik beğenilerini ortaya koyarken, aynı sayıdaki bir başka grup öğretmen buna katılmamaktadır. İkinci olarak ise, altı öğretmen bu hususta belirleyici görüş belirtmemiştir.

Anahtar Kelimeler: Ders Kitabı, Deęerlendirme, Ders Kitabı Deęerlendirme, Yabancı Dil Eđitimi, Materyal, Materyal Deęerlendirme

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CHAPTER 1

INTRODUCTION

In our modern world, teaching and learning of English language is notably encouraged and thereby has a growing prominence since it has become the means of communication among people with different native languages. When taken up in this respect, textbooks, in educational settings, carry certain weight with their divergent elements the most pronounced ones of which are the aims and approaches, language content, skills and methodology. However, teaching a foreign language does not necessarily reveal the notion that teaching and learning processes of a foreign language are totally fulfilled through having recourse only to textbooks. In conducting such processes, on one hand, teachers have the option of availing themselves of supplementary materials based upon their -or students'- own specific needs in accordance with teaching/learning situation, on the other hand, the essential components of many ESL/EFL classrooms and programs are the textbooks. As Hutchinson and Torres (1994) suggest:

The textbook is an almost universal element of [English language] teaching. Millions of copies are sold every year, and numerous aid projects have been set up to produce them in [various] countries...No teaching-learning situation, seems, is complete until it has its relevant textbook. (p.315)

What is meant by a textbook? Why and to what extent is a textbook essential? The answers of these questions, to a certain degree, are dependent upon teachers' teaching styles, resources on which they capitalize, learners' specific needs and the accepted standards of teaching –i.e. methods and approaches– in foreign language education. However, divergent definitions of what textbooks actually mean and their contributions to teaching/learning situations are have been made as in the following;

Sheldon (1987:140) defines the term textbook as a published book, most often produced for commercial gain, whose explicit aim is to assist foreign learners of English in improving their linguistic knowledge and communicative ability. Allwright (1990), on the other hand, views texts as “resource books for ideas and activities rather than as instructional material” (Kitao 1999). This viewpoint is upheld by Cunningsworth (1984) as he holds the

idea that published material provides the initial framework which must be adapted by each individual teacher to match the needs of their students. (p. 65)

Haycroft (1998) brings a different point of view to the issue suggesting that one of the primary advantages of using textbooks is that they are psychologically essential for students since their progress and achievement can be measured concretely when we use them. Another point leading to the magnitude of textbooks lie behind the notion O'Neill (1982) has held. Accordingly; though not designed specially for students, textbooks are generally sensitive to students' needs in that they are convenient for making adaptation and improvisation. The arguments for making use of textbooks can be extended through paying heed to other characteristics. These range from their being frameworks regulating and timing the programs and their features of providing ready-made teaching texts and learning tasks to the issue that they mean security, guidance, and support for novice teachers as suggested by Ansary and Babaii, (2002)

Nevertheless, there is another side of the coin which involves the counter-arguments regarding the use of textbooks. Despite the view that textbook is determined as 'the visible heart of any ELT programme' (Sheldon 1988:237) and that 'the textbook is an almost universal element of ELT teaching.' (Hutchinson 1994:315), reasons for disappointment and skepticism with many ELT textbooks also exist. Sheldon (1988:239) draws attention to theoretical and practical problems with textbooks stating mainly that '...textbooks merely grow from and imitate other textbooks and do not admit the winds of change from research, methodological experimentation, or classroom feedback.' Ansary and Babaii, (2002) similarly, reveal some of these counter-arguments expressing the view that 'textbooks have their own rationale, and as such they cannot by their nature cater for a variety of levels, every type of learning styles, and every category of learning strategies that often exist in the class.' They further say 'a textbook of necessity sets prearranged sequence and structure that may not be realistic and situation-friendly.'

In general, EFL/ESL textbooks have engendered such a range of reactions. Both views mentioned here make sense on their own. However, the problem is to shed light on the actual use with intent to divulge to what extent they contribute to teaching/learning environment. In this respect, the term 'evaluation' comes to the fore to find out the implications and shortcomings of textbooks employed in foreign language teaching.

Through the definition of textbook evaluation made by Hutchinson and Waters (1987:96) it can be regarded to function as an educational judgment. Accordingly; 'Evaluation is a matter of judging the fitness of something for a particular purpose.' Cunningsworth (1984) related to textbook evaluation states '...Professional judgement, founded on understanding of the rationale of language teaching and learning and backed up by practical experience, lies at the base of evaluation procedure.' (p. 74)

To conclude, textbook evaluation paves the way for certain outcomes from selecting textbooks, constitute professional judgements to reflecting on our teaching and learning experience through raising awareness within this context.

1.1. Statement of the Problem

Each textbook has its own strengths and weaknesses. Capitalizing on textbooks to an optimum degree in this respect is of paramount significance. However, having a suitable textbook that meets all requirements and divergent expectations of students is a challenging task for teachers. Cunningsworth (1984: 6) extends this view stating that "No course book will be totally suited to a particular teaching situation. The teacher will have to find his own way of using it and adapting it if necessary. So we should not be looking for the perfect coursebook which meets all our requirements, but rather for the best possible fit between what the course book offers and what we as teachers and students need," The fact that teachers and learners make use of textbooks and their supporting materials as their basic aid proves the magnitude of selecting and evaluating an appropriate coursebook.

Such problems make the question of evaluation more urgent. Ignoring evaluation invites at least four undesirable conditions: (1) a weak service at a level of quality far below the possibilities, (2) an indifferent staff and a student body with little motivation for improvement, (3) a general failure to provide and utilize the proper activities, tools and procedures essential to the educational progress, and (4) inefficiency in the use of the school's resources (McFerren, in İnözü, 1996)

Proceeding from these views, placing an overall emphasis upon the thoughts of teachers pertaining to the reliance of textbooks in a foreign language classroom and throwing illuminating lights on the benefits and shortcomings of the current textbook of 4th grade

classrooms – Time for English, Grade 4 – were the focus of this study, keeping both teachers' and students' viewpoints into account.

1.2. Background to the Study

Overall analysis of textbook contents by many experts has set the stage for the production of comprehensive evaluation checklists. Cunningsworth (1984), at this issue proceeds upon the point involving the significance of relating materials to course objectives and the learner's needs and processes. He builds his checklist upon the criteria for evaluation discussed in his book. While some questions in the checklist can be answered in polar terms or on a five point scale, others entail an evaluative or descriptive comment. Sheldon (1988) on the other hand, attempts to evaluate aspects of content ranging from authenticity and flexibility to physical characteristics. These approaches constitute the pronounced ones regarding textbook evaluation. However, other experts whose viewpoints on this issue are included below pay heed to cognitive and affective factors.

Both Skierso (1991) and Chall and Conard (1991), make use of Bloom's Taxonomy of the Cognitive Domain to assess the processes and skills textbooks entail learners to perform. According to this, the rating of a textbook directly reflects the level of skill it demands. Similarly, Chall and Conard have availed themselves of Bloom's Taxonomy in forming a "Question Complexity Rating Scale". The rationale behind this lies in the fact that it can pave the way for the assessment of individual questions with intent not only to reach the analysis of difficulty of questions and also to reveal the degree of cognitive skills needed by the students to complete textbook activities.

Sheldon (1988) suggests that no general list of criteria can ever really be applied to all teaching and learning context without considerable modification. Regarding this sense; however, Litz (2005) claims like many other preeminent theorists –Williams (1983), Sheldon (1988), Brown (1995), Cunningsworth (1995) and Harmer(1996)– in the field of ELT textbook design and analysis that evaluation checklists should have some criteria pertaining to the physical characteristics of textbooks such as layout, organizational, and logistical characteristics.

When taken up through another angle of vision to textbook evaluation, Ansary and Babaii (2002) suggest that ‘...Teachers, students, and administrators are all consumers of textbooks. All these groups, of course, may have conflicting views about what a good/standart textbook is. They go on to say ‘... However, the question is where they can turn to for reliable advice on how to make an informed decision and select a suitable textbook.’

The English Language teaching practices in Turkey, from another perspective, are mainly carried out through capitalizing on textbooks. İnal (2006) suggests the following pertaining to the studies of textbook evaluation performed in Turkey:

The English Language teaching practices in Turkey are currently based heavily upon coursebooks which naturally has a negative influence on effective teaching and learning. In most schools, coursebooks are viewed as the only source necessary for an effective language-teaching program. A poor selection in the course books therefore, often results in the unsuccessful implementation of the course. In-house training facilities are very limited and efficient coursebook analysis and effective adaptation is rarely performed.

(İnal, 2006:20)

Nevertheless, with the augment of significance attached to textbook evaluation and implementation process, there have been a number of studies concerning this issue. Karababa (2005) for instance, conducted a study upon the issue, “Mother tongue teaching in Europe, comparison and analysis of textbooks used in Turkish and English (in England, Scotland, and North Ireland)” pursuing an aim of ascertaining the instructional activities contained mother tongue textbooks utilizing different approaches and of evaluating these activities from the standart point of their contribution to the mother tongue development of learners.

İnözü (1996) has taken ELT coursebooks up from a different view of angle under the name of “Criteria in selecting English language teaching coursebooks”. In this study, teachers’ and students’ points of view in the selection/evaluation processes were included. Besides, Onay (1998), related to this issue, performed a study pertaining to coursebook evaluation in foreign language teaching. Erentürk (1999) carried out a similar case study on a different coursebook, which involves coursebook evaluation in foreign language teaching.

Aydemir (2002) conducted another study concerning the role of coursebook evaluation in foreign language education in Turkey.

Educators and language professionals in this field are guided by these studies and viewpoints in implementing evaluation and selection processes of textbooks. However, as suggested by Sheldon (1988), general lists of criteria can be adapted for all teaching and learning contexts keeping flexibility and thereby modification in mind.

1.3. Purpose of the Study

This particular study aims to reveal the views and reactions of both EFL teachers and 4th grade students to the overall evaluation criteria regarding the present textbook –Time for English, Grade 4– One of the major concerns of the present study is to evaluate the textbook for grade 4 having recourse to textbook evaluation checklists –for both teachers and students– and interviews conducted with EFL teachers.

1.4. Research Questions of the Study

Two research questions were generated to be investigated in this study:

1. What are the views of 4th grade EFL teachers about their present English textbook in terms of pre-determined criteria and questions involved in questionnaires and interviews?
2. What are the views of 4th grade students about their present English textbook in terms of pre-determined criteria and questions involved in questionnaires?

1.5. Limitations

Keeping the view in mind that it is not possible to create a questionnaire which can be applied to all teaching situations, adequate significance has been attached to flexibility in determining the data collection tools of this particular research. Nevertheless, the results derived from this study can not be generalised owing to the following limitations;

The questionnaires (Student Questionnaire and Teacher Questionnaire) were administrated to only 703 4th grade students and 20 EFL teachers. Proceeding from such a population would therefore not enable us to reach generalizations from the findings of this research.

Interviews with students could not be conducted due to the age factor believing that students with such an age would not express themselves easily and thereby could not give reliable data except for some pre-determined set of statements as designed in the student questionnaire.

The relationship between such variables as gender and age and textbook evaluation has not been investigated.

In addition to these, though questionnaire and interview questions diverge from each other, a total of 20 statements involved share common characteristics. An attempt to investigate students' and teachers' correlative views upon this issue would present invaluable data for the study.

1.6. Operational Definitions

Evaluation: Divergent definitions have been made for the term, "evaluation" in ELT context. The following sheds illuminating lights on the nature of this issue. Accordingly;

In Worthen and Sanders' (1987) sights, evaluation, in general terms, is defined as follows:

Evaluation is the determination of a thing's value. In education, it is the formal determination of the quality, effectiveness or value of a program, product, project, objective, or curriculum. Evaluation uses inquiry and judgment methods, including: (1) determining standards for judging quality and deciding whether those standards should be relative or absolute; (2) collecting relevant information; and (3) applying the standards to determine quality (pp. 22-23).

Jones, (1999) on the other hand, elucidates evaluation through a more specific context for ELT as follows:

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

Language Teaching: “guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning” (Brown, 1987:7)

Materials: Brown J. Dean (1995:139) defines materials as “any systematic description of the techniques and exercises to be used in classroom teaching. Brumfit and Roberts (in Jones, 1999) through another perspective express elucidative views on this issue stating the following:

In LL (Language Learning) and LT (Language Teaching), ‘materials’ refers to any medium in oral, visual, written or audio-visual form which helps the language teacher to bring about the learning activity and the language learner to learn. To be more explicit, by Language Teaching Materials are meant such things as textbooks, teacher’s guides, teaching manuals, supplementary units, audio recordings and visual materials (i.e. films, filmstrips), and so on.

Materials Evaluation: Ellis (1997) regards this point with a classification of two parts interrelated to each other: *predictive* and *retrospective evaluation*. Predictive evaluation (in Aydemir, 2002) is the concern of the teachers who make the choice of which materials to use for their purposes. After using these materials, they may probably want to evaluate whether the materials proved to be successful worked for them, and this is called retrospective evaluation.

Textbook: Research in this field has shown that the terms ‘textbook’ and ‘coursebook’ are mostly being used interchangeably. A similar emphasis was therefore placed upon such a joint definition throughout this study.

In this connection, Sheldon (1987:140) defines the term textbook as a published book, most often produced for commercial gain, whose explicit aim is to assist foreign learners of English in improving their linguistic knowledge and communicative ability.

Syllabus: The content of a course or the subject matter to be covered. (*English Language Curriculum for Primary Education (Grades 4,5,6,7,8), (2006)*)

Nunan (1999:73) takes the term “syllabus” up as ‘a list of content to be taught through a course of study.

Abbreviations:

EFL: English as a Foreign Language

ELT: English Language Teaching

TQ: Teacher Questionnaire

SQ: Student Questionnaire

CHAPTER 2

REVIEW OF RELATED LITERATURE

2.1. Theoretical Overview and Rationale of Textbook Evaluation

Textbooks are of vital importance in most language programs in all types educational settings. They are basic tools playing significant roles in obtaining knowledge in the application of the objectives of a course. The characteristics of textbooks have, therefore, determining features upon teaching/learning environments.

The evaluation of textbooks within education by different people has engendered a diversity of reasons in conducting themselves in such a process. Some regard this process as a matter of seeing how properly a new textbook works in a teaching/learning environment. To others, it designates the annual assessment of a language program for improvement and to the others, it gives the opportunity to determine whether or not to adopt a particular book for use in class.

Textbooks are, undoubtedly, one of the fundamental components of curriculums. However, in the first place, it carries great weight to keep the knowledge in mind as to what they actually serve. Richards (2001) expresses the following viewpoint such as to illuminate the aforementioned issues.

In some situations, they (textbooks) serve as the basis for much of the language input learners receive and the language practice that occurs in the classroom. They may provide the basis for the content of the lessons, the balance of skills taught and the kinds of language practice the students take part in. In other situations, the textbook may serve primarily to supplement the teacher's instruction. For learners, the textbook may provide the major source of contact they have with the language apart from input provided by the teacher. In the case of inexperienced teachers textbook may have also serve as a form of teacher training – they provide ideas on how to plan and teach lessons as well as formats that teachers can use.

(Richards, 2001:1)

When it comes to evaluating textbooks, on the other hand, such points as *layout and design, activities, language skills, language type, and subject and content* come to the fore. In *layout and design*, some common points like a detailed overview of the functions, structures and vocabulary, appropriateness and the organization of the textbook, guidance about how the textbook can be used to the utmost advantage are the key ones in assessing the value of language textbooks. As for *activities*, sufficient communicative and meaningful practice, inclusion of individual, pair and group work, creative, original and independent responses, the modification and supplement of activities are some of the vital factors. *Language skills* including an appropriate balance of the four language skills (reading, listening, speaking and writing), the practices of natural pronunciation (i.e.- stress and intonation), and the integration of the practice of individual skills into the practice of other skills are another points need to exist in the evaluation process. *Language type*, on the other hand, deals with the points like the authenticity of the language used in the textbook - i.e. like real-life English, the level of the language, suitability of the progression of grammar points and vocabulary items, diverse range of registers and accents the language represents and the convenience of the language factors that students will likely to use. In *subject and content* section, the relevance of the subject and content of the textbook to students' needs as English language learners, their being realistic, interesting, challenging and motivating, sufficient variety included, non-existence of cultural biases and negative stereotypes, the involvement of the customs and cultures of English-speaking countries are the other points to be attached with adequate importance in evaluating ELT textbooks

Employing a wide variety of ELT textbooks in language teaching has also set the stage for the need to the evaluation of the overall content of these books. Conducting such a manner through a more systematic and thorough examination of potential textbooks can give rise to better outputs for learners, teachers and administrators. Cunningsworth (1995) and Ellis (1997) relate such a need for teachers to the reason stating that textbook evaluation helps teachers move beyond impressionistic assessments and it helps them to acquire useful, accurate, systematic, and contextual insights into the overall nature of textbook evaluation.

Nevertheless, evaluation ought to be conducted attaching something to its purpose. For a group of teachers, availing themselves of a particular language textbook can redound to the success of a program and a course since such factors as the goals, the curriculum of the program, the needs of the learners and so on may match and be relevant to those included in

the textbook. But the same textbook used in a different educational environment may bear no fruits owing to a conflict in above-mentioned factors. This leads us to the point Sheldon (as cited in Zabawa, 2001) contends. She convincingly argues that flexibility should be one of the features of a good foreign language textbook and that the materials should be easy to modify or adapt to the practical constraints with which the teacher has to deal in different teaching situations.

The issues mentioned here constitute certain prerequisites for coming to a sense of understanding pertaining to the evaluation of foreign language textbooks, but the key point remains: Cunningsworth, (1984: 65) related to this sense suggests that teachers, with direct personal knowledge of their classroom teaching, should see textbooks as their servants instead of masters; as a resource or an 'ideas bank' which can stimulate teachers' creative potential.

2.2. The Magnitude of Textbooks in EFL / ESL Classrooms

Taking precedence over the other remarkable components in English language instruction, textbooks keep their importance in being the essential constituents to many ESL/EFL classrooms and programs. Chall, Conard, & Harris-Sharples (in Hong Xu, 2004) draws attention to a very striking point peculiar to the extensive use of ELT textbooks claiming that by the time most students complete high school, they will have been exposed to over 32,000 pages in textbooks and that almost all of their time in reading instruction and at least three-fourths of their time in content classes will be spent with a textbook.

Inal (2006) builds his view related to the role of coursebooks upon the point stating that coursebooks are generally viewed as a tool in realizing the goals which have already been set regarding learners' needs, thus they are inevitable components of a course. Cunningsworth (1995:7) brings a more comprehensive analysis revealing the multifarious range of coursebook benefits. He suggests the role of coursebooks in ELT as;

- a resource for presentation material
- a source of activities for learner practice and communicative interaction
- a reference source
- a syllabus
- a resource for self-directed learning or self-access work

- a support for less experienced teachers

Similarly, Ur (1996: 184) sheds illuminating lights on the criteria in favour of capitalizing on a coursebook as follows:

1. Framework: A coursebook provides a clear framework: Teachers and learners know what they are going to learn and teach next.
2. Syllabus: The coursebook serves as a syllabus: The carefully planned and balanced selection of language content enables teachers and students to follow the subjects systematically.
3. Guidance: The coursebook can provide useful guidance and support particularly for teachers who are inexperienced.
4. Autonomy: The learner can use the coursebook to learn new material, review and monitor progress with some degree of autonomy. So, he becomes less teacher-dependent.

Apart from these items, Ansary and Babaii (2002) assign textbooks some additional merits emphasizing that a textbook is a cheap way of providing learning materials and that a learner without a textbook is out of focus and teacher-dependent. Richards (2001) takes us a step further within the context of ELT textbooks expressing the view that they maintain quality and that they are usually appealing.

Table 2.1 (in Hong Xu, 2004) summarizes the viewpoints of illustrious authors concerning the role of textbooks in language teaching.

Table 2.1 Advantages of Textbooks

Advantages: Good textbooks are	Ansary and Babaii (2002)	Britton, Gulgoz, & Glyan (1993)	Gretchen Hargis (1998)	Jean Mikk (2000)	Jack Richards (2001)	Arthur Woodward (1993)
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accurate: containing correct, truthful, factual and accurate information.			√			
a way to unite a nation: sharing national experience				√		
inexpensive: providing learning materials in an inexpensive way	√					
clear: presenting information in such a way that users understand it the first time			√			
complete: including all necessary information and only that information, being an ever-present part of classroom life.			√			√
concrete: including appropriate examples, scenarios, similes, analogies, specific language, and graphics.			√			
modelling language and providing input					√	
efficient					√	
field-tested in some schools				√		
tools for learners	√					
a resource or a general outline for teachers						√
long-term investments				√		
a source for novice teachers: meaning security, guidance, and support.	√					√
organised: so that information is presented that makes sense to users			√			
ways to teach ideas of democracy and human rights: giving a sense of purpose	√			√		
a medium for high quality serious education: maintaining quality.	√			√	√	
a source of useful learning and teaching tasks: helping users do tasks related to their work	√		√			
a framework which regulates and times the programs: pacing, sequencing and						

standardising instruction	√				√	
a source that helps users retrieve information quickly and easily.			√			
models of style: using correct and appropriate writing conventions and word choices			√			
a syllabus: providing structures for a programme or dominating the classroom	√			√	√	√
a means of training teachers				√	√	
providing a variety of learning activities.					√	
visually appealing: using visual elements to enhance meaning and attractiveness			√		√	

These items are of great significance in realizing the potential roles textbooks play in language programs. They also provide insights into the issues as to why teachers make use of textbooks.

Nevertheless, textbooks do not always conduce to such benefits in teaching/learning environments. There are also some shortcomings of textbooks used in ELT. Various potential problems have been identified by a number of researchers. O'Neill (in Yan, 2001) suggests that the textbook can only provide props and framework for classroom teaching; and no textbook can expect to appeal to all teachers or learners at a particular level. A resembling explanation is put forward by Swales (1980) contending that any given coursebook will be incapable of catering for the diversity of needs which exists in most language programs.

Allwright (1982) draws attention to another issue related to the negative effects of textbooks in the ELT classroom. He suggests:

Textbooks are too inflexible and generally reflect the pedagogic, psychological, and linguistic preferences and biases of their authors. Subsequently, the educational methodology that a textbook promotes will influence the classroom setting by indirectly imposing external language objectives and learning constituents on students as well as potentially incongruent instructional

paradigms on the teachers who use them. In this fashion, therefore, textbooks essentially determine and control the methods, processes and procedures of language teaching and learning. Moreover, the pedagogic principles that are often displayed in many textbooks may also be conflicting, contradictory or even out-dated depending on the capitalizing interests and exploitations of the sponsoring agent.

Ansary and Babaii (2002) rest the accumulation of counter-arguments of having recourse to textbooks in ELT classroom settings on the following statements:

- if every group of students has different needs, no one textbook can be a response to all differing needs,
- topics in a textbook may not be relevant for and interesting to all,
- a textbook is confining, i.e., it inhibits teachers' creativity,
- a textbook of necessity sets prearranged sequence and structure that may not be realistic and situation-friendly,
- textbooks have their own rationale, and as such they cannot by their nature cater for a variety of levels, every type of learning styles, and every category of learning strategies that often exist in the class, and most important of all, perhaps;
- teachers may find themselves as mediators with no free hand and slave, in fact, to others' judgments about what is good and what is not (cf. Ur, 1996, pp. 183-195).

In addition to these, cultural biases included in ELT textbooks are some other points being criticized by some authors. The inclusion of elements of the target-language culture is of paramount significance. The rationale lies behind the notion Alptekin (1993) holds. He points out that if one cannot fully understand the cultural data, one can hardly be expected to learn the language with ease since culture plays a major role in cognition, which in turn affects comprehension and interpretation. Similarly, he suggests on this issue that it is not really possible to teach a language without embedding it in its cultural base.

Table 2.2 (in Hong Xu, 2004) represents the shortcomings of textbooks brought forward by various experts.

Table 2.2 Disadvantages of Textbooks

Disadvantages: Bad textbooks are	Ansary and Babaii (2002)	Britton, Gulgoz, & Glyan (1993)	Gretchen Hargis (1998)	Jean Mikk (2000)	Jack Richards (2001)	Arthur Woodward (1993)
a disaster for a nation				√		
confining: inhibiting teachers' creativity, being too difficult for students.	√			√		
not a response to all differing students' needs.	√			√	√	
expensive.					√	
deskilling teachers: making teachers slave to others' judgements about what is good and what is not.	√				√	
unclear, incoheret: missing important elements or links.		√				
inauthentic: being prearranged sequence and structure that may not be realistic and situation-friendly	√				√	
irrelevant or uninteresting: being unclear, incoherent, missing important elements or links or distorting content.	√	√		√	√	
not catering for a variety of levels: satisfying every type of learning styles, and every category of learning strategies that often exist in the class.	√					
paralinguistic: not substituting for good language in the text		√				

written poorly.		√				
not giving the desired results.				√		

Sufficient emphases need to be placed upon both the merits and demerits of the use of ELT textbooks and with a view to compensating for textbooks potential limitations, adaptation requires. Richards (2001) suggests in this respect that if the textbooks that are being used in a program are judged to have some negative consequences, remedial action should be taken, e.g. by adapting or supplementing books or by providing appropriate guidance and support for teachers in how to use them appropriately.

In order to deal with the limitations of language textbooks and thereby to make the textbooks more convenient for particular contexts in which they will be used, the following strategies for adaptation suggested by Lee and Adamson (1993, p.21) stand to reason.

- Leave out the irrelevant or unsuitable content;
- Add materials if a topic is inadequately covered;
- Replace the content and/or method with more suitable ones;
- Adjust the content and method to the needs of students

Techniques for adapting the English language teaching materials also include the following (Mc Donough & Shaw, 1993: 88):

- (1) adding, including expanding and extending;
- (2) deleting, including abridging and subtracting;
- (3) modifying, including re-writing and restructuring;
- (4) simplifying; and
- (5) re-ordering.

Each teaching situation is unique, even the “best” coursebook requires adaptation (Cunningsworth, 1995). That is why, for teachers, making use of the adaptation techniques can pave the way for better teaching resources and eradicate the potential hurdles for learners keeping their needs and interests into account.

2.3. The Underlying Principles and Criteria for Textbook Evaluation

Evaluation, an inseparable unit of learning, has a large amount of benefits primarily ranging from providing data pertaining to both teaching/learning process and thereby to the

sufficiency of teaching programs through revealing such concerns as reliability and practicalness.

The evaluation of ELT textbooks and the materials they contain play, in this respect, some significant roles in foreign language teaching through enabling educators, teachers, and administrators to assess whether the textbook is the most propitious one to the target learners in divergent levels and teaching settings. Additionally, in Zhang's (2007) sight, the evaluation process will involve elements of comparison especially where existing materials are being challenged by newly produced materials.

Hutchinson & Waters (1987: 97) elucidate the notion of evaluation contending that evaluation is basically a matching process, which concerns matching learners' needs to available solutions. Cunningsworth (1995:14) takes us a step further related to another benefit of material evaluation suggesting that through identifying strengths and weaknesses in textbooks, optimum use can be made of strong points, and weaker points can be adapted or substituted from other books. Keeping some guidelines for evaluation into account, he illustrates that coursebooks should: correspond to learners' needs; help to equip learner to use language effectively for their own purposes; facilitate students' learning process; have a clear role in mediating the target language and the learner.

Cunningsworth (1984:5-6) has also offered a set of guidelines placing an emphasis upon the underlying principles of material evaluation:

1. Relate the teaching materials to your aims and objectives;
2. Be aware of what language is for and select teaching materials which will help equip your students to use language effectively for their own purposes;
3. Keep your students' learning in mind;
4. Consider the relationship between language, the learning process and the learner.

In the light of these principles, tying the individual needs of students to the objectives contained in the textbook is among teachers' primary responsibilities with their attempts to explore their own way of making use of or adapting the coursebook.

When taken up from another angle to textbook evaluation, Hutchinson (in Sheldon, 1987) attaches a different perspective to material evaluation claiming that materials evaluation can develop awareness in a number of ways:

Firstly, it obliges teachers to analyse their own presuppositions as to the nature of language and learning. In this way, they might become aware of what actually happens in their classroom. Materials evaluation can thus help teachers to get a better concordance between their theoretical knowledge and their practice.

Secondly, materials evaluation forces teachers to establish their priorities. It is unlikely that one book will meet all the requirements of the teaching/learning situation. One textbook might be preferable in terms of content and language areas; another might have exercises that fit better. Teachers need to decide which criteria are more important.

Thirdly, rather than looking at materials in terms of what they bring to the teaching/learning situation, teachers can take a more positive view and analyse the potentials of the existing teaching/learning situation in order to see what that situation can contribute to the materials. In this way, teachers can exploit the full potential of both the materials and the teaching/learning situation.

Apart from the aforementioned criteria, Tucker (in İnözü, 1996) has put forward evaluative criteria classified into four categories: pronunciation, grammar, content and general. Evaluation of the presentation of pronunciation requires attention to three important criteria:

1. Completeness of presentation: A complete presentation of the pronunciation of English requires the sounds and the suprasegmental signals.
2. Appropriateness of presentation: The book must be evaluated in terms of the appropriateness of the presentation of pronunciation for the situation in which it is to be used.
3. Adequacy of practice: Materials for pronunciation practice must be adequate in both quality and quantity.

Grammar criteria include:

4. Adequacy of pattern inventory: The patterns should be presented adequately and in all forms.
5. Appropriate sequencing: The patterns should be presented in a way that helps the student according to the order of difficulty.
6. Adequacy of practice: Practice exercises should be meaningful, appropriate for the purpose, and sufficiently diverse.

Content criteria include:

7. Functional load: Functions should be presented.
8. Rate and manner of entry and re-entry: When items reappear, they should do so in somewhat different contexts and situations in order to facilitate learning with range of applicability in English.
9. Appropriateness of contexts and situations: The content of the text can be evaluated in terms of both pedagogical and cultural appropriateness. Content materials should be suited to the age, level, background, and interest of the students.

General criteria include:

10. Authenticity of language: Idioms and idiomatic usage are necessary.
11. Availability of supplementary materials: Other things being equal, the text whose publisher offers supplementary aids may have some advantages over the others.
12. Adequate guidance for non-native teachers: The text should be accompanied by teacher's edition or guide with adequate guidance for presenting ingredients of the text.
13. Quality of editing and publishing: Quality is revealed through such things as effective choices of type face, effective use of light and dark and contrasting type sizes and styles, absence of typographical errors, the use of colours, effective use in illustrations and diagrams, and inclusion of maps.
14. Price and value: Every teacher should ask the question "Is this the best for the price within our limits?"

Concerning the criteria for evaluating materials, Griffiths (1995:50) points out that there are many factors to be taken into account when evaluating material for use with speakers of other languages. The following by Griffiths are some of the most important questions to be asked when evaluating materials:

- Does the material match the learner objectives?

Students have different reasons for learning a foreign language. Griffiths (1995:50) at this point, puts it that however theoretically “correct” material may be, it will be unacceptable to students if it does not match their own goals.

- Is the material learner-centered?

Material used should empower students and put them in control of their own learning. Material should be presented in such a way that is possible for the student to be self monitoring. Ideally, questions and answers should be in the same book so that self assessment is possible. Indexes should be easy to use.

- Does the material facilitate interactive learning?

Students often learn as much from each other as they do from the teacher. Material should make it easy to divide the class into groups or pairs, to have conversations or roleplay, and to allow the students to interact with each other.

- Is the material socio-culturally appropriate?

It is important to avoid potentially offensive images. Any "jokes" which rely on racial stereotypes for their "humour" are to be avoided.

- Is the material gender-sensitive?

Sheldon (in Griffiths, 1995) tells us that we should ask: "Does the coursebook enshrine stereotyped, inaccurate, condescending or offensive images of gender?" and Griffiths (1995) makes the point that material where women are consistently portrayed as subordinate should be rejected.

- Is the material up-to-date?

Some older material can still be very useful. In general, however, much progress has been made in the teaching of ESOL in recent years. It follows, therefore, that more recent material is usually preferable if available.

- Are vocabulary and comprehensible input levels well-graded?

Material suitable for an advanced student will be beyond the beginner's comprehension. Material suitable for a beginner will lack challenge for an advanced student. It is essential that material matches the abilities of the student.

- Is the material age-appropriate?

Materials for adults need to have adults as the main characters, and to use "mature" language.

- Is the material interesting and visually attractive?

Students usually react more favorably to bright, colorful, interesting, well-illustrated material.

- Is the material relevant to real life?

Griffiths (1995) expounds this question stating that

Although O'Neill (1977) expresses concern that there is often an "uneasy tension between the desire to teach what I hope will be directly useful to the learner and the desire also to help the learner acquire the generative framework without which no communication is possible," emphasis remains strongly on communicative methods of teaching. Therefore, as Nunan (in Griffiths, 1995:50) puts it: "As the focus will be on assisting learners to do in class what they will need to be able to do outside, materials should reflect the outside world. In other words, they should have a degree of authenticity."

- Is the material easy to use?

Material must be sturdy, well-organized and well-indexed. Different components (e.g. books, tapes, videos) must be easy to use in conjunction with each other.

- How ethnocentric is the material?

According to Griffiths, (1995) we should question the extent to which everything is seen from the point of view of the writer's culture.

2.4. Methods of Textbook Evaluation

With a view ultimately to capitalizing on textbooks' assets as well as compensating their possible limitations, it stands as an inevitable need for teachers to gain the ability to evaluate such books which they are supposed to use some principle bases. EFL teachers' coming to certain awareness on the evaluation of current language textbooks provide a greater perception of the book's strengths and weaknesses enabling them to focus on the weak points and adapt or make supplements accordingly.

Various writers offer invaluable checklist that can be integrated into the process of materials evaluation. Grant (1987:119) takes materials evaluation up as an ongoing process. He suggests the three stages of evaluation as follows:

1. Initial Evaluation
2. Detailed Evaluation
3. In-use Evaluation

The initial evaluation embraces a process in which such terms as the preface, contents and abstract of a textbook come to the fore with intent to determine the further step of looking it over in detailed. Grant, at this issue, has put forward a practical test entitled “CATALYST”. Each letter contained in the acronym “CATALYST” represents the eight criteria for bringing to light whether a textbook fits the purposes claimed by the textbook and the particular needs of students.

The key questions represented by the word “CATALYST” are as follows:

- Communicative?
- Aims?
- Teachable?
- Available?
- Level?
- Your impression?
- Student interest?
- Tried and tested?

Detailed evaluation takes us a step further by which teachers make their own value judgments in evaluating new materials through a questionnaire. A wide range of points with adequate heed paid to a questionnaire surely help teachers decide how far a coursebook meets the following conditions.

1. Does the course suit your students?
2. Does it suit the teacher?
3. Does it suit the syllabus?

Grant (1987) draws attention to the need of in-use evaluation, the third stage of evaluation, stating that such a questionnaire, however elaborate, is not likely to give a conclusive answer to the final test: “Does it work in the classroom?”

Similarly, Cunningsworth (1995:14) one of the leading scholars, suggests three types of evaluation which involve pre-use evaluation, in-use evaluation and post-use evaluation. Applying pre-use evaluation seems to be a challenging task for teachers. Zhang (2007:29) illuminates the lying reason claiming that pre-use evaluation tends to be the most difficult kind since there is no actual experience of using the coursebook. In-use evaluation, from another perspective, is a kind of evaluation for suitability, involving “matching the coursebook against a specific requirement including the learners’ objectives, the learners’ background, the resources available, etc.” (Cunningsworth, 1995:14). Post-use evaluation, on the other hand, prepares the ground for teachers to get certain insights into the use of the same textbook on future occasions mainly through including an assessment of a textbook’s fitness over a period of continual use.

In addition to these three aspects of evaluation, Cunningsworth (in Zhang, 1995) differentiates two approaches between impressionistic overview and in-depth evaluation contending that

Since the former can only afford us a general introduction to the material, but not enough detail to ensure a good match between the content of the textbooks and the requirements of teaching/learning situation, an in-depth evaluation is necessitated as we can examine how specific items and different aspects of language are dealt with. (p.29)

Another researcher, Dougill (1987) has prepared a framework for textbook evaluation. The framework has a range of items from the points pertaining to the syllabus, the units, the subject matter to form and course components. For Dougill, there are four main points in evaluating materials:

1. Face validity: The extent to which the course is transparent, i.e. the aims and underlying intentions are clear.
2. Generative push: The extent to which the course enables students to generate language outside the classroom.
3. Coherence or pattern: The extent to which the course hangs together as a package.
4. Affective depth: The extent to which the content touches the inner person.

In addition to these, Williams (in İnözü, 1996) has shed illuminating lights on the evaluation of English language textbooks through developing his own criteria. He presents a

scheme for evaluation which can be used to draw up a checklist of items relevant to second or foreign language teaching.

Table 2.3.A Scheme for Evaluating ESL/EFL Textbooks

<u>Basic assumptions</u>	Criteria for evaluation			
	<u>General</u>	<u>Speech</u>	<u>Grammar</u>	<u>Vocabulary</u>
Up-to-date methodology	_____	_____	_____	_____
Guidance for teachers	_____	_____	_____	_____
Needs of learners	_____	_____	_____	_____
Relevance to environment	_____	_____	_____	_____

Source: Williams, D. (1983:37/251)

The evaluative scheme relates assumption about teaching a second or foreign language to a set of linguistic, pedagogical, general, and technical criteria. The four assumptions on which the scheme is based are:

Up-to-date methodology: The ESL/EFL textbook should be consistent with the psychological and linguistic principles underlying current, accepted methods of second or foreign language teaching

Guidance for non-native teachers: The textbook should provide appropriate guidance for the teacher of English who is not a native speaker of English.

Needs of second/foreign language learners: The textbook should cater to the needs of the learners

Relevance to the socio-cultural environment: The textbook should be sensitive to the problems arising from the differences between the cultures associated with the target language and the mother tongue.

Linguistic/Pedagogical criteria involve techniques of textbook presentation, selection and organization of skills, and aspects of the language to be taught. General criteria embrace methodology, the needs of the learners, the teacher, and the community. Technical criteria are concerned with the quality of editing and publishing, the availability of supplementary materials, cost and durability of the text, authenticity of language and style of the writer.

In evaluating teaching materials, Dubin and Olshtain (1986:120) have put forward their own criteria. Related to this issue, they suggest the following questions:

1. By whom and where were the materials developed: by a team of materials developers who are familiar with this particular educational system and students population, or were they produced for the international market which is concerned with the broadest possible definition of the target population? If the latter is the case, this may be the central drawback in their design.
2. Are the materials compatible with the syllabus?
3. Do the materials provide alternatives for teachers and learners? Alternatives may be provided in terms of learner-tasks, learning styles, presentation techniques, expected outcomes etc. This is a significant feature of effective materials since not all types of learning routes are suitable for all learners.
4. Which language skills do the materials cover? Are they represented separately or are they well integrated? If there is a lack of integration, this might be a serious drawback of the material.
5. How authentic are the text types included in the materials? Variety of text types might be very significant in exposing students to the types of texts they will encounter beyond and outside the course.
6. How do learners and teachers who have used the materials feel about them? It is necessary to gather subjective information in order to gain additional insights into how teachable or learnable the materials really are. This type of information can be gathered via a questionnaire or informal interview.

McDonough and Shaw (1993), bringing another visual of angle to textbook evaluation, offer a two-stage evaluation. Atkins, (2001) regards this two-stage model for coursebook evaluation as an apparently logical framework for conducting a detailed analysis of a coursebook believing that it provides guidance on how to perform the analysis but remains flexible. McDonough and Shaw explain the external evaluation as follows:

“an external evaluation which offers a brief ‘overview’ of the materials from the outside (cover, introduction, table of contents)... followed by a closer and more detailed internal evaluation.” (McDonough and Shaw, 1993:66)

In accordance with McDonough and Shaw (in Murdoch, 2000), the external evaluation will be accomplished by “looking at:

- the ‘blurb’, or the claims made on the cover of the teachers/students book [and]
- the introduction and table of contents.”

This external stage also covers such other factors as the use of visual/audio equipment, coursebook layout, topic bias, the publication date, coursebook provisions, and time factors.

The internal evaluation stage, on the other hand, will

“analyse the extent to which the aforementioned factors in the external evaluation stage actually match up with the internal consistency and organization of the materials as stated by the author/publisher.” (McDonough and Shaw, 1993:75)

The analysis of internal evaluation also investigates skill presentation, material grading and sequencing, natural language element inclusion, the relationship of tests/exercises to materials and learners, and finally, the suitability for teachers and different learner learning styles.

McDonough and Shaw (93: 68-69) provide the following areas which ought to be involved in the ‘blurb’, introduction and contents page:

- The intended audience
- The proficiency level
- The context in which the materials are to be used
- How the language has been presented and organized into teachable units/lessons
- The authors’ views on language and methodology

Some of other criteria included in the external evaluation are as follows:

- Is a vocabulary list included?
- What visual material does the book contain and is it there for cosmetic value or is it actually integrated into the text?
- Is the presentation clear or cluttered?
- Is the material too biased or culturally specific?
- Do the materials represent minority groups and/or women in a negative way? Do they represent a ‘balanced’ picture of a particular country/society?

- The inclusion of audio/video material and resultant cost. Is it essential to possess this extra material in order to use the textbook successfully?
- The inclusion of test

McDonough and Shaw's model prescribes an in-depth internal evaluation of 'at least two units (preferably more).' (McDonough and Shaw 1993:75) some of the criteria involved in the internal evaluation are:

- The presentation of skills in the materials.
- The grading and sequencing of the materials.
- Where reading/'discourse' skills are involved, is there much in the way of appropriate text beyond the sentence?
- Where listening skills are involved, are recordings 'authentic' or artificial?
- Do speaking materials incorporate what we know about the nature of real interaction or are artificial dialogues offered instead?
- Is the teacher's guide efficacious in achieving its aims?

2.5. Description of the Present Textbook –Time for English, Grade 4– and the Current Curriculum

In the English Language Curriculum for Primary Education (Grades 4, 5, 6, 7 and 8), (2006) what the textbook claims is described as follows:

SYLLABUS FOR THE 4TH GRADE: General Introduction

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

Consolidation units can be covered in 2 hours in one week. Tasks (projects) that are assigned for each unit can be kept in a dossier by the students, and teachers can give feedback to those after the consolidation unit in the elective course hours. Students can also share their

projects with their peers in the class. Students who complete the 4th grade are expected to show the following linguistic competence levels:

Students will

- a. Have a very basic range of simple expressions about personal details and needs of a concrete type.
- b. Have a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.
- c. Show only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.
- d. Pronounce a very limited repertoire of learned words and phrases intelligibly though not without some effort.
- e. Copy familiar words and short phrases e.g. simple signs or instructions, names of everyday objects, names of shops and set phrases used regularly.
- f. Spell his/her address, nationality and other personal details.
- g. Establish basic social contact by using the simplest everyday polite forms of greetings and farewells; introductions; saying please, thank you, sorry, etc.
- h. Manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.

In order to achieve the above mentioned objectives, the following structures are suggested:

Simple present tense “to be” as the copula verb: affirmative, negative, yes/no questions

Imperatives: Classroom commands

Wh- questions: What, How many, What color, Where? When? How old?

Possessive pronouns

Have got: affirmative, negative, yes/no questions

Plural nouns

Predicate adjectives

Prepositions of place (in, on, under, next to)

Prepositions of time on/at/ in

adj. + noun combinations

There is/ are

Countable and uncountable nouns

Quantifiers: Some / a lot of

Time expressions such as in the morning, at noon, at night, etc.

As for contexts (situations and texts), the following can be used:

- informal inter-personal dialogues and conversations between people
- very short recorded dialogs and passages
- very short, simple reading texts
- visuals (pictures, drawings, plans, maps, cartoons, caricatures, photos, etc.)
- short phrases and sentences
- student conversations
- teacher-talk
- common everyday classroom language
- Short descriptive paragraphs
- games (TPR games, Spelling games, Categorization games, ball games, etc.)
- stories (story telling / story reading)
- drama and dramatization
- songs, chants and rhymes
- poems, riddles, jokes
- handcraft and art activities
- Word puzzles, word hunts, jumbled words, word bingo
- Recorded sounds (animals, nature, etc.)
- Drawing and coloring activities
- Connect the dots and maze activities
- Various reading texts (ID forms, ID cards, Mathematical problems, symbols, Invitation cards, lists, Timetables, Weather reports, etc)
- Information gap activities

CHAPTER 3

METHOD of the RESEARCH

3.1. Introduction

This section provides information with a focus attached to the nature of the research and how the study was designed in terms of the methodological perspective. It covers the information as to subjects, behavioral objectives of the study, and the instruments. Furthermore, the procedure of the implementation phase of the study, the data collection procedure and the method used for data analysis are described.

3.2. Research Design

This study was conducted having recourse to the descriptive research design with a view to identifying the views of 4th grade students and EFL teachers pertaining to English textbook for the 4th grade. –Time For English, Grade 4– The aim here is to discuss the decisions in designing each procedure at different stages of the research in order to be able to address the research questions. In the following sections, description of the data collection tools used was presented in detail.

3.3. Participants

Sheldon (1987:6) contends that materials evaluation needs to be taken back to the real consumer who are the teachers and the learners. This view has led the inclusion of not only the teachers but also the students in this study. The participants of the study therefore, were 703 students and 20 teachers who were at the time of the study, attending and teaching EFL classrooms of 4th grade in Seyhan and Yüreğir. It was the first year for students to learn English and their ages ranged from 10 to 11. Age and sex variables were not involved as they were not related to the purpose of this particular study. Further data was collected through interviews adapted for the evaluation of the English textbook for the 4th grade with 4th grade EFL teachers. The questionnaires were administered to both students and teachers and interviews were conducted with these teachers.

3.4. Data Collection Tools

A system for evaluating beginning textbooks should include the following components: (Tucker, in İnözü, 1996)

1. The system should include a comprehensive set of criteria consistent with the basic linguistic, psychological and pedagogical principles underlying currently accepted methods of language teaching. They should be exhaustive enough to insure assessment of all characteristics of the textbook.
2. The system should include a flexible rating scheme that provides a method for the comparative weighting of the criteria and a simple system for recording the evaluators' judgment on each.
3. The system should provide a rating chart that facilitates a quick, easy display of the evaluator's judgment on each criterion and presents a graphic profile of the total evaluation.
4. Finally, it should provide a visual comparison between the evaluator's opinion of the book and a hypothetical ideal.

In the light of these views, as instruments of evaluation, two questionnaires –one for students and one for teachers– involving textbook evaluation criteria were adapted for the purpose of this research. The section below gives further information concerning data collection tools employed in this study.

3.4.1. Questionnaires

Questionnaires are among the most commonly used research instruments. Tuckman (1978) at this issue, states that they are as a way of gathering data about people directly by asking them rather than observing their behaviour.

Seliger and Shohamy (1989) have brought a different perspective to the nature of questionnaires expressing the following advantage in which questionnaire, as a data gathering technique, and in terms of administration is very time-efficient as it can be administrated to large groups of people, so making it less time consuming compared to other “self-report” procedures such as interviews.

Robson (in Cabaroğlu, 1999:113) on the other hand, states the drawbacks of questionnaires relating them to the responses given by the participants. In Robson's sight, it is not always possible to check honesty and seriousness of the responses. The predetermined categories implied by the items may not be appropriate for all participants.

Regarding the use of questionnaires in this study, taking the aforementioned points related to questionnaires into account, the employment of questionnaires with both teachers and students in this thesis stemmed from the fact that it could provide opportunities to obtain data concerning the evaluation of the language textbook being used by the participants.

More specific information regarding the process in which questionnaires administrated to both students and teachers are described below.

3.4.1.1 Student Questionnaire

A total of 20 statements were addressed to 703 students selected randomly from schools in Seyhan and Yüreğir. In the questionnaire for students, these statements were categorized under such headings as *layout and design, activities, skills, language type, subject and content, and conclusion*. Students were asked to give their answers as “*I totally agree, I agree, I am not sure, I don't agree, and I don't agree at all*”. As the students were beginners of the English language, the items in the questionnaire were translated into Turkish.

Producing data in the form of numbers or rankings, the student questionnaire used in this study was structured as it contained questions that the participants responded to by selecting from multiple choices, by indicating agreements or disagreements. The items included provided respondents with a five-scale likert ranging from “*I totally agree, I agree, I am not sure, I do not agree to I do not agree at all*.”

The adapted questionnaires take elements from the checklists by Matthews (1985:206), D. Williams (1983:255), R. Williams (1981:159), Cunningsworth (1984:75-79), Breen and Candlin (1987:13-28), Sheldon (1988:242-245) and Roberts (1990) with the addition of new items and a new scaling system. The reason for utilizing multiple checklists instead of adapting only one lies in the fact that they can set the stage for more overall evaluation criteria when evaluating the present textbook.

3.4.1.2 Teacher Questionnaire

As for the questionnaire for teachers, they were exposed to 42 statements. The same set of 20 statements employed in the Student Questionnaire were also added in the Teacher Questionnaire to be able to reach a more exhaustive evaluation criteria through additional items and thereby having a total number of 42 statements. The same five-scale likert and the same headings explained in Student Questionnaire above were also utilized.

3.4.2. Interviews

Research differs for various aspects having many facets covered. The inclusion of internet surveys, observation, the workplace, documents, field notes, questionnaires and interviews are in general some sources for data collection. However, this thesis focuses here on interviews as a method of data collection through making use of semi-structured interview. Some of the ethical issues and the process involved in conducting interviews are described below.

The research interview has been defined by Cannell and Kahn (1968) as “a two-person conversation initiated by the interviewer for the specific purpose of obtaining research-relevant information, and focused by him on content specified by research objectives of systematic description, prediction or explanation.” (cited in Cohen and Manion, 1994:271)

Interviewing (in Cabaroğlu, 1999:73) may serve several purposes in a study. First of all, it may be used as the principal means of data collection depending on the research objectives. Secondly, interviews can also be employed “to test hypotheses or to suggest new ones; or as an explanatory device to help identify variables and relationships.”

Similarly, Gray (2004:214) has given the following reasons to use interviews for data collection and as research instruments:

- There is a need to attain highly personalized data.
- There are opportunities required for probing.
- A good return rate is important.

It is necessary for the researcher to prepare before the actual interview. The interview starts before the interview actually begins. This is the researcher's preparation stage. Once the interview is conducted the researcher needs to make sure that the respondents have:

- A clear idea of why they have been asked;
- Basic information about the purpose of the interview and the research project of which it is a part;
- Some idea of the probable length of the interview and that you would like to record it (explaining why);
- A clear idea of precisely where and when the interview will take place. (Gillham in Kajornboon, 2004:2)

In the light of the illuminating information included above, in this study, so as to acquire further data for the evaluation of English language textbook designed for grade 4 – *Time for English, Grade 4*– the interviews were conducted at the end of the 2006-2007 education term with a total of 20 4th grade EFL teachers. As explained in this chapter, semi-structured interview was employed for the present study with the following interview questions:

1. Do the aims of the coursebook correspond closely with the aims in the teaching program and with the needs of learners?
2. Does the course include examples of authentic language and materials?
3. Is the coursebook flexible? Does it allow different teaching and learning styles?
4. Are all four skills (speaking, listening, reading, writing) adequately covered at an appropriate level?
5. What opportunities exist for children to interact using English?
6. What components does the teacher's book include?
 - a. Are there guidelines for evaluating how well lessons went?
 - b. Does it explain any methodological issues regarding teaching young learners?
7. What is your overall opinion about the textbook you have been using?

In connection with the section above and the semi-structured interview, the open-ended nature of the questions has provided an opportunity to probe further and gain insights into teachers' opinions with regard to revealing their additional thoughts on the evaluation of the textbook.

Before the start of each interview, each participant was asked if s/he had any objection about the use of a tape-recorder for recording the interview. After getting permission, a small tape-recorder was used and kept out of sight. Having done the necessary preparations, each interviewee was provided certain elucidations as to the purpose of the interview, the number of questions to be asked, the approximate amount of time to be spent, the way of using the interview later on. Moreover, they were assured about the confidentiality of the data to be collected and their anonymity.

As for the data acquired from the interviews, content analysis was employed. The following definitions of what content analysis actually means and illuminating information regarding this issue have been included below to shed light on the process of analysis here.

Holsti (1969) offers a broad definition of content analysis as “any technique for making inferences by objectively and systematically identifying specified characteristics of messages.”

Hsieh and Shannon (2005:1278) bring a broader sense to the term explaining as “a research method for the subjective interpretation of the content of text data through the systematic classification process of coding and identifying themes or patterns”

According to Krippendorff (2004), on the other hand, six questions must be addressed in every content analysis:

1. Which data are analyzed?
2. How are they defined?
3. What is the population from which they are drawn?
4. What is the context relative to which the data are analyzed?
5. What are the boundaries of the analysis?
6. What is the target of the inferences?

When it comes to the process of qualitative content analysis for the interviews in this study, it has been conducted in accordance with the following steps:

1. Arranging data for qualitative content analysis.
2. Deciding the unit of analysis which refers to the basic unit of text to be classified during content analysis.
3. From units to categories: developing categories and coding scheme. Categories and coding scheme can be derived from three sources: the data themselves, previous related studies, and theories.
4. Coding all text. When sufficient consistency has been achieved, the coding rules can be applied to code all the text.
5. Accessing coding consistency. After coding the whole text, coding consistency needs to be rechecked.
6. Drawing conclusions from the coded data involving the process of making sense of the generated categories.
7. Reporting.

3.5. Data Collection and Procedure

White (1988:155) states that in the evaluation process, specifically when evaluating classroom procedures and content, the use of questionnaires, interviews, observations and rating scales is a widely recognized method of data collection.

In accordance with this notion, data obtained through the questionnaires administrated to both students and teachers. Furthermore, 4th grade EFL teachers in Seyhan and Yüreğir districts were interviewed concerning their language book. All the subjects were asked the same set of questions prepared beforehand.

For the purpose of administering the questionnaires, one classroom of 4th grade out of each school was randomly chosen. The inclusion of only one classroom in each school could pave the way for the chance to reach a higher number of participants from divergent schools to represent different needs regarding the same present textbook in different school settings.

In the questionnaires, students and teachers were asked to rate the textbook evaluation criteria on the basis of a five-scale matrix. For data acquired from the interviews, content analysis was carried out to identify the recurring themes concerning the participants' views. Based upon a descriptive research design, this study involved the data analysis of descriptive

statistics. In this sense, SPSS, a Statistical Programme for Social Sciences was capitalized on to report both teachers' and students' viewpoints in numerical data.

CHAPTER 4

FINDINGS

4.1. Introduction

This chapter aims at presenting the analysis of the data as follows: 1) the analysis and discussion of the data through the questionnaires involving the textbook evaluation forms obtained from the responses of students. 2) the analysis and discussion of the data gathered through the teacher textbook evaluation forms administered to 4th grade EFL teachers. 3) the analysis and discussion of the results of the interviews with teachers chosen randomly from Seyhan and Yüreğir counties.

The obtained data were analysed through a statistical programme, SPSS Statistical Package for Social Sciences) for Windows 10.0. The results acquired from the questionnaires administrated to 703 students are illustrated below.

4.2. Findings from the Student Questionnaire

As stated earlier, a questionnaire as a data collection tool with textbook evaluation criteria was administered to 703 students. This section presents the data findings acquired from the responses of these participants through 20 statements. The presentation of the responses to the questionnaire are given below with a total of 6 sub-headings from *layout and design, the activities, the skills, the language type, and the subject and content to the overall consensus*. Table 4.1 shows the frequencies and the percentages of the responses given for the layout and design of the textbook including the items 1 and 2 in the student textbook evaluation questionnaire.

Table 4.1 Students' Views About the Layout and Design of the Textbook

Items	I totally agree		I agree		I am not sure		I do not agree		I do not agree at all	
	f	%	f	%	f	%	f	%	f	%
1	352	50.1	235	33.4	89	12.4	13	1.8	14	2
2	400	56.9	198	28.2	77	11	17	2.4	11	1.6

N= 703

Item 1: *“The layout and design is appropriate and clear”*

Item 2: *The textbook is organized effectively*

Accordingly, half of the students have reported that the layout and design of the textbook –actually comprising the content, style, format, design, and sequence of the various typical components of a book– is organized effectively. In other words, responses given here by 352 students provide proof for the appreciation of the textbook in terms of layout and design. This is followed by 235 teachers (33,4 %) who construe the alleged feature as positive. While 89 out of 703 students have not pointed out any ideas concerning item one, the total number of students with disagreement reach a percentage of 3,8 %.

Similarly, the analysis of the responses on the organization of the textbook, which in a way forms *the proverbial forest for the trees* and engage students actively in the learning process, leads to the conclusion that a significant total number of students (598; 85,1 %) orienting themselves to the organization of the textbook report affirmative reactions with regard to the layout and design. 2,4 percent of students, on the other hand, hold converse opinions on this point. As a further extent, the remaining percent of teachers (1,6 %) in the Table above have unfavourable rating for this item.

Table 4.2 Students' Views About the Activities of the Textbook

Items	I totally agree		I agree		I am not sure		I do not agree		I do not agree at all	
	f	%	f	%	f	%	f	%	f	%
3	315	44.8	212	30.2	114	16.2	37	5.3	21	3
4	289	41.1	236	33.6	109	15.5	36	5.1	30	4.3
5	398	56.6	145	20.6	77	11	37	5.3	44	6.3
6	230	32.7	228	32.4	155	22	39	5.5	39	5.5

N= 703

Item 3: *The activities encourage sufficient communicative and meaningful practice*

Item 4: *The activities incorporate individual, pair and group work*

Item 5: *The grammar points and vocabulary items are introduced in motivating and realistic context through games, songs and storytelling.*

Item 6: *The activities promote creative, original and independent responses*

The crucial point drawn from the responses given to item three designates that 315 out of 703 students (44,8 %) regard the textbook as efficient in implementing the communicative language teaching/learning process as well as to engaging the students in the meaningful use of the target structure through the activities it includes. 30,2 % of the students also express affirmative views believing that the activities develop insights for themselves into communicative instructions. The counter-responses come from a total group of 58 students who do not base their opinions on the aforementioned features.

In the light of the figures above, there are positive conclusions to be derived from the item four. When asked to rate the activities in the textbook as to whether they prepare the ground for individual, pair and group work, the majority of students – 289 declaring ‘*I totally agree*’ and 236 with ‘*I agree*’ uphold this process intending that the textbook builds appropriate rapports between the activities and divergent sorts of work-engagements among the students. Nevertheless, 15,5 % of the students declare no opinions. 36 students (5,1 %) from another perspective, do not cultivate the design of activities as to be conducive to individual, pair and group-work. The ranking ends in a full-scale negative responses by students with 4,3 percentage.

As for the item five, such materials appealing to various senses as games, songs, and story-telling bring to light in teaching grammar points and vocabulary items. Proceeding upon the figures above, students’ replies to the item 5 can be grouped as follows:

More than half of the students (56,6 %) contend that games, songs and storytelling involved in teaching grammar points and vocabulary items are taught within motivating and realistic context. A similar support for this criterion of evaluation is given by 20,6 percent of students. A total number of 81 students (11,6 %) form the opponency part to this item.

For the item six, concerning the activities in the textbook, 230 students (32,7 %) at this issue come to the fore believing that the activities included in the textbook set the stage for creative, original and independent responses. This item is also highly rated as ‘*I agree*’ by a

group of 228 students with a percentage of 32,4. 155 out of 703 students have not expressed any views concerning this feature of the textbook. 39 students do not tie a process towards independence to the activities of the textbook and another group with the same number constitute the firmest dissent believing the textbook does not encourage themselves to be independent in dealing with the activities.

Table 4.3 Students' Views About the Skills of the Textbook

Items	I totally agree		I agree		I am not sure		I do not agree		I do not agree at all	
	f	%	f	%	f	%	f	%	f	%
7	338	48.1	210	29.9	101	14.4	32	4.6	20	2.8
8	337	48	209	29.7	98	13.9	33	4.7	25	3.6
9	302	43	240	34.1	90	12.8	37	5.3	28	4

N= 703

Item 7: *The materials include and focus on the skills that I need to practice*

Item 8: *The materials provide an appropriate balance of the four language skills*

Item 9: *The textbook highlights and practices natural pronunciation*

. In connection with the language skills in the textbook, nearly half of the students (48,1 %) have stated the materials pay heed to the skills they need to practice. This appreciation is followed by 29,9 % of the students. A total number of 52 students, on the contrary, do not believe the materials highlight the skills that the students themselves need to practice.

As for the figures given to item eight, of the 703 students, 47,9 % were positive in response to this criterion intending that the materials cover the four language skills –speaking, listening, reading and writing– through an equal proportion. 3,6 % of the students form another edge thinking the involvement of these skills is not taken up in a tantamount way.

The values for final statement in this section of the Textbook Evaluation Form display that in 302 students' sights, the textbook practices the 'real' pronunciation for the perceptual saliency of spoken English. 34,1 % of the students also believe the textbook include naturally occurring pronounced language. However, 5,3 percent of students do not agree with such

opinions specific to natural pronunciation and 28 students 4 % are not satisfied with the treatment of this criterion at all.

Table 4.4 Students' Views About the Language Type of the Textbook

Items	I totally agree		I agree		I am not sure		I do not agree		I do not agree at all	
	f	%	f	%	f	%	f	%	f	%
10	262	37.3	207	29.4	132	18.8	52	7.4	41	5.8
11	349	49.6	182	25.9	100	14.2	30	4.3	33	4.7
12	284	40.4	217	30.9	126	17.9	41	5.8	19	2.7
13	284	40.4	222	31.6	108	15.4	45	6.4	31	4.4
14	330	46.9	189	26.9	110	15.6	25	3.6	32	4.6

N= 703

Item 10: *The language used in the textbook is authentic – i.e. like real life English*

Item 11: *The language used is at the right level for my current English ability*

Item 12: *The progression of grammar points and vocabulary items is appropriate*

Item 13: *The grammar points are presented with brief and easy examples and explanations*

Item 14: *The language functions exemplify English that I will be likely to use in the future*

Table 4.4 firstly gives some insights by students into the nature of language type through authentic language. Accordingly; the language used in the textbook has been found to be authentic by a total percentage of 66,7 of the students. Nevertheless, 52 students (7,4 %) do not concur in this notion and the views of 41 students (5,8 %) take this disagreement a step further.

With regard to the level of language ability, on the other hand, the term 'language proficiency' comes to the fore. Nearly half of the students constitute the highest ranking here believing that the language used in the textbook is appropriate for themselves in dealing with the language activities contained in the textbook. That those who declare no viewpoints regarding this item (14,2 %) is also worth taking into consideration. As for the opponency part, they form the minority percentage in the table above holding the idea that the language level is excessively intricate for themselves.

Concerning the rating for the item 12, 40 % of the students establish a relationship between the process, in which grammar points and vocabulary items are dealt with, and their current language abilities. 30,9 percent of the students support such a viewpoint regarding the issue of progression as satisfying for themselves. 17,9 % do not reveal determining views in relation to this criterion and in the last place, a group of 19 students (2,7 %) do never esteem the level of difficulty in teaching grammar and vocabulary as progressively-built up.

As for the short and lucid examples and illuminations, they are actually used in the teaching process of grammar points with varying degree of appraise according to a total number of 516 students. (40,4 % '*i totally agree*'; 31,6 % '*i agree*') 15,4 % do not have fixed ideas. 45 students' views, holding an opposite point of view, designate that they have difficulties in making sense of the grammar items. A final figure with 4,4 percentage does not reflect the same opinion at all.

In relation to the final item in this section, language functions in the textbook, 46,9 % of the students give positive reactions to this natural and usual purpose of the language on which they are likely to capitalize in the future. 189 students (26,9 %) form the second highest ranking believing that the functions in the textbook are language-focused which also cater for their potential needs. 32 students, nevertheless, do not rely on this item considering the textbook as inefficient in integrating aforementioned functions in their further language studies.

Table 4.5 Students' Views About the Subject and Content of the Textbook

Items	I totally agree		I agree		I am not sure		I do not agree		I do not agree at all	
	f	%	f	%	f	%	f	%	f	%
15	366	52.1	210	29.9	91	12.9	18	2.6	13	1.8
16	247	35.1	222	31.6	147	20.9	43	6.1	35	5
17	262	37.3	207	29.4	154	21.9	34	4.8	37	5.3
18	351	49.9	183	26	107	15.2	30	4.3	25	3.6

N = 703

Item 15: *The subject and the content of the textbook is relevant to my needs as an English language learners.*

Item 16: *The subject and content of the textbook is generally realistic.*

Item 17: *The subject and content of the materials is interesting, challenging and motivating.*

Item 18: *There is sufficient variety in the subject and content of the textbook.*

It is evident from the table above that in more than half of the students' opinions, (52,1 %) the subject and content is in connection with their needs as language learners. Another group with 210 students express parallel ideas believing that the textbook with its content stimulate and maintain their interest. As a counter-argument for this item, responses by a total number of 31 students signify the subject and content is insufficient for the diversity of their preferences and needs.

In relation to the item 16, 247 students (35,1 %) regard the textbook as realistic peculiar to its subject and content. 31,6 % of the students pursue this ranking with the value '*i agree*'. However, the percentage of those (20,9 %) who are not sure on this issue are also striking here and 35 students' ratings (5 %) display a profound criticism of this item meaning that the subject and content does not have such a feature.

For the item 17, the students have been asked to rate whether the textbook with its subject and content is interesting and motivating. The results designate that 262 students through the highest ranking declare positive opinions conducive to such characteristics. 37 students' responses, on the other hand, reveal negative views in relation to this issue with a full-scale disagreement.

As for the final item in this section, half of the students (49,9 %) have mentioned that the subject and content of the textbook is adequate in its variety. 15,2 % of the students stand as abstainers whereas 25 students's views run counter to the figures mentined above.

Table 4.6 Students' Views About the Overall Consensus of the Textbook

Items	I totally agree		I agree		I am not sure		I do not agree		I do not agree at all	
	f	%	f	%	f	%	f	%	f	%
19	368	52.3	173	24.6	96	13.7	29	4.1	33	4.7
20	302	43	145	20.6	128	18.2	44	6.3	78	11.1

N= 703

Item 19: *The textbook raises my interest in further language study*

Item 20: *I would choose to study this textbook again*

Of the 703 students, 368 strongly believe that the textbook, in an attention-rousing way takes them further in dealing with English language studies. This is followed by 173 students (24,6 %) who build their viewpoints upon this criterion. 4,7 % of the students, from a different view of angle, hold converse views on this issue intending that the textbook does not stir their interests for its potential use.

Preferring to study this textbook again stands as another aspect of *overall consensus* appreciated by 302 students.(43 %) While the responses of 18,2 % of the students shed no determining light to this item, a smaller extent (17,4 %) have enunciated negative opinions.

4.3. Findings from the Teacher Questionnaire

Table 4.7 Teachers' Views About the Layout and Design of the Textbook

Items	I totally agree		I agree		I am not sure		I do not agree		I do not agree at all	
	f	%	f	%	f	%	f	%	f	%
1	2	10	13	65	2	10	2	10	1	5
2	2	10	11	55	3	15	2	10	2	10
3	3	15	9	45	2	10	4	20	2	10
4	6	30	6	30	2	10	6	30	-	-
5	7	35	9	45	2	10	1	5	1	5
6	1	5	6	30	1	5	8	40	4	20

7	5	25	5	25	3	15	5	25	1	5
8	3	15	8	40	1	5	6	30	1	5
9	2	10	12	60	1	5	2	10	3	15
10	3	15	11	55	2	10	2	10	2	10
11	-	-	3	15	9	45	4	20	4	20

N= 20

Item 1: *The textbook includes a detailed overview of the functions, structures and vocabulary that will be taught in each unit.*

Item 2: *The layout and design is appropriate and clear.*

Item 3: *The textbook is organised effectively.*

Item 4: *An adequate vocabulary list or glossary is included.*

Item 5: *Adequate review sections and exercises are included.*

Item 6: *An adequate set of evaluation quizzes or testing suggestions is included.*

Item 7: *The teacher's book contains guidance about how the textbook can be used to the utmost advantage.*

Item 8: *The materials objectives are apparent to both the teacher and student.*

Item 9: *The textbook meets the long and short term goals specific to my learners*

Item 10: *The workbook includes appropriate supplementary activities*

Item 11: *There is an adequate explanation to enable teachers to understand the cultural differences of the target language*

In the light of Table 4.7, one-tenth of teachers (10 %) seem to be satisfied with the textbook in that it provides a comprehensive overview for the aforementioned issues. 13 out of 20 teachers, through a similar view of angle, rate this statement as '*I agree*'. It seems, on the other hand, to be problematic for 15 % of the teachers with *I do not agree* and *I do not agree at all* claiming that the textbook does not pursue such aims.

Similarly, more than half of the teachers (55 %) have attributed positive senses to the layout and design of the textbook. Responses given to this item show similarities in figures to those of students (50,1 %) who contend the textbook serves well at this issue. Nevertheless, as for the *other side of the coin*, 10 % of the teachers do not uphold such a viewpoint and the responses given by another 10 percentage run counter to the first two rankings.

In relation to the organization of the textbook, it is evident from the table above that teachers with 45 % uphold the organization of the textbook. four out of 20 teachers have contrast opinions and this item is rated as negative to a greater extent by 10 % of the teachers.

From another perspective, the vocabulary list or glossary in the textbook have been found to be satisfactory by six teachers and quite satisfactory by 30 % of the teachers. However, another group of teachers with 30 % do not concur on this respect. They regard the textbook as inadequate in providing such a vocabulary list or glossary.

With regard to the item five, the views of nine teachers (45 %) are conducive to the conclusion that the textbook pays adequate heed to review sections and exercises. 35 % of the teachers take this point to a greater degree rating as '*I totally agree*'. The number of those stating that the textbook does not fulfill such needs reach a total of 10 %.

Concerning the evaluation quizzes or testing suggestions, 30 % of the teachers believe that the textbook is efficient in providing such issues. However, 40 % of the teachers do not believe the textbook serves well in this respect. Moreover, four out of 20 teachers take this matter up with a full-extent of disagreement.

In the light of the values given for the item seven, half of the teachers with varying degrees of support from full-scale to a very large-scale point in a way out that the textbook comes to their assistance in enabling them to obtain the maximum use through the textbook. Another quarter, on the other hand, is not satisfied about such a propounded quality.

For the item eight, it is patent to 40 % of the teachers that the materials objectives are explicit for not only themselves but also for students. Three out of 20 teachers have appreciated this criterion in a further extent. Nevertheless, total of 35 % of the teachers do not think the textbook is designed such as to provide definite materials objectives before leading students through the activities.

In accordance with the item nine, it seems that more than half of the teachers (60 %) are positive in response to textbook's efficiency in attaining long and short term goals peculiar to their learners. 10 % of the teachers, however, have dissented from this viewpoint and for three out of 20 teachers, this item does not stand on a strong base at all.

When it comes to the inclusion of appropriate supplementary activities in the workbook, 55 % of the teachers rank this criterion as high; and 15 % (three teachers) do even higher. According to two teachers, on the other hand, the workbook does not contain pleasing amount of activities.

As for the final item grouped under the sub-heading *layout and design* in the Teacher Questionnaire, as seen from the table above that 45 % of the teachers conduct themselves through an ambivalent attitude towards perceiving the cultural differences of the target language. Three out of 20 teachers regard this criterion as sufficient whereas 20 % express contrary opinions.

Table 4.8 Teachers' Views About the Activities of the Textbook

Items	I totally agree		I agree		I am not sure		I do not agree		I do not agree at all	
	f	%	f	%	f	%	f	%	f	%
12	3	15	7	35	3	15	4	20	3	15
13	-	-	8	40	4	20	6	30	2	10
14	8	40	6	30	1	5	2	10	3	15
15	2	10	10	50	2	10	4	20	2	10
16	4	20	4	20	7	35	3	15	2	10
17	5	25	7	35	2	10	5	25	1	5
18	1	5	8	40	5	25	5	25	1	5

N= 20

Item 12: *The activities encourage sufficient communicative and meaningful practice*

Item 13: *The activities incorporate individual, pair and group work*

Item 14: *The grammar points and vocabulary items are introduced in motivating and realistic contexts through games, songs and storytelling.*

Item 15: *The activities promote creative, original and independent responses*

Item 16: *The tasks are conducive to discovery learning and to the internalisation of newly introduced language.*

Item 17: *The textbook's activities can be modified or supplemented easily.*

Item 18: *There are interactive and task-based activities that require students to use new vocabulary to communicate*

In connection with the activities included in the textbook, 15 percent of teachers' responses purport that the textbook sets the stage for communicative and meaningful practice. The following excerpt was taken from an interview, conducted with one of the 4th grade EFL teachers, to reveal the appreciation of teachers upon the question;

G: ..and what opportunities exist for children to interact using English?

Interviewee: There are many activities in the textbook for communication. Err..

G: Well, what sorts of activities are they and how do you know that they work well?

I: Err.. some of the communicative activities are based on guessing. For example; in teaching how to ask and answer ages, the book asks students to guess the people's ages in the pictures because, it is meaningless to write down the age below and then ask 'how old is he?' In other activities, there is no certain answer. I mean, it depends on our students. By this way, they learn from each other and I believe this is meaningful.

(Interview 17 / p. 2)

This is followed by 35 % of the teachers through a secondary extent. Another group with 15 %, on the other hand, has pointed out antithetical statements based on aforementioned characteristics of the textbook. An example including reasons based on her personal beliefs as to why the textbook does not have a real purpose in conducting the activities is presented below through the analysis of interview transcriptions for such a disapproval of the item 12.

I: I think there are too many materials in the book. They are really difficult for our students. For example; there are too many vocabulary and grammar activities. There are also some subjects we normally teach for 5th and 6th grade students. So, students don't understand them and they can't talk English in the classroom.

(Interview 2 / p. 2)

In the light of the actual figures shown on Table 4.8, the activities have been found to be conducive to individual, pair, and groupwork by 40 percent of teachers. In the following section which covers the comments given during the interview, one of the teachers, ascribing a positive rating to this item explains the reason lying behind her decision;

I: ...while doing some activities, particularly speaking activities, students work in pairs. They make dialogues and by this way, it increases the interaction in the classroom.

(Interview 4 / p. 2)

Antagonistic views have also been mentioned, which forms the counter-arguments, by 30 %. Finally, two out of 20 teachers take this issue up through a more negative perspective. The interview transcription, below is another example of such a disagreement upon the following question;

G: What opportunities exist for children to interact using English?

I: ..Students sometimes do pair or group work, but I believe the topics aren't easy for students. So, without understanding them doing pair or group works make ..err..

G: Do you mean then, it makes no sense?

I: Yes, yes..

(Interview 16 / p. 3)

Related to the item 14, eight teachers (40 %) have appreciated that the process of teaching grammar and vocabulary is conducted successfully within an appropriate context having recourse to such activity types as games, songs, and storytelling. 30 % of the teachers similarly believes the textbook paves, to a very large extent, the way for such a process. Nevertheless, teachers' responses with a total of 25 % designate that the textbook is not capable of involving such issues.

The analysis of the criterion (item 15) on augmenting the extent of creative, original, and independent responses has led to some positive conclusions with regard to the table above. Accordingly; half of the teachers beliefs indicate that the textbook provides students with activities in which there is no certain answer and thereby students construct their own

creative responses. Reactions given to this item by one-tenth of teachers provide better proofs for this appreciation. However, the views of four teachers (20 %) diverge from the former ones and the final percentage of 10 % do not agree at all.

The findings related to the item 16, which includes the discovery learning, an inquiry-based learning method, have displayed both positive and negative feelings of teachers. A total number of eight teachers have construed the tasks in the textbook as significant in the sense that they redound to problem-solving situations where the learners themselves draw on their own experience and prior knowledge. Three teachers, on the other hand, have not ascribed such a role to the tasks dealt with in the textbook. Two teachers with 10 % have enhanced the negative rating of the item to a greater extent. Finally and most strikingly the majority of the teachers (35 %) have remained as abstainers in rating the statement.

As for the responses given for the item 17, a quarter percent of teachers (25 %) strongly believe that the textbook activities are convenient for making such adaptations. The following excerpt was taken from the verbatim transcription of an interview to illuminate such an approval;

G: Is the coursebook flexible?...

I: Yes the coursebook is flexible... It possesses a wide spectrum of activities which addresses to all audial, visual and kinesthetic learners.

(Interview 14 / p. 1)

While another quarter are not in favour of relating this term to textbook's activities. 5 % of the teachers do not agree in this respect at all. An example of transcription upon the same question is given below with intent to support these figures;

I: I don't think it is flexible. For instance, I sometimes omit some parts of activities or try to make it easy for our students' level because I believe they won't understand when I teach. But soon or later, we see those things in another activity or unit, so we have problems then and I feel I must teach and not omit as possible.

(Interview 3 / p. 1)

The final criteria, based on *activities* in the textbook, is connected with task-based learning in which the focus is on fulfilling communicative tasks without specific emphasis upon form. In accordance with the percentages shown above, the replies can be grouped as follow:

Eight out of 20 teachers have reacted positively to the existence of these activity types which enable students to talk mutually in the target language. The following viewpoint stated in an interview is an example of such a high positive ranking;

G: What opportunities exist for children to interact using English?

Interviewee: ...There are also games and songs in the book and I sometimes ask them to work in groups. I give them some roles about a song or when they play a game and then there is interaction in the classroom.

(Interview 20 / p. 3)

30 percent of teachers, (utterly six) on the contrary to these numbers, have stated negative responses to the item here believing the textbook does not have task-based and interactive activities for such purposes.

Table 4.9 Teachers' Views About the Skills of the Textbook

Items	I totally agree		I agree		I am not sure		I do not agree		I do not agree at all	
	f	%	f	%	f	%	f	%	f	%
19	3	15	7	35	5	25	4	20	1	5
20	3	15	8	40	6	30	1	5	2	10
21	1	5	5	25	8	40	5	25	1	5
22	-	-	7	35	7	35	5	25	1	5

N= 20

Item 19: *The materials include and focus on the skills that I/my students need to practice*

Item 20: *The materials provide an appropriate balance of the four language skills.*

Item 21: *The textbook highlights and practices natural pronunciation (i.e.- stress and intonation).*

Item 22: *The practice of individual skills is integrated into the practice of other skills.*

When it comes to evaluating the skills in the textbook, findings presented in Table 4.9 indicate that the materials pay sufficient attention to the skills for student practice according to 15 % of the teachers. Seven out of 20 teachers (35 %) are also satisfied about the skills put forward through materials. Nevertheless, the other side of the coin leads to the negative conclusions drawn from the table 4.9. The percentage of those who do not believe so through rating '*I do not agree*' and '*I do not agree at all*' reach totally 25 %.

From another perspective to the skills dealt with in the textbook, the appreciation of the involvement of four language skills –listening, speaking, reading and writing– in the materials lie behind the ratings given by more than half of the teachers.(40 % with '*I agree*' and 15 % with '*I totally agree*') In the section below, the teacher bases his ideas in relation to this item on the following comment;

G: Are all four skills adequately covered at an appropriate level?

Interviewee: In my opinion, all of the basic skills are included. I believe these skills are closely connected to each other. I mean, for example, in a listening activity students are also asked to speak or in a reading activity, they are asked to do some writing activities. Therefore, I don't think one of these is neglected in a unit. There is also an explanation about your question at the very beginning of the Teacher's Book.

(Interview, 8 / p. 2)

However, the number of teachers – six – declaring no opinions is also striking. Only one teacher contend that the materials do not embrace the point raised in the item. Moreover, this disapproval is taken into a deeper extent by 10 % of the teachers. The following interview transcription displays the notion why that teacher put forward a disagreement regarding the balance of four basic language skills involved in the textbook;

G: Are all four skills adequately covered at an appropriate level?

Interviewee: I don't think so because in some units some skills are studied more than the others.

G: Could you please tell me more about it and give some concrete examples?

I: Err.. as far as I remember, not all skills are included in each unit. In some units, games or craft activities are really more than enough and in some parts

one of the basic skills – it may be listening, speaking or writing- ..err.. they are studied more than once. I mean there may be a few listening or speaking activities, or sometimes there are no listening activities but songs. For that reason, I don't think they are covered (looking at the interview sheet) adequately.

(Interview 16 / p. 2)

The rating given for the item 21 diverges here in five categories as can be observed from the table. Accordingly; those who are not sure are one step ahead with 40 %. A quarter percent of teachers believe that the textbook takes heed of the involvement and practice of natural pronunciation. Another quarter, on the other hand, disagree with respect to these issues.

As for the final item (item 21) for the section *skills*, the responses of seven teachers (35 %) have constituted the first ranking here. Teachers with 35 %, on the other hand, do not seem to act as determining figures in relation to the positive or negative sides of the item. A quarter of teachers, from another angle as an opponent part, have not attached affirmative values for this statement.

Table 4.10 Teachers' Views About the Language Type of the Textbook

Items	I totally agree		I agree		I am not sure		I do not agree		I do not agree at all	
	f	%	f	%	f	%	f	%	f	%
23	3	15	11	55	1	5	2	10	3	15
24	1	5	9	45	4	20	2	10	4	20
25	2	10	9	45	3	15	2	10	3	15
26	2	10	10	50	1	5	4	20	2	10
27	2	10	9	45	5	25	2	10	2	10
28	-	-	6	30	4	20	5	25	5	25
29	1	5	15	75	-	-	1	5	3	15

N= 20

Item 23: *The language used in the textbook is authentic - i.e. like real-life English.*

Item 24: *The language used is at the right level for my (students') current English ability.*

Item 25: *The progression of grammar points and vocabulary items is appropriate.*

Item 26: *The grammar points are presented with brief and easy examples and explanations.*

Item 27: *The language functions exemplify English that I/my students will be likely to use.*

Item 28: *The language represents a diverse range of registers and accents.*

Item 29: *The new vocabulary words and language structures are repeated in subsequent lessons to reinforce their meaning and use.*

With regard to the authenticity of language, commonly defined as real or natural language, those who believe the textbook contains such a language come to the fore with 55 %. The part, below presents the viewpoints of an interviewee with regard to this issue;

G: Does the coursebook include examples of authentic language and materials?

Interviewee: Yes; songs, games, craft activities, keeping diaries in the workbook. These are the ones I remember...

(Interview 17 / p.1)

Similarly, three out of 20 teachers (15 %) take this item up through a full-scale support whereas the same number of teachers approaches at this point with criticism. The reason stems from the fact that it does not involve real-life English as pointed out one of the interviewees below;

G: Does the coursebook include examples of authentic language and materials?

Interviewee: I think one of the failures of this book is not including authentic language. Unfortunately, learners do not have the chance to hear native speakers in CDs provided by the government. They cannot read real examples of written language as well.

(Interview 14 / p. 2)

Students' language abilities describe a range of levels from which they have a very basic understanding and knowledge of the language to the one in which they have a good understanding and knowledge of a wide range of language structures and functions. As for the figures shown for the item 24, half of the teachers join more or less with each other in

thinking that the language in the textbook is used in harmony with the level of students' actual proficiency. One-fifth of the teachers (20 %) do not express any views for or against the item. 10 % of teachers through another angle of views, have a low opinion of the language level. The rating here comes to an end with a dissent by 20 % of the teachers.

According to one-tenth of teachers, on the other hand, the teaching process of grammar and vocabulary is conducted pursuing a proper progress. This notion, deduced from the table 4.10 is also upheld by 45 % of the teachers. A total number of five teachers are negative in response to the item 25.

For the item 26, two out of 20 teachers (10 %) strongly believe that the grammar items are thought having recourse to concise and lucid diversity examples and explanations. Half of the teachers also support the presentation of grammar. Four teachers, on the other hand, deal the item with disagreement and 10 % of the teachers rest their disagreement on a stronger base.

The language functions used in the textbook are another criteria covered in this section of the evaluation form. The figures display that those language functions allow students opportunities to capitalize while talking in the target language according to the views of 11 teachers. One-fourth of the teachers hold no idea as to whether or not these functions typify English for future use for students. Four teachers, from another perspective express contrary rating.

In terms of variety of registers and accents, there are negative as well as positive conclusions drawn from the Table 4.10. In the first place, 30 % of the teachers have optimistic feelings regarding this issue. Four teachers do not state any ideas and stand as abstainers when rating the item. Half of the teachers' responses, however, are indicative of the fact that the language does not place adequate emphasis upon different registers and accents.

Finally, for the item 29, it is striking in the table above that more than three-fourth of the teachers have stated views which back up the existence of such an alleged feature of the textbook. That's, subsequent vocabulary and language structures are built upon the former ones for 16 teachers. The item at this issue, comes in for criticism by a total number of four teachers.

Table 4.11 Teachers' Views About the Subject and Content of the Textbook

Items	I totally agree		I agree		I am not sure		I do not agree		I do not agree at all	
	f	%	f	%	f	%	f	%	f	%
30	3	15	7	35	6	30	1	5	3	15
31	2	10	13	65	1	5	2	10	2	10
32	4	20	9	45	3	15	2	10	2	10
33	4	20	7	35	5	25	1	5	3	15
34	4	20	8	40	5	25	2	10	1	5
35	3	15	3	15	6	30	6	30	2	10
36	-	-	8	40	7	35	2	10	3	15
37	-	-	6	30	8	40	4	20	2	10
38	1	5	13	65	1	5	3	15	2	10

N= 20

Item 30: *The subject and content of the textbook is relevant to my (students') needs as an English language learner(s).*

Item 31: *The subject and content of the textbook is generally realistic.*

Item 32: *The subject and content of the textbook is interesting, challenging and motivating.*

Item 33: *There is sufficient variety in the subject and content of the textbook.*

Item 34: *The materials are not culturally biased and they do not portray any negative stereotypes.*

Item 35: *Students learn about the customs and cultures of English-speaking countries.*

Item 36: *The textbook is methodologically in line with the current worldwide theories and practices of language learning.*

Item 37: *Compared to texts for native speakers, the content include real-life issues that challenge the reader to think critically about his /her worldview.*

Item 38: *The subject and content of the textbook is designed in accordance with the theory of Multiple Intelligences.*

Subject and content is another sub-heading given here to classify the criteria of evaluation. In the directions of the figures above, it is seen that three teachers (15 %) fully appreciate the item 30 as they believe the textbook, with its subject and content is in

accordance with students' expectations. In other words, they strongly agree that the textbook has a pertinent relationship between students' needs and the subject and content it involves. The following interview transcription reveals one of the rationale lying behind this rating upon the following interview question;

G: Do the aims of the coursebook correspond closely with the needs of learners?

Interviewee: Yes, because there are fun activities in the book. Students enjoy themselves while doing craft activities; they colour, draw pictures, do tasks.. they also like playing games. Song! It is another activity that our students like. All these I think are closely related to students' needs.

(Interview 4 / p. 1)

Seven teachers, though in smaller proportion, give a similar support and thereby have positive feelings pertaining to this issue. 5 % of the teachers, however, contend that the subject and content includes irrelevant items to appeal to students' needs as language learners. Three teachers point, in this respect out a more profound dissent. The following is another example upon the same question, which has a role in this ranking;

Interviewee: No I don't think so. I agree that there are some amusing activities, but even most of them aren't easy enough for students to understand. For instance, songs are really really difficult to memorize and perform.

(Interview 19 / p.2)

For the item 31, the subject and content of the textbook has found to be sensible and reasonable by a total number of 15 teachers. Two teachers give opposite rating and the other teachers with the same number do not agree at all.

According to the other figures shown for the next item, one-fifth of teachers strongly believe that the textbook attains its goals related to providing interesting, challenging and motivating subject and content. Nine out of 20 teachers (45 %) support this item through a similar extent. Nevertheless, a total of four teachers do not believe the textbook with its subject and content is designed such as to include the aforementioned points.

Findings from the item 33 uncover the fact that the textbook has high scores for utterly 11 teachers in that it has an ample amount of subject and content. The following comment obtained during an interview belongs to one of these teachers;

G: ...does it (coursebook) allow different teaching and learning styles?

Interviewee: I definitely believe so. I think the book was organized in the light of multiple intelligences. Some students learn by Musical Intelligence or some learn with Kinaesthetic Intelligence and some learn with Logical Intelligence and so on. In this book, there are wide range of such activities. Songs, games, project tasks and so on are the examples I can give.

(Interview 9 / p. 1)

A quarter of teachers, on the other hand, state neutral opinions related to the diversity of topics. Four teachers do not believe that the textbook has a rich range of subject and content. In the section below, an interviewee puts forward her negative attitude towards the textbook within this respect. The interview was conducted in Turkish upon the request of the interviewee.

Interviewee: ..the book gives too many materials and topics that students can handle. I believe this is a big problem both for me and for my students. So, I don't find these as appropriate even if the book includes various units and topics.

(Interview 13 / p. 2)

In the light of the figures shown for the item 34 in Table 4.11, the responses can be grouped as follows:

Of the 20 teachers, four believe in a resolute manner that the textbook do not contain any unrepresentative negative stereotypes, representation of women and men. 40 % of the teachers back up this item through rating as '*I agree*'. While one-fourth of teachers do not state any positive or negative views, three teachers with 45 % think the textbook does not attach the essential importance to these issues.

Item 35 is another criterion included in the section *subject and content*. According to 30 % of the teachers, when learning English, the textbook enables students to also learn the underlying cultures and ways of life of particular groups of people of English-speaking countries. Nevertheless, another 30 % believe that the textbook through its subject and content does not illuminate sources of cultural content and this notion is fully supported by another 10 %.

40 % of teachers intent for the item 36 that the textbook, through methodological perspectives, is germane to the actual theory and principles concerning the nature of language, language teaching and language learning. In the section below, an interviewee seems to shed some illuminating lights on this item upon the interview question that;

G: ..Does it (coursebook) explain any methodological issues regarding teaching young learners?

Interviewee: It gives detailed explanations about language teaching theories and also young learners. There are both Turkish and English explanations.

G: You mean the curriculum, don't you?

I: Yes, yes, the curriculum.

G: What about the coursebook? Do you really make use of these explanations regarding these theories?

I: Yes, certainly. Especially, the explanations in the Teacher's Book. It really summarizes the usage of the book well and it is good for me to see all these in the book.

(Interview 15 / p. 3)

As can be seen through the example of another interview transcription upon the same question below, it strikes attention that 35 % of the teachers declare no opinions in relation to this methodological connection;

Interviewee: There are explanations in the curriculum, but to be honest, I haven't read them all carefully and therefore, I don't know for certain.

(Interview 16 / p. 2)

39	2	10	8	40	5	25	2	10	3	15
40	2	10	8	40	4	20	2	10	4	20
41	2	10	9	45	5	25	3	15	1	5
42	2	10	5	25	6	30	1	5	6	30

N= 20

Item 39: *The textbook is appropriate for the language-learning aims of the Ministry of National Education in Turkey.*

Item 40: *The textbook is suitable for small-medium, homogeneous, co-ed. classes of 4th grade students.*

Item 41: *The textbook raises my (students') interest in further English language study.*

Item 42: *I would choose to study/teach this textbook again.*

The responses by 40 % of the teachers reveal that the textbook is convenient for the aims mentioned in the item 39. In addition to this, 10 % of the teachers has rested this viewpoint upon a stronger base. However, a quarter of teachers (25 %) have expressed no ideas peculiar to this statement and a total number of five teachers has approached this issue bearing a negative view angle.

From another view of angle to the conclusion part of the evaluation form, of the 20 teachers, 10 % take the item 40 up through an entire appreciation as they believe the textbook is convenient for different types of classes. This affirmative rating is followed by 40 %. The responses by another 10 percentage of teachers lead to the conclusion that the textbook does not set the stage for small-medium, homogenous and co-ed classes of 4th grade students. Finally, one-fifth of teachers approach the issue dealt with here with a complete dissatisfaction.

Responses given to the item 41 denote, on the other hand, that for more than half of the teachers themselves, the textbook paves the way for further English language study with gradually enhanced interest. One-fourth of teachers do not give here any responses. Four out of 20 teachers' ratings have also indicated that the textbook does not appeal to them as they do not regard it as attention-rousing for further language study.

As the final criterion, the rating of teachers who would like to study/teach this textbook in the future, too, take precedence through 10 percentage over the ones with 25 percentage in terms of appreciation. Six teachers are uncertain whether to use the textbook again. One teacher, however, is not in favour of studying/teaching it for future use and 30 % are determined not to avail themselves of the textbook again in another education year.

4.4 Summary of the Findings from the Student and Teacher Questionnaire

In the light of the findings acquired through this study, the following conclusions can be drawn;

From the perspective of layout and design, the evaluation of the textbook by the students and teachers has certain weight when taken up from *both sides of the coin*. Affirmative statements culminating in a large-scale appreciation have been put forward by both students and teachers in connection with the related characteristics of the textbook including the proper and explicit appearance and decent organization of the textbook.

Activities in the textbook, on the other hand, have received both approval and come in for certain criticisms. Incorporating practice in a meaningful and communicative context, upholding individual pair and group work, the inclusion of such authentic materials as games, songs and storytelling in teaching grammar and vocabulary and paving the way for creative and independent responses are the highly appreciated items coming to the fore. Nevertheless, disagreement and dissatisfaction have also emerged from both the responses in the textbook and from the views put forward by some of the interviewees. Among these, the involvement of complicated and too much intricate items that, in those teachers' sights, students can not handle has disclosed striking points in this respect.

Skills covered in the textbook were another sub-category used in the questionnaires. Teachers, at this issue have attributed positive senses to textbook's presenting relevant skills for student practice, the balance of skills dealt with and the practice of natural pronunciation. On the other hand, constraints coming to light as salient features regarding these skills taken up in the language book have lied behind the notion held by a total certain scale of students and teachers thinking that activities for the basic language skills –Listening, Speaking, Reading and Writing– are not attached tantamount significance and therefore these skills take

precedence over each other in some units. This viewpoint has also been raised in interviews conducted with 4th grade EFL teachers. An example of such a dissent stems from the fact as stated by one of the interviewees that all of four basic language skills are not contained in each unit in an equal proportion and moreover some of the listening activities consist of only songs.

Language type was another criterion as a determining factor to the evaluation process. These included the authentic language, the harmony between the students' level and the language used in the textbook, the progression of grammar points and vocabulary items, the presentation of concise and lucid examples and explanations and the role of the language functions. Accordingly; students with high rankings have expressed favorable opinion. However, some counter-arguments in particular from teachers have also emerged. The most pronounced ones shaped by these teachers have included the common belief that the textbook through the angle of language type is not in line with the language proficiency and competence of students. In accordance with the data obtained from interviews, teachers themselves at this point believe that the textbook is lack of authentic language with such limited exceptions as songs and pictures.

As for the subject and content, variety, relevance, and realistic, interesting and motivating content were the criteria rendered to students' and teachers' evaluation. Arguments have diverged in two directions. In the first place, it has included the appreciation of the aforementioned features teachers building their reasons upon such issues as the existence of art and craft activities, chants and rhymes, songs, language games, and preparing funny tasks. In the second place, however, it has covered the disapproval of such aspects, dealt with in the textbook, with varying reasons from a heap of irrelevant and excessive materials to complex components. The transcription of interviews concerning this point has indicated that the textbook covers, according to the opinions held by teachers in this direction, the most of the topics of 5th and 6th grade language textbooks and that such a situation does not redound to the textbook's credit in this respect since it contains too much and convoluted activities.

The section *conclusion* was the final part of questionnaires, with the involvement of the appropriateness of the textbook for the language-learning aims of the Ministry of National Education in Turkey, the propitiousness to the divergent types of classes, the implications of

the textbook for further English language studies, and the demand for studying/teaching the textbook again for another educational term. Except for the latter criterion, students and teachers with a large extent have placed positive rating for the former ones. As for the final criterion included in the conclusion section of the questionnaires, the responses by a total of seven out of 20 teachers designate an approval in this dimension. The responses by other teachers with the same number, however, run counter to the former group.

4.5 Further Findings from the Interviews with Teachers

With a view to obtaining further data for the evaluation of the language textbook taken up in this study, interviews, as illuminated in Chapter 3, were conducted with 4th grade EFL teachers with the following interview questions;

1. Do the aims of the coursebook correspond closely with the aims in the teaching program and with the needs of learners?
2. Does the course include examples of authentic language and materials?
3. Is the coursebook flexible? Does it allow different teaching and learning styles?
4. Are all four skills (speaking, listening, reading, writing) adequately covered at an appropriate level?
5. What opportunities exist for children to interact using English?
6. What components does the teacher's book include?
 - a. Are there guidelines for evaluating how well lessons went?
 - b. Does it explain any methodological issues regarding teaching young learners?
7. What is your overall opinion about the textbook you have been using?

In order to emphasize an integrated view of data, acquired from the interviews with 4th grade EFL teachers, and their specific content, content analysis was employed here making use of a systematic coding process. Findings reported in this section are therefore based on the themes emerged from the interview transcripts. Having addressed the interview questions 1, 2, and 4 to the interviewees, the following views have emerged under the theme below:

4.5.1. Transition From the Implications of Traditional Beliefs to Current Practices

The analysis of the interview transcripts, involved traditionally-adopted views on language teaching and their reflection as new perceptions has designated the following comments made by the teachers on such issues as the textbook's tying aims to the needs of students and involving the appropriate balance of four basic language skills. (i.e. Listening, Speaking, Reading, Writing)

Upon the request of the interviewee, this interview was conducted in Turkish believing that it would give better insights into the nature of the key topics taken up here and then translated into English.

G: Do the aims of the coursebook correspond closely with the aims in the teaching program and with the needs of learners?

Interviewee: As you know, there is a movement from Grammar-Translation Method to Eclectic Method. For instance, this book contains such characteristics as put forward by the theory of Multiple Intelligences. In the past, forms, functions and grammar were significant, however, today the need for Eclectic Method has evolved. This is true for both the aims in the teaching program and for the students' needs. Because, they have fun while doing the activities in the book. For these reasons, I believe the coursebook is consistent with the aims and the needs of learners you have mentioned.

(Interview 20 / p.1)

In the part below, another interviewee has contended a similar tendency for the practical use of the balance of four language skills.

G: Are all four skills (listening, speaking, reading and writing) adequately covered at an appropriate level?

Interviewee: Yes, I believe so. Because, in each unit, there are activities for these skills. Unfortunately, in previous books not all skills especially listening activities ..err.. included, but in this book we see games, songs ar reading texts and sure many other activities for these skills. Of course, there may be certain

problems in it but I think it is appropriate and also full of fun activities for students and these things are important for our students' needs.

(Interview 5 / p. 2)

The interviewee, here restes his beliefs about the authenticity of the target language on the following comments, which also denotes another transition from previously-held ideas or principles in connection with divergent language issues to their current reflections we encounter today.

G: Do the coursebook include examples of authentic language and materials?

Interviewee: Yes, to a high degree. Er..

G: Could you please tell me some of these examples?

I: For example, there are songs with CDs, pictures and craft activities. Students also keep diaries. They are at the end of each unit in the workbook. These things are very popular today. Now, I remember the books we studied when we were students. There weren't such things and the books were full of grammar activities.

(Interview 1 / p. 1)

The purport of these viewpoints show certain similarities in that they point to a transition from traditional beliefs in language applications to a new perspective which, as these interviewees put forward, emerges itself to a certain extent in the textbook.

4.5.2 Physical Constraints

This section provides an accumulation of views reported by 4th grade EFL teachers upon the interview question five included in the interview. The teachers here built their thoughts, concerning the existing opportunities for students and thereby conducive to interaction in the target language, on the limitations of resources available which had made their ideas less feasible than they had originally assumed. The following are some excerpts taken from the varbatim transcripts;

G: What opportunities exist for children to interact using English?

Interviewee: ..err.. there are dialogues and speaking activities in the book, but there are also some problems. Unfortunately, the only place for our students to speak English is the classroom, so they can't often see or hear from native speakers.

G: Well, what are your solutions to such problems?

I: In addition to CDs, I mean the one given to us by the government; I'm trying to provide some other CDs both for songs and some activities for communication. These should reflect native pronunciation, because may be these are the only sources they can hear from native speakers. However, we can't use the computers in our school anytime we want. Because the computer lab is often busy.

G: Do you mean it is because of the weekly schedule?

I: Yes and this is a serious problem for me and also for some of my colleagues especially, when doing listening activities.

(Interview 7 / p.3)

In the following part, some problems were mentioned by one of the teachers the reasons of which stem, in her sight, from the practical problems with regard to resources available.

G: What opportunities exist for children to interact using English?

Interviewee: For interaction, speaking activities are very important and I often do pair or group works because when they talk English to each other, it is more meaningful. But then it is difficult to control large classes.

G: I think what you mean is the problem of monitoring the group activities. Is it because of the seating arrangement or of any other reasons?

I: err.. Large classes are really big problems for us and sure we can't design the seating arrangement as we like. Our students can't have an eye-contact then and our class is not suitable for different seating arrangements.

(Interview, 19 /p. 2)

Another issue on the physical constraints lies behind the views stated by the following interviewee. This particular interview was conducted in Turkish upon the request of the teacher herself.

Interviewee: ..I think some additional materials can help students understand better, but it's not easy to provide photocopies to each student especially when doing craft activities. Therefore, in such situations I sometimes ask them to cut related pieces of their book.

(Interview 10 / p. 2)

4.5.3 Resistance to Change

In this part, the comments were grouped using the theme '*resistance to change*' since the situations brought forward here originate actually from their adhering firmly to personal beliefs. The following comment by one of the teachers on the flexibility of the textbook (Interview Question 3) has divulged such an aforementioned point;

G: Is the coursebook flexible? I mean able to be changed easily. So, does it allow different teaching and learning styles?

Interviewee: I don't think so. Because there are difficult topics and tasks for students even if I change them for their level.

G: But adaptation can take several forms; adding, deleting, reorganizing, or modifying context..

I: You are right, but I think the book isn't designed for 4th grade students' levels and abilities. I've used some of these techniques but they weren't useful. Because, there are so many functions and grammar items in a single unit and they aren't for their level.

(Interview 16 / p.2)

Similarly, another interviewee did not concur in the following notion, the essence of which involved the existing opportunities in the textbook for students' interaction (Interview Question 5) and therefore did not deviate with insistence from what she knew to be correct. Again, this interview was carried out in Turkish.

G: ..and what opportunities exist for children to interact using English?

Interviewee: Err.. there are listening and speaking activities but I find them quite difficult and more than enough. To be honest, even me don't understand some parts of the CDs (laughing) and I see my students often have problems.

G: I see but let me remind you the third question. I mean the flexibility..

I: As I said, it sometimes works well but when doing listening and speaking activities. We have serious problems.

G: I got the key points in your remarks but I would like to ask another question about this issue; Have you ever made good use of visual aids such as flashcards, pictures or of your body language?

I: I'm trying to do such things and I believe I'm doing my best but even if they understand, they are not able to speak when it comes to speaking activities.

(Interview 13 / p.2)

4.5.4 Professional Competence and Built-experiences

The viewpoints expressed below are indicative of the proficiency and experience of teachers in bringing certain solutions to the problems they encounter in the textbook. The following excerpts presented through the interview question 5 divulge teachers' competence in counteracting the problems in such issues as student interaction and the flexibility of the textbook.

G: What opportunities exist for children to interact using English?

Interviewee: There are dialogues. Also, there are speaking activities for student interaction and in other activities, I mean reading and listening, there is interaction. Sometimes, our students have some problems with the CD for the listening activities.

G: How do you solve such a problem then? Could you please tell me more about it?

I: Well, I teach the vocabulary or phrases in the listening text beforehand so, they get familiar when they listen. Sometimes, when they hear certain parts of a sentence or dialogue, they already guess and understand the rest. To be honest, in the past I had much more problems but as years passed, I got more experienced. Of course, today we have problems but I believe I'm trying to improve myself as a teacher.

(Interview 11 / p. 2)

The dialogue, below is another example which has displayed the interviewee's professional competence in mediating divergent teaching and learning styles and flexibility. (Interview Question 3)

G: Is the coursebook flexible? Does it allow different teaching and learning styles?

Interviewee: Yes, the coursebook is flexible enough to be used with different kinds of learners. It possesses a wide spectrum of activities which addresses to all audial, visual and kinesthetic learners.

(Interview 14 / p.1)

This is followed by an excerpt upon the same issue taken from another transcription which has provided useful insights into the teacher's own proficiency.

Interviewee: Yes it is flexible. Actually, we should make it as flexible as possible. We can use adaptations for this. I still keep in mind the adaptation techniques from the university years, and I see it really works.

G: Could you please tell me some examples of these techniques?

I: Er.. I sometimes organize again and don't teach every single form or function in a context. Because, I believe that it would be more than the students can handle. I do this especially in speaking activities and some reading activities. Apart from these, I add or delete some parts when necessary. Or I turn some points into students' proficiency level.. er..for example in some listening texts.

(Interview 18 / p.2)

4.5.5 Arguments for an Overall Appreciation

A final question for the interview (Interview Question 7) was addressed to the interviewees with a view ultimately to getting their opinions in connection with the exhaustive evaluation of the textbook. The replies below are some examples which are indicative of the approval of this particular textbook by 4th grade EFL teachers in this study.

G: What is your overall opinion about the textbook you have been using?

Interviewee: In my opinion, this book is really useful for our students. Because, it has a lot of good activities and materials as we mentioned here and the students really have fun.

(Interview 1 / p. 3)

Interviewee: I really liked the book and I believe most of my students are very interested.

(Interview 4 / p. 2)

Interviewee: There are some problems for our students in certain activities. Despite this, it provides good opportunities to use the language effectively.

(Interview 5 / p. 2)

Interviewee: I think it is better than coursebooks of other grades..

(Interview 9 / p. 2)

Interviewee: Of course, there may be problems in every language book and I believe this one really helps students love English language.

(Interview 15 / p. 3)

4.5.6 Counter-arguments About an Overall Appreciation

The excerpts included here reveal the diverge opinions held by the teachers concerning the textbook they have been using. While some of these denote that a few teachers are dissatisfied with the textbook itself, the others designate a full-scale disagreement for the final question, below.(Interview Question 7) The first comment listed here was made in Turkish;

G: What is your overall opinion about the textbook you have been using?

Interviewee: I wouldn't teach this book again. It isn't appropriate for 4th grade students. I've tried to explain some of these here and as for my students, they don't seem to like the book, either.

(Interview 2 / p. 2)

Interviewee: I wouldn't like to use this book in the classroom again.

(Interview 3 / p. 3)

Interviewee: Most of the activities were quite beyond the students' capacity, so I don't think this book is useful for them

(Interview 7 / p. 3)

Interviewee: My students only liked the craft activities, therefore most of the other parts need to be designed for the students' level.

G: Could you please summarize those 'other parts'?

Interviewee: As I said, err.. listening and reading texts. They are too long and complicated and there are lots of vocabulary in the book. How can they expect our students to memorize them?

(Interview 10 / p. 3)

Interviewee: Oh, no! I really didn't like the book at all. As I said, there are too many units, topics and they aren't simple enough for our students.

(Interview 19 / p. 2)

CHAPTER 5

DISCUSSION AND CONCLUSION

This particular study was conducted in order to identify and to shed illustrative lights on the views of 4th grade students and EFL teachers to the overall evaluation criteria in relation to the present language textbook –*Time for English, Grade 4*– they have been using. Through employing such sources of data collection as structured questionnaires and semi-structured interviews, the main concern of this research was to reveal whether the textbook, with components like layout and design, activities, skills, language type, subject and content, and overall evaluation criteria, suits the needs and competence of 4th grade students and thereby meets the expectations of 4th grade EFL teachers. Thus, the study aimed to find answers to the following research questions:

1. What are the views of 4th grade EFL teachers about their present English textbook in terms of pre-determined criteria and questions involved in questionnaires and interviews?
2. What are the views of 4th grade students about the present English textbook in terms of pre-determined criteria and questions involved in questionnaires?

Textbook evaluation and analysis is a beneficial activity in that it engenders such outcomes as to identify strengths and weaknesses of the nature of the materials, methods and activities dealt with in the textbook, the overall approach and syllabus of particular teaching situation, the language needs of learners and so on. The issues emerged from the results of the questionnaires and interviews conducted for this research have therefore set the stage for arguments of which the participants are in favour and against related to the characteristics claimed in the textbook. As research instruments, from various perspectives of textbook evaluation through the evaluation forms and their components, derived from elements contained in schemes developed by such erudite authors as Sheldon (1998), Cunningsworth (1995), Harmer (1996), Brown (1995), and McDonough, J. and C. Shaw (1997) the degree to what extent this particular textbook serves well has been subjected in this study.

The appropriate evaluation and selection models proposed by Cunningsworth (1995) for evaluating textbooks have revealed both students' and teachers' views in the light of the following criteria, which have also given a pronounced shape to the questionnaires:

1. They (textbooks) should correspond to learner's needs. They should match the aims and objectives of the language learning program
2. They should reflect the uses (present or future) which learners will make of the language. Textbooks should be chosen that will help equip students to use language effectively for their own purposes.
3. They should take account of students' needs as learners and should facilitate their learning process.
4. They should have a clear role as a source for learning (Cunningsworth, 1995:15-6)

Through related items with such components as *the language type, skills, activities, and subject and content* involved in the questionnaires, such criteria mentioned above have taken high rankings with appreciation from most of the students and teachers. However, some arguments against such claimed features have also emerged. The striking reason lies, in both students' and teachers' sights, behind the view that the textbook is not in accordance with the language proficiency and competence of students themselves.

A remarkable survey carried out by İnözü (1996) has demonstrated that young learners are affected by pictures, songs, illustrations, design features more than any other learner groups. Similarly, the findings acquired from the data collection tools here have supported such a sensibility in certain aspects of criteria, particularly the layout, design and organization of the textbook.

In terms of another aspect of criteria involving the overall objectives of the textbook as stated in the *English Language Curriculum for Primary Education* (see section 2.5), both harmony and discrepancy have come to the fore. In the first place, affirmative statements and views have been put forward by both students and teachers upon some of the objectives below:

- having a very basic range of simple expressions about personal details and needs of a concrete type.
- having a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.
- showing only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire
- pronouncing a very limited repertoire of learned words and phrases intelligibly though not without some effort.

The practice of natural pronunciation, the progression and presentation of grammar points and vocabulary items and the language functions covered in the textbook stand as related criteria to the aforementioned objectives. The reactions from most of the participants in this context denote an approval in textbook's efficiency in mediating a tie between the students' proficiency and those linguistic competence levels. Criticism and disapproval, on the other hand, have emerged. Among these, the inclusion of too many intricate and complicated grammar and vocabulary items reveal as outstanding features.

With regard to the perception of students to the overall evaluation of the textbook, the findings show that students with 63,6 % have attributed positive senses to such characteristics of the textbook as the implication for further English language studies and the desire to study the textbook again. The percentage of students running counter to such a criteria at this issue reach 17,4.

As for the teachers' sights, the results designate that the number of teachers with approval and disapproval in relation to the overall opinion towards the textbook tantamounts to each other with 35 %. In the light of the data obtained, the underlying reasons have been rested upon such authentic materials as visual aids, songs, games and craft activities which appeal to various senses. The theory of Multiple Intelligences has also been mentioned as favourable in the design of the textbook.

Dissents regarding such an exhaustive evaluation have also divulged. The reasons stem from the fact that the textbook covers too much grammar and vocabulary items for the

students to handle and that the materials include complicated tasks for students' level of language proficiency.

In consequence of the findings here, this study carries remarkable practical implications in a number of dimensions. From a research perspective, it highlights the necessity of doing further research on textbook evaluation to illuminate various practical issues involved in language textbooks. From the perspective of methodology, it points to the proficiencies and constraints of the current textbook taken up in this study.

5.2 Implications for ELT

It is an indisputable fact that questionnaires, though designed comprehensively, are not such as to be applicable to all language teaching context. Williams (1983: 251) elucidates such a notion through stating that the appropriateness of language teaching materials to the existing language-teaching situation is vital, so “any coursebook should be used judiciously, since it can not cater equally to the requirements of every classroom setting.” Proceeding from such a view and thereby attaching the adequate heed to flexibility in the design of the questionnaires, this descriptive study can not be claimed to have implications for all textbooks and ELT situations, both of which seem to be ongoing processes. For this reason, making generalizations based upon the findings of this study can not be reliable due to the limited number of the participants.

Sheldon (in Aydemir, 2002:176) states that the coursebook evaluation process, if used effectively, can take on an awareness-building role. Within this context, she states that in this way teachers can construct a more coherent teaching programme that exploits the full potential both of the materials (coursebook) and the teaching/learning situation. In terms of creating such a significant role, however, these findings have revealed the factors, in favour and against produced by teachers and students related to the present language textbook taken up in this study. In terms of layout and design, the activities, the skills, the language type, the subject and content, and the overall evaluation of the textbook, the following striking implications can be drawn keeping the aforementioned limitations of the study into account:

Though the appreciation in relation to layout and design takes the highest rankings, disagreement with regard to such characteristics of the textbook has also emerged. Therefore,

in the organization of the textbook, paying more heed to the content, style, format and design of the textbook through visual aids which appeal to students can redound the effectiveness in this respect.

The analysis of the activities of the textbook, on the other hand, has designated through the findings of this study that the inclusion of communicative and meaningful practice, incorporating individual, pair and group work, the presentation of the activities through such authentic materials as games, songs, and storytelling and promoting creative, original and independent responses are the points carrying great weights in language teaching. For this reason, the involvement of such characteristics in textbook activities can be conducive to a better teaching/learning environment. In addition, more grammar and vocabulary-based activities can be included in the textbook for slow learners.

With a view to enabling the students to acquire the language skills, it is of paramount significance to get them use the language as much as possible. In the light of the data obtained from the responses of the participants on the skills, textbooks should therefore pay more attention to the balance of four basic language skills (listening, speaking, reading and writing) and the pronunciation of native speakers can be incorporated more in the presentation of the skills.

When it comes to the language type, textbooks should be designed to reflect authentic language. In this study, it has come to the light that certain students, though small in percentage, (9 %) have difficulties with the language type dealt with in the textbook since it is not in their sights in confirmity with the language level they have got. For this reason, the involvement of a more lucid and concise language may eradicate such problems.

In the subject and content of the textbook, the findings suggest that variety has a crucial role in maintaining a positive classroom atmosphere. In order to enhance the curiosity, on the other hand, additional materials in accordance with the theory of Multiple Intelligence can be incorporated into the teaching/learning process.

Taking the aforementioned issues into account through making the necessary adaptations may invigorate students' attitudes of dealing with further English language studies with the language textbook here.

5.3 Suggestions for Further Research

In this study, the evaluation of the language textbook *Time for English, Grade 4* was conducted with 4th grade students and EFL teachers. It would provide a more exhaustive set of results and reliable data if it was carried out with a much larger number of students and in particular teachers. In addition to such deficiencies, students with extreme feelings of optimism and pessimism could be interviewed to gather relevant data concerning the reasons of their thoughts.

In-service Teacher Training courses could be conducted more for the adaptation of new curriculum and language textbook in order to enhance awareness of teachers within this context.

This research has attempted to provide a methodology for the analysis of textbooks peculiar to their evaluation in language classes. In the light of the data collection tools involving the textbook evaluation questionnaires and interview questions employed in this research, further research could also be conducted to assess the value of other published language textbooks placing an emphasis upon the term flexibility and thereby making the necessary adaptations specific to particular teaching/learning environments. Besides, such variables as experience, age and the differences between the teachers taking the same course with the same textbook and those who not could be incorporated for further research.

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APPENDIX I

STUDENT TEXTBOOK EVALUATION FORM

Dear students,

This questionnaire is designed to identify your views about the English Language Textbook for grade 4 (*Time for English, Grade 4*) you have been using. Your answers to the questionnaire will be kept confidential and used only for research purposes. Read the statements below carefully and put a tick (X) next to the item which best reflects your view.

Thanks for your contribution.

Güncel ARIKAN

Textbook Evaluation Form	I TOTALY AGREE	I AGREE	I AM NOT SURE	I DON'T AGREE	I DON'T AGREE AT ALL.
A/ Layout and Design					
1. The layout and design is appropriate and clear.					
2. The textbook is organised effectively.					
B/ Activities					
3. The activities encourage sufficient communicative and meaningful practice.					
4. The activities incorporate individual, pair and group work.					
5. The grammar points and vocabulary items are introduced through games, songs and storytelling					
6. The activities promote creative, original and independent responses.					
C/ Skills					
7. The materials include and focus on the skills that I need to practice.					

8. The materials provide an appropriate balance of the four language skills.					
	I TOTALLY AGREE	I AGREE	I AM NOT SURE	I DO NOT AGREE	I DO NOT AGREE AT ALL.
9. The textbook highlights and practices natural pronunciation					
D/ Language Type					
10. The language used in the textbook is authentic - i.e. like real-life English.					
11. The language used is at the right level for my current English ability.					
12. The progression of grammar points and vocabulary items is appropriate.					
13. The grammar points are presented with brief and easy examples and explanations.					
14. The language functions exemplify English that I will be likely to use in the future.					
E/ Subject and Content					
15. The subject and content of the textbook is relevant to my needs as an English language learner.					
16. The subject and content of the textbook is generally realistic.					
17. The subject and content of the materials is interesting and motivating.					
18. There is sufficient variety in the subject and content of the textbook.					
F/ Conclusion					
19. The textbook raises my interest in further English language study.					
20. I would choose to study this textbook again.					

ÖĞRENCİ DERS KİTABI DEĞERLENDİRME FORMU

Sevgili Öğrenciler;

Aşağıdaki anket, şu an kullanmakta olduğunuz İngilizce ders kitabına (Time for English, Grade 4) yönelik düşüncelerinizi ortaya çıkarmak amacıyla oluşturulmuştur. Anket sonuçları gizli tutulacak ve tamamıyla araştırma amaçlı kullanılacaktır. Aşağıdaki cümleleri dikkatlice okuyunuz ve cümle sonunda verilen “*Tamamen katılıyorum / katılıyorum / emin değilim / katılmıyorum / hiç katılmıyorum*” seçeneklerinden size uygun olanı işaretleyiniz.

Katkılarınızdan dolayı teşekkür ederim.

Güncel ARIKAN

Ders Kitabı Değerlendirme Formu	TAMAMEN KATILYORUM	KATILYORUM	EMİN DEĞİLİM	KATILMIYORUM	HİÇ KATILMIYORUM
A/ Kitabın Taslağı ve Planı					
1. Kitabın taslağı ve planı yeterince açık ve uygun					
2. Ders kitabı etkili bir şekilde düzenlenmiştir.					
B/ Kitaptaki Aktiviteler					
3. Kitaptaki aktiviteler İngilizce’de yeterli olarak iletişim kurmamı ve anlamlı bir şekilde uygulama yapmamı destekliyor					
4. Kitaptaki aktiviteler tek, eşli ve grup olarak çalışmamızı sağlıyor					
5. Kitapta İngilizce dilbilgisi kuralları ve kelimeler şarkı, öykü anlatımı ve oyun yoluyla öğretiliyor.					
6. Kitaptaki aktiviteler yaratıcı, özgün ve bağımsız cevaplar vermemizi sağlıyor.					
C/ Beceriler					
7. Kitaptaki materyaller, ihtiyacım olan dil becerilerini içeriyor.					

	TAMAMEN KATILYORUM	KATILYORUM	EMİN DEĞİLİM	KATILMIYORUM	HİÇ KATILMIYORUM
8. Kitaptaki materyaller, dört dil becerisini (okuma, yazma, konuşma ve dinleme) dengeli olarak sunuyor					
9. Ders kitabı, İngilizce telaffuzu doğal şekliyle çalışmamızı sağlıyor.					
D/ Kitaptaki Dil					
10. Ders kitabında kullanılan dil gerçek hayatta kullanılan dili yansıtıyor					
11. Ders kitabında benim şimdiki İngilizce seviyeme uygun bir dil kullanılıyor.					
12. Kitaptaki dilbilgisi konularının ve kelimelerin öğretilme sırasını uygun buluyorum					
13. Kitaptaki dilbilgisi konuları kısa ve basit örnek ve açıklamalarla sunuluyor.					
14. Kitaptaki dil öğeleri ileride kullanabileceğim İngilizce'yi yansıtıyor					
E/ Ders Kitabının Konu ve İçeriği					
15. Ders kitabının konuları ve içeriği İngilizce öğrenen birisi olarak ihtiyaçlarıma uygun.					
16. Ders kitabının konuları ve içeriği genel olarak gerçek yaşamla ilişkili					
17. Materyallerin konusu ve içeriği yeterince ilginç ve teşvik edici.					
18. Ders kitabının konularında ve içeriğinde yeterince çeşitlilik var					
F/ Genel Değerlendirme					
19. Ders kitabı beni ileride de İngilizce çalışmaya teşvik ediyor.					
20. Seçme şansım olsa, yine bu kitabı tercih ederim.					

APPENDIX II

TEACHER TEXTBOOK EVALUATION FORM

Dear colleagues,

This questionnaire is designed to identify your views about the English Textbook for grade 4 (*Time for English, Grade 4*) with a range of issues from *layout & design, activities, skills, language type, subject and content to conclusion*. Your answers to the questionnaire will be kept confidential and used only for research purposes. Read the statements below and put a tick (X) next to the item which best reflects your view.

Thanks for your contribution.

Güncel ARIKAN

Teacher Textbook Evaluation Form	I TOTALLY AGREE	I AGREE	I AM NOT SURE	I DON'T AGREE	I DON'T AGREE AT ALL.
A/ Layout and Design					
1. The textbook includes a detailed overview of the functions, structures and vocabulary that will be taught in each unit.					
2. The layout and design is appropriate and clear.					
3. The textbook is organised effectively.					
4. An adequate vocabulary list or glossary is included.					
5. Adequate review sections and exercises are included.					
6. An adequate set of evaluation quizzes or testing suggestions is included.					
7. The teacher's book contains guidance about how the textbook can be used to the utmost advantage.					
8. The materials objectives are apparent to both the teacher and student.					
9. The textbook meets the long and short term goals specific to my learners					
10.The workbook includes appropriate supplementary					

activities					
	I TOTALLY AGREE	I AGREE	I AM NOT SURE	I DON'T AGREE	I DON'T AGREE AT ALL.
11. There is an adequate explanation to enable teachers to understand the cultural differences of the target language					
B/ Activities					
12. The activities encourage sufficient communicative and meaningful practice					
13. The activities incorporate individual, pair and group work.					
14. The grammar points and vocabulary items are introduced in motivating and realistic contexts through games, songs and storytelling.					
15. The activities promote creative, original and independent responses					
16. The tasks are conducive to discovery learning and to the internalisation of newly introduced language.					
17. The textbook's activities can be modified or supplemented easily.					
18. There are interactive and task-based activities that require students to use new vocabulary to communicate					
C/ Skills					
19. The materials include and focus on the skills that I/my students need to practice					
20. The materials provide an appropriate balance of the four language skills.					
21. The textbook highlights and practices natural pronunciation (i.e.- stress and intonation).					
22. The practice of individual skills is integrated into the					

practice of other skills.					
D/ Language Type					
	I TOTALLY AGREE	I AGREE	I AM NOT SURE	I DO NOT AGREE	I DO NOT AGREE AT ALL.
23. The language used in the textbook is authentic - i.e. like real-life English.					
24. The language used is at the right level for my (students') current English ability.					
25. The progression of grammar points and vocabulary items is appropriate.					
26. The grammar points are presented with brief and easy examples and explanations					
27. The language functions exemplify English that I/my students will be likely to use.					
28. The language represents a diverse range of registers and accents.					
29. The new vocabulary words and language structures are repeated in subsequent lessons to reinforce their meaning and use					
E/ Subject and Content					
30. The subject and content of the textbook is relevant to my (students') needs as an English language learner(s).					
31. The subject and content of the textbook is generally realistic.					
32. The subject and content of the textbook is interesting, challenging and motivating.					
33. There is sufficient variety in the subject and content of the textbook.					
34. The materials are not culturally biased and they do not					

portray any negative stereotypes					
	I T O T A L Y A G R E E	I A G R E E	I A M N O T S U R E	I D O N O T A G R E E	I D O N O T A G R E E A T A L L.
35. Students learn about the customs and cultures of English-speaking countries					
36. The textbook is methodologically in line with the current worldwide theories and practices of language learning					
37. Compared to texts for native speakers, the content include real-life issues that challenge the reader to think critically about his /her worldview					
38. The subject and content of the textbook is designed in accordance with the theory of Multiple Intelligence					
F/ Conclusion					
39. The textbook is appropriate for the language-learning aims of the Ministry of National Education in Turkey					
40. The textbook is suitable for small-medium, homogeneous, co-ed. classes of 4 th grade students					
41. The textbook raises my (students') interest in further English language study.					
42. I would choose to study/teach this textbook again.					

APPENDIX III

INTERVIEW QUESTIONS

1.
 - a. Do the aims of the coursebook correspond closely with the aims in the teaching program?
 - b. Do the aims of the coursebook correspond closely with the needs of learners?
2. Does the course include examples of authentic language and materials?
3. Is the coursebook flexible? Does it allow different teaching and learning styles?
4. Are all four skills (speaking, listening, reading, writing) adequately covered at an appropriate level?
5. What opportunities exist for children to interact using English?
6. What components does the Teacher's Book include?
 - a. Are there guidelines for evaluating how well lessons went?
 - b. Does it explain any methodological issues regarding teaching young learners?
7. What is your overall opinion about the textbook you have been using?

CURRICULUM VITAE

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EDUCATIONAL BACKGROUND

2005-2008 (MA) Çukurova University, Institute of Social Sciences, English Language Teaching Department, Adana.
2001-2005 (BA) Çukurova University, Faculty of Education, English Language Teaching Department, Adana.
1998-2001 Ahmet Kurttepe Lisesi, Adana.

EXPERIENCE

2005 – Doruk Girne İlköğretim Okulu, Ceyhan – Adana (English Language Teacher)
2004 – 2005 Adana Koleji (Student Teacher)