AN EVALUATION OF *TIME FOR ENGLISH 4,* THE 4TH GRADE
ENGLISH COURSEBOOK FOR PUBLIC SCHOOLS

FATMA ESRA ÖZDEMİR

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Approval of the Graduate School of Social Sciences

_____

Prof. Dr. Sencer Ayata
Director

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

_____

Prof. Dr. Wolf König
Head of Department

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

_____

Prof. Dr. Hüsnü Enginarlar
Supervisor

Examining Committee Members

Assoc. Prof. Dr. Ayşegül Daloğlu	(METU, FLE)	_____
Prof. Dr. Hüsnü Enginarlar	(METU, FLE)	_____
Dr. Işıl Günseli Kaçar	(METU, SFL)	_____

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Fatma Esra Özdemir

Signature :

ABSTRACT

AN EVALUATION OF *TIME FOR ENGLISH 4,* THE 4TH GRADE ENGLISH COURSEBOOK FOR PUBLIC SCHOOLS

Özdemir, **Fatma Esra**

M.A., Department of English Language Teaching
Supervisor   : Prof. Dr. **Hüsnü Enginarlar**

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The purpose of this study was to find out the how the fourth grade students in public schools and the fourth grade English teachers evaluated the English coursebook *Time for English 4* in terms of purpose, approach, visual design, presentation of vocabulary and language, practice activities and exercises, supporting sources, and supporting materials. To fulfill this aim, a teacher questionnaire, a student questionnaire and a teacher interview was prepared by the researcher. The questionnaires were administered face to face to 102 randomly selected fourth grade students in Beypazarı and 15 English teachers in the districts of Altındağ, Beypazarı, Keçiören, and Mamak. Six of the English teachers were also interviewed in order to obtain qualitative data. The interviews were recorded on a tape recorder and then transcribed. Quantitative data was analyzed by calculating the frequency counts, percentages, arithmetic means, and the standard deviations of the responses given to the questionnaires. Qualitative data obtained from the interviews was analyzed by using content analysis.

According to the results of the study, both the teachers and the students were content with the coursebook. The level of satisfaction was higher among the students. Students identified two problems about the instructions and the songs in the coursebook. Teachers identified four more problems about the teacher's book, the number of vocabulary items, the number of units, and the presentation of the

language items. Necessary suggestions were made for the solution of the problems to the relevant parties.

Keywords: Materials evaluation; coursebook evaluation; teaching English to young learners

ÖZ

DEVLET İLKÖĞRETİM OKULLARINDA OKUTULAN *TIME FOR ENGLISH 4* ADLI KİTABIN DEĞERLENDİRİLMESİ

Özdemir, Fatma Esra

Yüksek Lisans Tezi, İngiliz Dili Öğretimi Bölümü

Tez Yöneticisi   : Prof. Dr. Hüsnü Enginarlar

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Bu çalışmanın amacı devlet ilköğretim okullarının dördüncü sınıflarında okuyan öğrencilerin ve dördüncü sınıf İngilizce öğretmenlerinin *Time for English 4* adlı kitabın etkinliği hakkındaki görüş ve düşüncelerini bulmaya çalışmaktır. Bu amaca ulaşmak için araştırmacı tarafından hazırlanan bir öğretmen anketi, bir öğrenci anketi ve bir de öğretmenlere yönelik bireysel görüşme formu kullanılmıştır. Araştırmaya Beypazarı ilçesindeki ilköğretim okullarında okuyan ve rastgele örnekleme yoluyla seçilen 102 dördüncü sınıf öğrencisi ile Altındağ, Beypazarı, Keçiören ve Mamak ilçelerindeki devlet okullarında görev yapan 15 İngilizce öğretmeni katılmıştır. Anketler hem öğretmenlere hem de öğrencilere birebir yüzyüze görüşme yöntemiyle uygulanmış, bireysel görüşmeler öğretmenlerin altısıyla yüzyüze yapılmış ve teybe kaydedilerek daha sonra transkripsiyonları çıkarılmıştır. Anketlerden elde edilen nicel veri, frekans analizi, yüzde hesaplama, aritmetik orta ve standart sapma hesaplama yöntemleriyle analiz edilmiş; bireysel görüşmelerden elde edilen nitel veri ise içerik analizi yöntemiyle analiz edilmiştir.

Araştırmanın sonuçlarına göre hem araştırmaya katılan dördüncü sınıf öğrencileri hem de İngilizce öğretmenleri *Time for English 4* adlı ders kitabından memnun görünmektedirler. Öğrenciler arasındaki memnuniyet düzeyi öğretmenlerden daha yüksek bulunmuştur. Ders kitabıyla ilgili öğrenciler yönergeler ve şarkılar ile ilgili iki sorun belirtirken, öğretmenler bunlara ek olarak öğretmen kitabı, kelime yükü, ünite sayısı ve dil öğelerinin sunumuyla ilgili dört sorun daha belirtmiştir. Sorunların çözümü için ilgili taraflara gerekli önerilerde bulunulmuştur.

Anahtar Kelimeler: Materyal değerlendirme; ders kitabı değerlendirmesi; genç öğrencilere İngilizce öğretimi

To My Parents

Asuman and Eyüp Özdemir

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CHAPTER I

INTRODUCTION

Presentation

In this chapter, the background, the purpose and the significance of the study are discussed along with the research questions and basic assumptions.

1.1. Background to the Study: The Context and the Syllabus

All language settings in the world, even in the same country, have different characteristics and requirements. The purpose of the foreign language program, the needs of the institution, the needs and characteristics of learners and (in close relation with these) the materials of one setting is quite different from another setting. This causes a "sense of isolation" among teachers as McDonough and Shaw (1998) put it. This is encouraged by geographical isolation and lack of access to professional resources like conferences. As a result, most teachers feel that their setting is unique to themselves and that they are isolated from the rest of the world.

Yet, McDonough and Shaw (1998) emphasized that language professionals, although being isolated from each other because of working in different countries with different educational systems and philosophies, share a professional "common core". This "common core", according to McDonough and Shaw (1998), directed their decisions about the learning situation no matter how diverse the language teaching settings are. No matter where they work, with whom, how many hours and why, language professionals share two basic concepts upon which they base their decisions: context and syllabus. The context is the sum of parts, which together give the answers to the specific questions about a learning setting. These questions are about the aims of the language-learning program, characteristics of the learners, the physical setting and so on. The syllabus is the specification of the learning activities based on the assumptions and information about the context. These two concepts are

the basis upon which materials design and selection is based. Therefore, in order to evaluate the materials more effectively and to understand the choices teachers and students make in the evaluation process, it is necessary to be familiar with the context and the syllabus that affects the selection of the coursebook, *Time for English 4.*

Teaching English to young learners in the public schools in Turkey is a much recent issue when compared to the applications of the EU that began in the 50s and to the private schools in Turkey. The English course in public schools was first added to primary curriculum in 1997 with two hours of instruction every week with the official decision of the Ministry of National Education (MNE from here on) given on September 17, 1997. From that time on, students started to learn English in the 4th grade, not in the 6th grade as it was before. Starting to learn English in the 4th grade brought about new issues in the foreign language education in public schools. This was the first time teachers at public schools would teach English to young learners. Young learners had different needs and characteristics. Therefore, teaching English to young learners required different approaches, methodology, materials and evaluation procedures. Several adaptations and new applications were done in order to meet the needs of the young learners. The most important implementation for young learners was designing new materials that catered for their specific needs. In the statistical brochure prepared to inform the teachers about the deeds of MNE (2001) it is stated that the new materials and the coursebooks were prepared in concert with the concept of students-centered education and that the materials were prepared to have students equipped with scientific knowledge and skills. The basic principles that were taken into account when designing new materials were determined as follows:

1. Scientific content

2. Language and readability

3. Educational design

4. Visual design.

5. Measurement and evaluation. (2001)

It is stated in the same source that the coursebooks were going to be published as a set of three books; the student's book, the workbook and the teacher's book. According to the MNE, this application would contribute to enhancing student – centered education and individual learning principles. (MNE, 2001)

In 1999-2000, EARGED (Research and Development in Education in MNE) conducted a research study to evaluate the ELT programme applied in the 4th and 5th grades of the public schools. According to that evaluation study, some modifications were necessary in order to make the foreign language education in the 4th and 5th grades more effective.

In a more recent research study conducted by EARGED (2006), which aimed to find out the English and computer literacy of the public primary school students, it was also found that the students' achievement levels were not at the expected level and some changes regarding the coursebooks, teacher training and physical resources were necessary to improve the language education. The coursebook, *Time for English 4* is a product of the evaluation studies like these.

Today, young learners in most public schools try to learn English with limited resources. Among these resources, the most important ones are the teacher and the coursebook. The supporting materials and the physical resources are very limited. Therefore, students have to rely heavily on the coursebook.

Based on the data obtained by the EARGED research, a new programme was developed for the 4th and 5th grades in 2005. It was put into practice in 2006 in the fourth grades. There are plans to apply it in the other grades systematically; one grade each year.

Its creators describe the new syllabus for fourth grades, upon which the coursebook Time for English 4 is based, as follows:

> A complete syllabus specification will include all aspects: structures, functions, situations, topics, skills, tasks… all types of syllabuses can be integrated by bringing the strengths of all of them together. In fact when this is the case, we can talk about using mixed syllabus. The mixed syllabus we aim to design will have elements

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taken from ***the grammatical/structural syllabus***),… ***the situational syllabus***,…***the topical/theme-based syllabus***, ***the notional/ functional (communicative) syllabus***,… ***the procedural/task-based syllabus…*** and ***the skills- based syllabus***. (Ersöz et all., 2006, p. 8)

The approach adopted by the syllabus is defined as follows:

> …To the extent that the Turkish national education policy and curriculum allows, the best seems to adopt a topic-based approach where topics are selected in a cross-curricular manner. The goals and objectives should be set on a functional-notional and skills-based model. (Ersöz at all, 2006, p. 9)

The adopted syllabus format is defined as follows:

> The <u>cyclical format</u> enables teachers and learners to work with the same subject matter more than once, but each time a particular one reappears, it is at a more complex or difficult level… (Ersöz et all, 2006, p. 10)

The approach to course design is the process-oriented approach in the new syllabus:

> Given the fact that in recent years, the shift has moved from more teacher-centred approaches to more learner and learning-centred approaches, process-oriented approaches to curriculum design should be adopted. (Ersöz et all, 2006, p. 6)

Then, the key features that describe new syllabus can be summarized as follows:

- It is designed according to a process-oriented approach to course design as this approach adopts a student-centred approach.

- In terms of syllabus design principles, the new syllabus adopted an integrated approach that combines topic-based, functional-notional, and integrated skills approaches.

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- In terms of format, the new syllabus is designed according to the cyclical format that stipulates the reintroduction of the subject matter in different manifestations at various times in the course.

An effort was made to prepare a new coursebook for the 4th grades that suited to the needs of this syllabus. That new coursebook was *Time for English 4*, which is the topic of this study.

1.2. The Purpose of the Study

This study was first settled in mind by a spark of an informal impression. It was expected that the teachers were not satisfied with the coursebook *Time for English 4*. Although the students were thought to be satisfied, the teachers seemed unhappy about the new coursebook during some informal conversations. These impressions brought about the idea of conducting a study to find out whether the teachers and the students were satisfied or not. It was assumed that the teachers were dissatisfied with the coursebook, but the students were satisfied. To confirm these assumptions and to evaluate the effectiveness of the fourth grade coursebook *Time for English 4*, the answers to the following research questions were sought :

1. How effective is the coursebook *Time for English 4* in reaching its aims in general according to the students?

More specifically,

a. How attractive and clear is the design of *Time for English 4* according to the students?

b. How effective is the presentation of linguistic content in *Time for English 4* according to the students?

c. How effective is the presentation of vocabulary items in *Time for English 4* according to the students?

d. How suitable are the exercises and activities to reach the purpose of practicing the newly learnt items in *Time for English 4* according to the students?

e. How attractive and enjoyable are the activities and exercises to motivate the students better in *Time for English 4*?

f. How effective are the supporting sources and materials in *Time for English 4* in providing the students with lots of practice according to the students?

2. How effective is the coursebook *Time for English 4* in general according to the teachers?

More specifically,

a. How effective is the coursebook *Time for English 4* in reaching the aims of the curriculum according to the teachers?

b. How effective is the coursebook *Time for English 4* in supplying a basis to meet the needs of the students according to the teachers?

c. How effective is the coursebook *Time for English 4* in supplying a basis to meet the needs of the teachers themselves according to the teachers?

d. How effective is the coursebook *Time for English 4* in terms of its approach to foreign language teaching and learning?

e. How attractive and clear is the design and layout of the coursebook *Time for English 4* according to teachers?

f. How effective is the presentation of linguistic content in the coursebook "*Time for English 4* according to the teachers?

g. How effective is the presentation of vocabulary items in the coursebook "*Time for English 4* according to the teachers?

h. How successful are the activities and exercises in the coursebook *Time for English 4* in providing a means for practicing the newly learnt items according to the teachers?

i. How effective and clear is the organization of the coursebook *Time for English 4* according to the teachers so as to make it easy for the students to follow the content?

j. How helpful are the supporting sources in the coursebook *Time for English 4* as a means of providing the students with lots of practice and revision activities according to the teachers?

k. How successful are the supporting materials as a means of providing the teachers with enough help before, during, and after the lesson?

1.3. The Significance of the Study

The ministry of education is undergoing through a series of reform movements nowadays. Foreign language courses are among the courses that are being reformed. The coursebook, as it is a part of the program, is also being changed to answer the demands of the learners. As every new programme or application needs to validate itself, the new English programme also needs to be validated. Therefore, it needs to be evaluated by its users, the teachers and the students in order to provide feedback to the stakeholders. However, evaluating the whole programme is beyond the scope of this study. The coursebook, being a component of the programme, is going to be evaluated. By this way, it is expected that this study will contribute to the improvement of the new coursebook and, more indirectly, to the effectiveness of the new foreign language programme.

Although there are some studies about coursebook evaluation in the literature, they mainly focused on the university students and their coursebooks. However, there are few research studies specifically done about evaluating the foreign language materials for young learners at public primary schools, because it is a very recent issue in Turkey. This particular study, however, focuses on young learners and their coursebooks. This, actually, requires different considerations when designing and implementing the study. Another aim of this study is to contribute to the literature in this respect both by providing data about young learners and their coursebooks, and with valuable information about how to do research with young learners.

CHAPTER II

LITERATURE REVIEW

Presentation

In this chapter, the relevant literature and research studies about coursebook evaluation are discussed. In addition, the theoretical framework upon which this study is based is described.

2.1. Why Evaluate the Materials?

Cunningsworth (1984) stated that most teachers use published teaching materials at some stage in their teaching career. No matter where they teach, what they teach and to whom, they use some coursebook or other published material for it is time and money saving. Therefore, they have to evaluate the materials to make judgments and to reach sound decisions about them.

However, McDonough and Shaw (1998) made a distinction between the situations where teachers select the coursebooks on the one hand, and where a Ministry of Education produces the materials and hands them on to the teachers for classroom use (as in the case of this study), because in the first situation teachers have many choices, but in the second they have no choice and therefore they may not have to join the active evaluation process. But still, as McDonough and Shaw (1998) put it, these teachers may be "interested in evaluation as a useful process in its own right, giving insight into the organizational principles of the materials and helping them to keep up with the developments in the field." (p. 65) As a result, all teachers evaluate the materials they use in the classroom at one point or another.

The first and the most important reason for evaluating the coursebook was signified by Hutchinson and Waters (1987). Hutchinson and Waters (1987), after stating that evaluation is "a matter of judging the fitness of something for a particular purpose" (p.96), continued with a clarifying statement:

> …Given a certain need, and in the light of the
> resources available, which out of a number of
> possibilities can represent the best solution?
> Evaluation is, then, concerned with relative
> merit… In any kind of evaluation, the decision
> finally made is likely to be the better for being
> based on a systematic check of all the important
> variables…   (1987, p.96)

Evaluation of materials is, then, concerned with finding the better solution among the available resources by making use of a systematic checklist of criteria which highlights the important variables. Then, there is no one absolute solution to fit the required purpose, but different degrees of fitness in materials evaluation.

This was confirmed by Cunningsworth (1984) stating:

> No coursebook 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 coursebook offers
> and what we as teachers and students need.
> (1984, p.9)

Therefore, it is important to find the best choice among the others for the required purpose and a careful evaluation is the most effective way to ensure the effectiveness of the choice made because it "can save a lot of expense and frustration" (Hutchinson and Waters, 1987)

McDonough and Shaw (1998) stated further reasons that highlight the importance of evaluation of coursebooks. The first one is that "writing their own materials can be very time-consuming and not necessarily cost-effective." (p.64) Therefore, teachers must make an effective choice among the materials in the market. Likewise, Cunningsworth (1984) stated that it would not be sensible for teachers "to spend long hours duplicating one another's efforts by creating huge quantities of individually produced material." Then, it is more effective to select from the huge market of coursebooks written by professional authors and piloted in different settings; and selection requires effective evaluation skills.

The second reason stated by McDonough and Shaw (1998) to evaluate the coursebook is similar to that of Hutchinson and Water (1987) mentioned above. That is evaluating the coursebook is important because an inappropriate choice may waste time and funds and this may have a demotivating effect on both students and other teachers who will have to use the coursebook for many years.

The third reason to evaluate the coursebook, as stated by McDonough and Shaw (1998), is the difficulty of the organization of the assimilation of authentic and stimulating materials. The fourth reason is for the teachers whose course materials are supplied by the ministry of education or another authority. McDonough and Shaw (1998) maintained that even those teachers might find evaluation valuable as "a useful process in its own right, giving insight into the organizational principles of the materials and helping them to keep up with the developments in the field." (p.65) This, in turn, provides the teacher with the necessary skills to adapt the coursebook for a particular group of learners where necessary.

2.2. How to Evaluate the Coursebook: Checklists of Criteria

Cunningsworth (1984) suggested that the process of evaluation is not purely a mechanical one and that professional judgment is involved at every stage. Similarly, Sheldon (1988) stated 'It is clear that coursebook assessment is fundamentally a subjective, rule of thumb activity, and that no neat formula, grid, or system will ever provide a definitive yardstick.' (1988, p.245)

It is obvious from these statements that there is no one absolute way and no definite system of evaluating the materials. Rather, professional experience and personal judgment based on the contextual variables is involved in materials evaluation.

Materials are evaluated based on some principles and guidelines which will be made concrete in the form of checklists of criteria. In the literature, different researchers and theorists suggest many checklists of criteria. Some of these checklists are based on the views of the theorists whose guidelines are described above. Still, some offer checklists more specific to the context.

Littlejohn (1998) offered one of the checklists that were scrutinized for the purposes of the current study. His checklist is based on three levels of analysis of the coursebook:

1. What is there?

2. What is required of users?

3. What is implied?

At the first level, there are items that seek information about the physical properties of the textbook. Among those physical properties are publication and design (layout, durability, print, availability, illustrations, etc.) At the second level, a detailed task sheet aims to gather information about the tasks in the book. The concept of task has a broad meaning in Littlejohn (1998)'s context. It refers to all language related activities in the textbook. The second level aims to analyze the language learning activities in the textbook. At the third level, there are items that seek to gather information about the approach, philosophy and aims of the textbook. As Littlejohn (1998) also pointed it out, his levels of analysis move from a more objective to a more subjective evaluation. The first level is the most objective while the third level is the least objective.

Other checklists offered by different researchers and writers share more or less the same features with that of Littlejohn (1998)'s and with one another. Byrd (2001), for example, first offers some guidelines that should be taken into account while preparing the checklist. According to her, the checklist should take into account the fit between the text and the curriculum, the fit between the text and the teacher, and the fit between the text and the student. Here, the word text refers to the materials used in the classroom. Byrd (2001) emphasized that one should take into account the requirements of the curriculum, the needs of the teachers and the needs of the students when preparing a checklist for the evaluation of the textbook. She offered a checklist that consists of the headings of content, linguistic structure, vocabulary, subject matter, exercises, illustrations, physical make-up, and the teacher's manual. Among these, she puts special emphasis on teacher's manual, because half of the items in the checklist are about the teacher's manual.

Brown (2001) offered a similar, but a more comprehensive checklist that consists of items about the goals and approach of the book, background, the treatment of skills, content, quality of practice material, sequencing, vocabulary, sociolinguistic factors, format (physical properties, accompanying materials and the teacher's guide. As it can be seen this checklist contains items similar to those of Littlejohn (1998)'s and Byrd (2001)'s.

Cunningsworth (1984) offered a very detailed checklist of textbook evaluation that consists of items about grading and recycling, presentation and practice of new language items (approach, language learning process, grammar items, vocabulary, pronunciation), developing language skills and communicative abilities , supporting materials, motivation and the learner (variety, interest, attractiveness, culture) and overall evaluation. Under the heading of overall evaluation, he offers to ask questions about the particular strengths and weaknesses, notable omissions, for which situations the textbook is suitable or unsuitable, and comparisons with other materials. He also suggests reaching a general conclusion.

Ur (1996) discriminated between general and course or learner-specific criteria. According to her, some criteria are basic in all of the evaluation processes while some are specific to a particular course or learners. Examples of general criteria are "clear layout and print" or "periodic review of test sections." Examples of specific criteria are "attractive and colorful illustrations" (for young learners) or "vocabulary and texts relevant to the topic" (for students of science and technology). After making this discrimination, she offered a checklist that consisted of titles like objectives, approach, layout and print, visual materials, interesting topics and tasks, variety of topics and tasks, clarity of instructions, fit with the syllabus, sequencing and grading, periodic review and test sections, authentic language, the explanation and practice of vocabulary, pronunciation and grammar, fluency practice, learner strategies and independency, guidance for the teacher, availability and the supporting materials.

McDonough and Shaw (1998) separated evaluation into two stages: External evaluation and internal evaluation. External evaluation is concerned with the physical, organizational, philosophical, and cultural aspects of evaluation. Among

the external evaluation criteria are the intended audience, the proficiency level, context, presentation and organization of the language, and author's views on language and methodology. Questions about layout and design, availability of the teacher's book, cultural content, the place of the textbook among the other course materials and the tests are also among the concerns of external evaluation. Internal evaluation is, however, concerned with the content, suitability and quality of tasks, texts, recordings, and tests and exercises. Among the questions one should ask in order to gather information about the internal evaluation are the presentation of skills, grading and sequencing, adequate number of texts beyond sentence, authenticity of the recordings, integration of real interaction into the speaking materials, learner needs, interests, learning styles and motivation. After the external and internal evaluation, he suggested making an overall evaluation taking into account the factors of usability, generalizability, adaptability and flexibility.

2.3. Macro Evaluation Studies

Ellis (1998) discriminated between macro and micro evaluation in language teaching in the paper he dedicated to task evaluation. He proposed that macro evaluation is "an evaluation carried out for accountability and/or developmental purposes by collecting information relating to various administrative or curricular aspects of the programme." (p. 218). As to micro evaluation, he maintains that it is "characterized by a narrow-focus on some specific aspect of the curriculum or the administration of the programme." (p. 219)

Materials, being a curricular concern, can be the focus of both a macro and a micro evaluation study. As the focus of a macro evaluation study, materials can be evaluated in terms of their overall effectiveness. In the case of micro materials evaluation, however, the effectiveness and efficiency of a particular task can be evaluated. (Ellis, 1998, p. 219).

The current study is a macro evaluation study as it aims to investigate the overall effectiveness of the materials at hand. Also in the literature, many attempts at conducting macro evaluation studies have been done.

In one of those research studies, Akın and Güçeri (2001) aimed to evaluate the materials of ten English courses at Bilkent School of Foreign Languages. Among the purposes of the study were to see whether the materials were motivating for the students, whether they were successful, whether they fulfilled the course objectives, whether they helped students achieve the learning objectives, and to identify whether the design of the materials were suitable for a task-based syllabus. To reach those purposes, an operational plan was designed at the beginning of the year. Three members of the staff were selected as the coordinators, data collectors, and data analyzers. All fourteen instructors in the institution gave feedback on a weekly basis. At the end of the semester, they were also interviewed for prospective evaluation. 500 students were also involved in the process. Approximately forty students evaluated each piece of material.

Four instruments were used to collect data. They were the teacher questionnaire, the student questionnaire, teacher interview, and observation. The teacher questionnaire consisted of eleven items with spaces aimed to obtain the further comments and the suggestions of the teachers. The student questionnaire consisted of twelve closed-ended items for it would be easier to analyze the data in the closed-ended questionnaire. Teachers were also interviewed at the end of each term. They were given the interview questions one week before the interview to produce a fruitful discussion. One of the coordinators also observed the implementation of some key materials. The observation mainly focused on student interaction and motivation.

According to the results of the study, materials were not found satisfactory from a few aspects. The design and layout of the materials were found unsatisfactory. The materials were also found not suitable to the task-based syllabi as they did not create opportunities for the students to become active during the instructional period. The texts in the materials were also found to be irrelevant to the needs and interests of the students so the students could not activate their schemata to understand those texts. Finally, it was found that there was a lack of emphasis on language and vocabulary development in materials design. Based on the feedback obtained from this study, new materials were designed considering the key points mentioned above.

In another study, Ayman (1997) aimed to evaluate the coursebook BASE 3 (Bilkent Acadamic Studies in English 3) which was used in Bilkent University School of Foreign Languages (BUSEL). The purpose of the study was to see how the students and the instructors evaluated the coursebook BASE 3 and to find out their view about the coursebook. To reach the purpose, 90 randomly selected upper intermediate students and 45 instructors were administered questionnaires. The questionnaires consisted of the following titles:

1.Physical Appearance

2.Coverage/content

3.Organisation and linkage

4.Level

5.Activities

6.Supporting Resources

7.Language and readibility

Both questionnaires had these categories. The teacher's questionnaire contained one more category. That is the teacher's book. Apart from the questionnaires, interviews about the coursebook were also used as instruments.

The data was analyzed both in qualitative and quantitative terms. The data obtained by the questionnaires was analyzed by means of descriptive statistics. The data obtained by the interviews was analyzed by qualitative methods. The results of the study revealed that both students and instructors viewed the book positively, instructors being more positive.

Savaş (1998) carried out a similar study in which she aimed to identify the views of the students and the teachers about an EAP coursebook, BASE 2, which was used in BUSEL (Bilkent School of Foreign Languages) by intermediate level students. The students and the instructors were administered questionnaires. The subjects were selected randomly. The data was analyzed by descriptive statistics, namely by frequency counts. The results obtained by the study showed that both students and the instructors viewed the coursebook positively.

In another research study, Coşkuner (2002) aimed to find out how students and instructors at Başkent University evaluated an ESP coursebook *English for Business Studies* as instructional material for the Faculty of Administrative Sciences and Faculty of Applied Sciences (ENG-261/262 and MENG-217/218). To reach her aim, she administered questionnaires to both the students and the instructors and held interviews with the students and the instructors. The questionnaires consisted of the following titles:

1. Aims and Needs of the Students in Studying English

2. Layout and Physical Appearance

3. Language and Readability

4. Design and Organization

5. Content and Coverage

6. Developing Four Language Skills and Communicative Abilities

7. Encouraging Learner Interaction in the Classroom

8. Presentation and the Practice of Vocabulary

9. Developing Learner Autonomy in Studying

As it was a macro evaluation study, the questionnaire aimed to obtain information about the overall effectiveness of the book. The results showed that both the students and the instructors thought positively about the coursebook. However, it was also found that the book needed more listening activities.

Kanık (2002), in a study that aimed to find out about the effectiveness of the ESP reading materials for 215 English for Law course at the English Language School of Başkent University, did both a macro and a micro level evaluation. In the macro-level evaluation, she identified nine categories that were used to evaluate the overall effectiveness of the reading materials:

1. The development of the reading skills,

2. Suitability of content,

3. Selection and organization of tasks/activities,

4. Development of vocabulary through reading,

5. Level of texts and tasks/activities,

6. Clarity of instructions,

7. Consideration of learning style differences,

8. Development of learner autonomy and

9. Physical appearance of the materials

The materials were also evaluated at micro level by selecting some units and evaluating them more analytically using some observational means. The results indicated that the materials were effective, but that they did not consider different learning styles, opportunities for autonomy in reading skills and interests of the learners in terms of the content, tasks and physical appearance.

In another study, Yumuk (1998) aimed to evaluate the effectiveness of English language reading materials prepared for the Department of Bureau Management and Secretarial Studies at Hacettepe University through macro and micro evaluations on the basis of the following 5 criteria:

1. Content in support for the attainment of course objectives

2. Organization of content in support for the attainment of course objectives

3. Consideration of perceptual learning style differences

4. Integration of learner training elements to develop autonomy

5. Physical appearance to enhance learning. (Coşkuner, 2002, p.42)

The macro evaluation aimed to see the overall effectiveness of the materials while the micro evaluation aimed to see what was planned vs. what is actually happening while using those materials. Macro evaluation involved questionnaires administered to 41 students, content description of the 23 in-house materials and interviews with the Curriculum Level Coordinator, 2 instructors and 9 students.

The results of the study indicated that the book needs to be designed again according to a more learner-centered approach as the third and fourth criteria seem to

be unmet by the materials. The other criteria (1st, 2nd, and 5th ones), however, seem to be met by the materials.

In a more recent study, Güntek (2005) aimed to evaluate the effectiveness of the ENG 101 (Development of Writing and Reading Skills 1) course at Modern Languages Department at METU in terms of its goals and objectives, methods and materials and the evaluation procedures. To fulfill that aim, she administered three questionnaires to 21 ENG 101 instructors and 255 students taking the course. In addition to the questionnaires, she held interviews with 9 ENG 101 instructors and 1 administrator. She also obtained feedback from the end-of-the term evaluation meeting. To evaluate the textbook English for Academic Purposes 1, which is a part of the course evaluation procedure, she administered a questionnaire designed by the Curriculum Evaluation Committee members including the researcher and distributed it to 19 ENG 101 instructors. The questionnaire included 33 items one of which was open-ended while the rest was closed-ended. To analyze the quantitative data obtained at the data collection procedure, descriptive statistics, one-way ANOVA and t-test were conducted. To analyze the qualitative data, content analysis was used.

The results obtained by the study showed that most participants were positive about the different components of the course, as well as the coursebook, because most of the answers given in the questionnaires were around 3 (out of 4). However, there were some complaints stemming from the teachers' workload and time constraints including too many writing tasks and insufficient language input for which certain administrative academic decisions were taken and work on relevant modifications was started.

Different from the studies mentioned above, EARGED and TÜBİTAK (The Scientific and Technical Research Council of Turkey) conducted separate research projects at different times in order to evaluate the effectiveness and the efficiency of the foreign language education programs in public primary schools. Materials evaluation was also a part of these evaluation studies and it was integrated into the evaluation process.

The EARGED research (2006), which is conducted every three years and each time for a different course, aimed to find out what kind of an educational

environment was suggested in terms of physical resources and instructional concerns, whether students reached the performance outcomes written in the curriculum, what the factors are that affect the achievement level of the students, and what can be suggested in order to provide a better instructional and educational environment in terms of materials, teacher training, physical resources and instructional methods.

To find the answers to these questions, 492 schools in 48 cities in Turkey were included in the sample by using the random sampling method. Three instruments were used in the data collection process. These are the teacher questionnaire, the student questionnaire, and the achievement test prepared by the English teachers in EARGED considering the outcomes in the curriculum. The teacher questionnaire aimed to obtain information about the demographic information about the teachers, methods and techniques they used in the lesson, their views about the materials, and students' attitudes towards the lesson. The questionnaire consisted of 60 items. Items 30-35 were dedicated to the materials evaluation. Student questionnaire administered to the fourth and fifth grade students consisted of eighteen items and among these, a few items dedicated to materials evaluation.

The data was analyzed by frequency counts, percentages, correlation, t-test and F-test where necessary. According to the results of the study, 70 % of the teachers in Turkey did not find the coursebooks effective in meeting their and the students' needs. The research study signals the importance of the dissatisfaction among the teachers regarding the materials adding to the low achievement levels among the students.

In the TÜBİTAK project, which was conducted by Atay and Kurt (2006), the aim was to evaluate the language education in public primary schools and to investigate "the effects of reading based language instruction on the vocabulary knowledge and reading/writing skills of primary school students." (p. 11). To reach these purposes, they selected 52 public primary schools in different cities of Turkey randomly. 5202 Grade 4-8 students and 101 teachers from these schools were the participants of the study. Attitude questionnaires for teachers and students were used in order to describe the attitudes of teachers and students towards learning English.

Also to see how far the outcomes prescribed by MNE were achieved, the reading/writing parts of the *Cambridge Young Learners English Tests* were utilized. Finally, to see if there was a difference between the students who continued only with the formal instruction and the ones who got the reading-based instruction at the same time, a vocabulary test and *Cambridge Starters Test* were administered as pre- and post-tests.

Being a part of this research project, the materials used in the English lesson were also evaluated by the teachers, as the materials are also a part of the language program. According to the results of the study, 90 out of 101 teachers stated that the coursebooks were unsatisfactory in meeting the needs of the teachers and the students. The reasons for this dissatisfaction were:

a. The coursebooks heavily emphasized grammar rather than skills,

b. Although there are listening activities in the coursebooks, they cannot be done due to the scarcity of resources,

c. The grammar and the writing activities are quite dull and boring as there are lots of controlled exercises and activities,

d. The topics in the books are irrelevant to the lives of the students, therefore boring for them. In addition, the books are inadequate in introducing different cultures.

The teachers also noted that they used extra materials during the lesson. However, the results were different for the students. Over 90 % of the students (2046 out of 2228) stated that they liked the coursebooks. They gave the following reasons for their satisfaction:

a. The presentation of the language items was good,

b. The language used in the coursebook was intelligible,

c. The number of grammar exercises in the coursebook was high,

d. The dialogues were enjoyable,

e. The book was visually appealing.

The ones who were dissatisfied gave the following reasons:

a. The topics are boring,

b. The visual design is bad,

c. The number of grammar exercises is excessive,

d. There are not enough speaking activities,

e. There is not variety in the exercises.

These results showed that some changes were necessary in the design of the coursebooks.

2.4. Micro Evaluation Studies

The studies mentioned above are all post-programme evaluations. Ellis (1998) stated that there are too few published studies done for the issue of post-programme evaluation. As one reason for that, he reports that "teachers see no need for a systematic and principled post-programme evaluation. They feel they know whether the book 'works' or not as a result of their day-by-day experiences of using it in their teaching." (p. 221). Even if they feel they need it they "may be daunted by the size of the task; carrying out an empirical evaluation of a textbook is an enormous undertaking." (Ellis, 1998, p. 222). For these reasons, Ellis (1998) maintained that to encourage the systematic evaluation of materials after use, micro evaluation can be put into practice.

As mentioned earlier, micro evaluation is the evaluation of a curricular component in detail. In materials evaluation, this is often done through task evaluation. As Ellis (1998) stated, micro evaluation can be less time-consuming and less daunting for teachers as it can be applied as part of their everyday professional life.

The reality, however, seems a little bit different. Most of the macro evaluations mentioned above are after-programme evaluations. There are very few published micro-evaluation studies in the literature.

The evaluation study carried out by Yumuk (1998) contains a micro evaluation part as well. The micro evaluation involved the descriptions of two sample materials and classroom observations. The sample materials were described by using content analysis, while the tasks were evaluated by using task observation sheets.

The results of the study indicated that the book needs to be designed again according to a more learner-centered approach as the third and fourth criteria seem to be unmet by the materials. The other criteria (1st, 2nd, and 5th ones), however, seem to be met by the materials.

2.5. Textbook Analyses: Another Form of Materials Evaluation

Different from micro-evaluation studies where a selected task is analyzed in detail, there are efforts in the literature to evaluate a selected component (e.g. culture, pragmatics, usefulness, enjoyableness, authenticity of interactions) of several textbooks. These evaluation studies follow a similar path in their methods: Corpus or content analysis. Fox (1998) identified a few areas where corpus analysis can be used: frequency information, contextual information, grammar, collocation and phraseology, and pragmatics. She maintained that language teachers can use information from corpus analysis in their classrooms and material writers can use them as a basis for producing new materials. Corpus analysis can be used not only for producing new materials but also for evaluating the existing ones. In this way also, the evaluation process contributes to the material writing process by providing materials writers with valuable information about the positive or negative aspects of the existing textbooks.

In evaluation studies where corpus analysis is used, a selected component is analyzed in detail in several textbooks by using both qualitative (content analysis) and quantitative (quizzes and questionnaires given to teachers and students, observation sheets) means. The second type of instrument is often used to confirm, control or correlate with the data obtained by the first type of instrument. The

researcher usually does the analysis part whereas the teachers or the students fill out the quizzes or questionnaires.

As an example of such a study, Vellenga (2004) examined eight ESL/EFL textbooks to investigate the quality and quantity of pragmatic information included. She conducted a detailed analysis by using both qualitative and quantitative means. The analysis focused on the use of metalanguage, explicit treatment of speech acts and metapragmatic information, including discussions of register, illocutionary force, politeness, appropriacy and usage.

In the first step of the study, four EFL and four ESL textbooks were selected based on their selling rates in North American universities and other universities in the world. All of the selected books were integrated skills textbooks that focused on general communication in English. Secondly, the textbooks were compared with respect to the length for the fear that they were not similar in length and in chapter divisions. After this cursory comparison, all the textbooks were examined in terms of general pragmatic information and other above-mentioned pragmatic aspects. They were analyzed page by page to obtain the counts and descriptions of different kinds of pragmatic information. Thirdly, the examination of the teacher's manuals and teacher interviews were performed to determine how textbook authors and series developers visualized the use of the textbook in the classroom. Teacher's manuals were cross-referenced with the textbooks to investigate pragmatic information. The teachers were asked about how the coursebooks incorporated pragmatics into the grammar and conversation courses.

The results of the study showed that it was unlikely to learn pragmatics from coursebooks because textbooks included a scarcity of explicit metapragmatic information and teacher's manuals rarely supplemented adequately. Teacher surveys also showed that teachers rarely brought outside materials about pragmatics. Vellenga (2004) implied that textbook developers could include authentic examples of speech acts and sufficient metapragmatic explanations to facilitate acquisition of pragmatic competence.

In a similar but more recent study, Saraç-Süzer (2007) explored the pre-service teachers' beliefs on the socio-pragmatic aspect of an eighth grade English

textbook. With this aim, she designed a questionnaire that composed of two parts: pre-service teachers' beliefs on the efficiency of the dialogues in the coursebook and their suggestions to adapt those dialogues. The first part of the questionnaire mainly focused on the authenticity, cultural information, lexis, and the reflection of the everyday conversation patterns of the target language in the dialogues of the coursebook. The second part of the questionnaire focused on the ideas of the prospective teachers about what adaptations they would make in order to make the dialogues more effective in terms of socio-pragmatic information. The questionnaire was administered to 100 prospective teachers studying at Hacettepe University. The data was analyzed by frequency counts and percentages.

According to the results of the study, pre-service teachers did not find the dialogues in the coursebook effective in terms of the socio-pragmatic information it provides. None of the pre-service teachers preferred to use the dialogues in the coursebook without adapting it. They suggested that many adaptations regarding the lexis, structure or usage should be made in the dialogues. These results revealed that the dialogues in the eighth grade coursebook were insufficient in providing the students with socio-pragmatic knowledge and should, therefore, be improved.

Gilmore (2004), in a discourse analysis study, investigated the authenticity of the interactions of in the textbooks. To fulfill this aim, he took seven "service encounter" dialogues from seven textbooks: Inside English 1 (1985), Task Listening (1981), International Express Intermediate (1997), Making Headway (1992), Fast Forward 1 (1986), and Fast Forward 2 (1985) (Gilmore, 2004, p. 364). The dialogues were about hiring a car from a rental shop, telephone enquiries about a flight, a flat for rent, reservation of a hotel room or train times, and asking for directions or for help at a tourist information centre. The researcher took the transcripts of these listening dialogues and extracted the questions asked by the information receiver in note form. These questions were then reformulated to be used as the basis of the authentic encounters outside the classroom. After that, they were recorded again, transcribed and a comparison was made between the discourse features of the textbook material and the 'authentic' material.

As a result, nine separate discourse features were isolated from both the textbook dialogues and their corresponding real world equivalents. Then, they were compared and it was found that textbook interactions lacked most of the nine discourse features, which were lexical density, false starts, repetition, pauses, terminal overlap, latching, hesitation devices and backchannels. Gilmore (2004) asserted that the fact that some of the discourse features lacked was due to some reasons. First, if the aim of the text is to present the new structure, learners must focus only on the new structure. Second, authentic interactions might be so distracting that learners might lose the focus and might not acquire the target structure.

Gilmore (2004) did not only analyze the old textbooks but also the more recent ones: New Headway Intermediate (1996), Getting Ahead (1999) and Cutting Edge (2001). He concluded, although not firmly, that more recent publications incorporated more of the discourse features found in authentic data. From this study, he reached the overall conclusion that recent coursebooks were more discourse-conscious than the older publications although the older publications have their reasons not to do so.

In another study, Otlowski (2003) addressed a similar issue. He discussed the importance of textbook selection for EFL students with regard to the portrayal of gender and the representation of various ethnic groups in the targeted culture. He selected an English language textbook used throughout Japan, Expressway A, and examined it in terms of depiction of women and minority groups. He analyzed the book using its pictures, dialogues and drills, and found that women were stereotyped as either homemakers or mothers. He also found that minorities were not represented adequately and Australia's indigenous people and their cultural heritage were represented insensitively as authentic souvenirs. He concluded that these misrepresentations of women and minority groups should be corrected or removed totally from the EFL textbooks because students may not be socially prepared to interact with the women and the minority members of the target culture and undesired cases may occur as a result.

In a similar study, Ansary and Babaii (2003) explored the status of sexism in ESL/EFL textbooks. To this end, they used two types of analysis in two textbooks: Right Path to English I and II. The textbooks were designed to cater for the needs of the Iranian students at secondary schools. To analyze the books, they first carried out a systematic content analysis with reference to (a) sex visibility in both texts and illustrations and (b) female and male topic presentation in dialogues and reading passages. Secondly, they made a qualitative inquiry into (a) sex-linked job possibilities, (b) sex-based activity types, (c) stereotyped sex roles, (d) firstness, and (e) masculine generic conception. They counted and tallied the number of occurrences of females and males in both texts and illustrations. In addition, instances of female/male topic presentation (the relation of the topic to males or females) were tallied and summed.

Next, the type of jobs for females and for males was identified. Moreover, the type of portrayed activities where females and males often participate was recorded. Then, female-inclusive roles were paired with male-inclusive roles. Finally, the association between all pronouns and their referents were determined to see whether they were generic or only male-referenced. The results were similar to the results of the previous study:

a. Women appeared less than men,

b. English was basically taught with the presentation of male-oriented topics,

c. Females usually appeared in passive indoor activities,

d. Women were given traditional stereotypical roles in the two EFL textbooks.

Enomoto (1999) investigated how Africa is depicted in EFL textbooks used in Japan. He selected 13 high school EFL textbooks and identified the topics which touched on Africa. He found that Africa was usually characterized with hunger and foreign aid. He categorized the topics under 8 titles which were foreign aid, world hunger, student exchange, history (esp. slavery), human rights, nature/animals, and culture. After that, he gave a quiz to first year Japanese highschool students from four classes: one intensive English class, two higher level academic classes, and one

regular class. As a result of the study, he found that the Japanese students stereotyped images of African people, cultures and societies because "they had no opportunity to learn about them and get little information from the mass media." (Enomoto, 1999, p.12) He concluded that textbooks must carry "images free from cultural stereotypes to change the attitudes of Japanese people towards other cultures". (Enomoto, 1998, p.12)

In a different study, Peacock (1998) investigated a different component of materials: usefulness and enjoyableness. In a small scale study, Peacock (1998) first examined the relationship between on-task behavior and usefulness; second, he examined the relationship between on-task behavior and enjoyableness. Before the study, he hypothesized that students stay on-task longer if they find the materials useful and enjoyable.

To test his hypothesis, Peacock (1998) utilized two quantitative data collection instruments which he adapted extensively. The first instrument was a tally sheet which was filled out by an observer and which aimed to determine the levels of keeping on task. The observer observed the students 12 times during group activities and filled out the tally sheet with either 1 (on task) or 2 (not on task). The second instrument was a questionnaire which was filled out by the learners to elicit their views about the usefulness and enjoyableness of the supplementary materials they had worked on.

The subjects of the study were 22 South Korean university students with an age range of 20, at the level of upper beginning. The learners were presented supplementary materials like poems, newspaper articles, role-plays, and songs. The teacher filled out the tally sheets and the questionnaires were filled out by the students over a four-week period. At the end of this period, the results from questionnaires and tally sheets were correlated by Pearson r.

Results of this study indicate a very low positive correlation between on-task behavior and learner-rated usefulness. Secondly, results display a very low positive correlation between on-task behavior and learner-rated usefulness. Thirdly, results indicate a high positive correlation between the learner report of usefulness and enjoyableness.

From these data, Peacock (1998) concluded:

a. usefulness and enjoyableness of materials were not determining factors in having students spend more time on-task,

b. Learners found the materials useful if they found them enjoyable.

He also asserted that there might be other factors increasing the on-task behavior of learners. These factors may be the topic, culture, motivation, the activity type or the teaching style.

CHAPTER III

METHODOLOGY

Presentation

In this chapter, the design of the study, the informants, instrumentation, procedures, and data analysis tools are described.

3.1. The Design of the Study

The survey research design was used in this study. The data was collected from a group of fourth-grade students in public schools in different towns and districts of Ankara and fourth-grade English teachers in the same institutions by means of two questionnaires and a teacher interview. The questionnaires were directly administered to the target groups by the researcher.

3.2. Subjects

The subjects of the study consisted of 15 fourth-grade English teachers and 102 fourth-grade students from public schools in different districts of Ankara who used the fourth-grade English coursebook *Time for English 4*. In selecting the participants, the convenience sampling method was used as the target population was too large, and therefore, not accessible. The subjects were selected from the most easily accessible schools in the district of Ankara. 10-12 students from each of the nine schools in Beypazarı were administered the student questionnaire. The students were at the age of 10 and used the coursebook *Time for English 4*. Due to the limitations in the number of personnel, 15 teachers from the districts of Beypazarı, Keçiören, Altındağ and Mamak were administered the questionnaire. All of the teachers used the coursebook for the first time.

3.3. Instrumentation

Three instruments were used in order to gather data about the coursebook *Time for English 4* from the teachers and the students. They were the student questionnaire, the teacher questionnaire, and the teacher interview. They were prepared by the researcher. The categories and the items in the questionnaires were selected from the literature pool about coursebook evaluation. The criteria were adapted from Cunningsworth (1984), Littlejohn (1998), McDonough and Shaw (1998), Byrd (2001), Ur (1996) and Ansary and Babaii (2002).

Several considerations were taken into account while the questionnaires were being prepared. First, categories and items were determined based on their frequency of appearance in the selected checklists. The items and categories were scrutinized and were noted down. The common ones were marked and the items that were too specific or context-bound were removed. Then, the items were adapted according to the context this study took place. For example, items were made more concrete and classroom-based for the students. In addition, the researcher added some items that seemed missing in the checklists. These items were specific to the young learners' context like the items about songs, games, dramas, craft activities and so on.

After the initial construction of the checklist, expert opinion was taken and necessary alterations were made based on the feedback. First, the number of items was decreased from 70 to 51 as completing a long questionnaire would be a time-consuming, and thus, an exhausting task for the teachers. Consequently, this would affect the reliability of the questionnaire. Another reason for lowering the number of items was that some items were very much like the echo of other items.

Second, the language used in the teacher questionnaire was made simpler as there were some teachers who did not have a background in English Language Teaching, so they did not understand the academic and professional language used in the questionnaire. Moreover, the questionnaire was translated into Turkish as most of the teachers had difficulty in understanding the language during the piloting process.

In the student questionnaire, the items about the presentation of language were revised for they required conscious observation and evaluation on the part of

the students. They were replaced with more concrete verbs that were derived from students' everyday classroom experience. For example, instead of the item

"Language is presented adequately" more concrete items like;

Item # 14: I can greet my friends due to the things I learnt in this book were used.

To ensure the validity of the questionnaires, they were developed in the light of expert opinion and piloted with the relevant parties. The instruments were piloted with 6 English teachers and 45 students. During the piloting process, the necessary duration to complete the questionnaires was determined, too. This period was 30 minutes for the student questionnaire and 25 – 30 minutes for the teacher questionnaire. To increase the validity of the questionnaires, opinions of six experienced English teachers, the thesis supervisor, and the thesis jury members were taken about the instruments. Necessary changes were made based on the invaluable feedback from all these parties.

At the end of the piloting process, the following items in the teacher questionnaire were also clarified with examples in parentheses at the end of the piloting process:

Item # 35: The book is user – friendly. (Preface, table of contents, blurb, space for exercise, etc.)

Item # 38: The topics follow a logical sequence. (e.g. numbers from 10 – 100 come after numbers from 1 – 10.)

For the student questionnaire, one item was omitted as it was found the echo of another item.

The reliability of the questionnaires was checked by an expert from TÜİK (Turkish Statistical Institution) and a statistician. Cronbach's alpha was calculated for the reliability analysis. The questionnaires were found reliable with coefficients of .80 for the student questionnaire and .96 for the teacher questionnaire.

3.3.1. Teacher Questionnaire

The teacher questionnaire consisted of 51 items under different categories. It was in Turkish as some of the teachers had problems using English. The categories were the aim of the book, approach to language learning, visual elements of the book, presentation of language and vocabulary items, activities and exercises, organization and sequencing, supporting sources, and supporting materials. The categories and corresponding item numbers were as follows:

Categories	Number of Items
Aim of the Book	2 (1-2)
Approach to Language Teaching and Learning	2 (3-4)
Visual Elements of the Book	6 (5-10)
Presentation of Language and Vocabulary Items	8 (11-18)
Activities and Exercises	14 (19-32)
Organization and Sequencing	7 (33-39)
Supporting Sources	4 (40-43)
Supporting Materials	8 (44-51)

The first category, which was the aim of the book, aimed to elicit the teachers' views as to whether the aims of the book were in congruence with the aims and needs of the curriculum and with their own aims for their students.

Under the second category, which was the approach to language teaching and learning, the items aimed to elicit the teachers' views about language teaching and learning to see whether they thought the book's approach matches their views or not. The items in this category were mainly adapted from Ansary and Babaii (2002).

The third category, which was the visual elements of the book, was common in most of the checklists. Byrd (2001), Brown (2001), Ur (1996) and Cunningsworth (1984) all dedicated some space for the visual elements of the coursebook. This means it is an important component of coursebook evaluation. It is especially important for young learners because they learn visually and they like visually attractive materials. Not only the pictures but also the layout and design of the book

are important because if the design is not clear and attractive, students will be bored and exhausted while trying to understand the pattern of design. There were also items about the editing, publishing and print properties of the textbook. The items that belong to this category were adapted from Brown (2001) and Ansary and Babaii (2002). They were seen important because the textbook is the first encounter of the students with the foreign language. They must learn the words correctly. The print is important because the print (the size of the letters, quality of the ink used in the publishing process) of the book must be suitable with their maturation level as they might be easily bored with too small letters and too much prose.

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

The fifth category, which was about the activities and exercises, was a natural extension of the former part because presentation and practice stages follow one another. The items in this part aimed to evaluate how teachers felt as to how the textbook handled the practice of the linguistic or functional structures. The items in this part were mostly adapted from Cunningsworth (1984) and Littlejohn (1998) as they offered more analytical checklists. In this part, there were items that were added by the researcher as well to have the questionnaire evaluate the specific characteristics of a coursebook dedicated to young learners. Among these items are:

Item # 31: There are craft activities that help to improve both their motor skills and practice language skills

Item # 32: The games are motivating and enjoyable

The fifth category was dedicated to the organization and sequencing of the topics in the textbook. This category aimed to bring out the teachers' thoughts and feelings about how the units were organized in and out of themselves and whether

this organization is suitable for both teachers and young learners. In addition, an item aimed to evaluate the suitability of the topical organization of the textbook according to pedagogical principles:

Item # 38: The topics follow a logical sequence. (e.g. numbers from 10 – 100 come after numbers from 1 – 10.)

There was also one item that aimed to evaluate the grading of the book and that item was also incorporated into the organization and sequencing category:

Item # 37: Topics move from simple to complex gradually. (Grading is average)

The sixth category, which was about the supporting sources, aimed to identify teachers' views about the workbook and the consolidation sections in the book as to their effectiveness and efficiency. This part was isolated from the supporting materials part, because the components evaluated in this section served a more crucial function than the ones in the supporting materials parts. In other words, these components were necessary to the fulfillment of the learning process.

The last category, which was supporting materials, included items that aim to elicit teachers' views about the effectiveness and efficiency of the teacher's book. Although most of the items in this part aimed to evaluate the teacher's book, there were a few items dedicated to the evaluation of other materials like CDs, cassettes, posters, etc. Teachers responded to the questionnaire by using the following scale:

5 = Strongly agree

4 = Agree

3 = Undecided

2 = Disagree

1 = Strongly disagree

The teacher questionnaire was supported with three open-ended questions that aimed to provide qualitative data for the study. The questions aimed to elicit teachers' thoughts about the weakest and strongest aspects of the coursebook and about what should be made to make the book better.

3.3.2. The Student Questionnaire:

The student questionnaire consisted of the same categories only with the exclusion of the categories of aim, approach, organization, and supporting materials. It was in Turkish as students' proficiency level was not adequate to answer the questions in English. The student questionnaire consisted of 30 items. The number of items was less than the number in teacher questionnaire because learners' attention span was limited and this might affect the results of the study.

Categories	Number of Items
Visual Elements in the books	8 (1-8)
Presentation of Vocabulary and Language Items	9 (9-17)
Activities and Exercises	7 (18-24)
Supporting Sources	6 (25-30)

In the first part, which was about the visual elements in the coursebook, the aim was to determine the students' views about the visual aspects (print, design, layout, colors, pictures) of the book.

In the second part, the aim was to elicit students' views about the presentation of the vocabulary and language items in the coursebook. The items in this part were made clear with examples from students' classroom experience, as it would be difficult for them to evaluate the presentation of the topics in an objective manner, as an adult would be expected to do.

In the activities and exercises part, the aim was to obtain information about students' opinions and feelings about the exercises and the activities in the coursebook.

Finally, in the supporting sources part, students were expected to express their views about the workbook and the consolidation parts as to their usefulness in practicing the language and vocabulary items. The same scale as the one in the teacher's questionnaire was used in responding to the questionnaire.

3.3.3. The Teacher Interview

Six of the teachers were interviewed in order to obtain qualitative data to support or supplement the quantitative data. The interview questions were prepared by the researcher considering the key points in the teacher questionnaire. The interview questions aimed to dwell on the points that were not emphasized much in the questionnaire and to elaborate on the key issues about the coursebook. It also aimed to elicit the opinions and ideas of the teachers they wanted to share with the researcher.

3.4. Data Collection Procedure

In order to obtain data, thirteen public primary schools were selected based on their convenience. The schools were in Beypazarı, Altındağ, Mamak and Keçiören. Then, the questionnaires were administered to the selected fourth-grade students and their teachers. 102 fourth grade students and 15 fourth grade English teachers participated in the study. The student population was selected from nine schools in Beypazarı. The teacher population was selected from thirteen schools in the above mentioned districts. As the students and the teachers needed explanations for the formation of some basic concepts about coursebook evaluation, it was necessary for the researcher to go to each school and administer the instruments herself. Therefore, it was impossible to administer the questionnaires all at the same time. The researcher went to two or three schools every week. Thus, the data gathering process took one month. The time allocated to the administration was a little bit less than the expected period. Once the researcher went to the selected school, she first explained to the students what coursebook evaluation was and why it was necessary in simple terms. After some basic concepts were formed and students were warmed up, they were distributed the questionnaires and were asked to read it once. Then, necessary explanations or clarifications about the questions were made on the basis of students' questions. Then, students were given 35 minutes to complete the questionnaire. At the end of the session, the questionnaires were

collected and checked by the researcher lest there should be invalid items that risked the reliability of the study.

While the students were doing the questionnaires, the teachers were informed about their questionnaires and were made necessary clarifications. After that, they were asked to complete it right there. During the administration process, some concepts or words were made clear for the teachers. Later in the proceeding month, six of these teachers were interviewed based on the main frame of the teacher questionnaire. The interview results were recorded by means of a tape recorder and then transcribed.

3.5. Data Analysis

Data was analyzed by using the descriptive statistics. For this, the SPSS package statistics program was used. The frequency counts were calculated and then the percentages of the frequency counts and the arithmetic means of the responses were taken. The standard deviations related to the items were also calculated. Results were presented visually, in tables and graphs.

CHAPTER IV

RESULTS AND DISCUSSION

Presentation

In this chapter, the results of the study and the findings are described based on the data obtained from the participants by means of the instruments. The results and the findings are described based on the related research questions. They are grouped under the titles of the categories from the questionnaires.

4.1. Evaluation of the Purpose of the Coursebook

In this part, the evaluation of the purpose of the coursebook *Time for English 4* will be presented. As the students did not evaluate this part, only the results of the teacher questionnaire will be presented.

4.1.1. Results of the Teacher Questionnaire

The items regarding this part aim to find the answers to the research questions 2-a, 2-b and 2-c (sub-questions a, b, and c of research question 2.) They are:

2-a. How effective is the coursebook *Time for English 4* in reaching the aims of the curriculum according to the teachers?

2-b. How effective is the coursebook *Time for English 4* in supplying a basis to meet the needs of the students according to the teachers?

2-c. How effective is the coursebook *Time for English 4* in supplying a basis to meet the needs of the teachers themselves according to the teachers?

In terms of these research questions, the results showed that the level of satisfaction among the teachers regarding the purpose of the coursebook was moderate. The mean scores for the items in this part are 4.06 and 3.93.

Table 4.1.1 shows the mean scores of the teacher responses given to the purpose of the book part in the teacher questionnaire:

Table 4.1.1. *Mean Scores of the Responses Given to the Purpose of the Book Part in Teacher Questionnaire*

ITEMS	N	Mean	Std. Deviation
1. The Purpose of the book matches the purposes of the curriculum and those of the students.	15	4,0667	,59362
2. The purpose of the book matches my own purpose for my students.	15	3,9333	,45774

For Item 1, regarding the match between the aims of the coursebook and those of the curriculum, 20 % indicated that they totally agreed with the item, 66,7 % indicated that they agreed with the item, and 13,3 % indicated that they remained undecided or they sometimes observed the case stated in the item. The mean score for this part is 4.06. These scores indicate that most of the teachers think that the aims of the book match the aims of the curriculum.

For Item 2, regarding the match between the aims of the coursebook and teachers' own aims for their students, 6,7 % indicated that they totally agreed with the item, 80 % indicated that they agreed with the item and 13,3 % indicated that they remain undecided or they sometimes observed the case stated in the item. The mean score for this part is less than the mean of the first item. It is 3.93. These results show that teachers are content with the coursebook in this respect.

Figure 4.1.1. shows the results of the purposes of the book part in the teacher questionnaire in graph form:
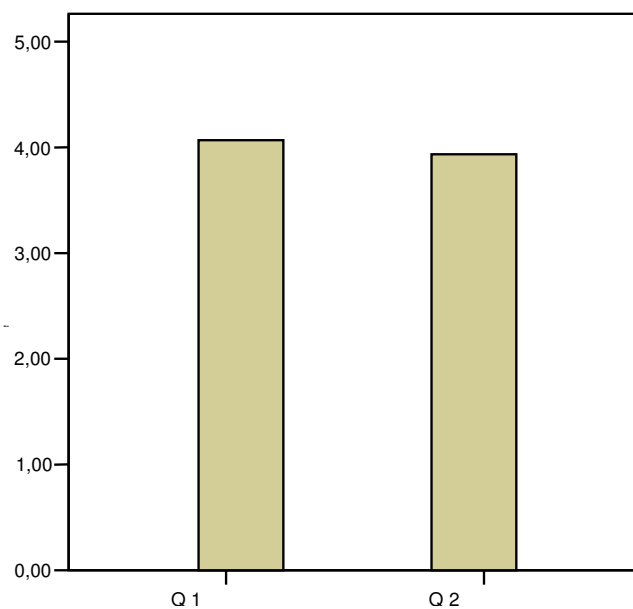
Figure 4.1.1. Results of the Responses Given to the Purposes of the Coursebook Part in Teacher Questionnaire in Graph Form

4.1.1.1. Results of the Open – Ended Questions Part

No statements were made by the teachers regarding this part in the open – ended questions part of the teacher questionnaire.

4.1.2. Results of the Interviews

There are no statements obviously made for this part. The results of the interview for this part are intermingled with the approach of the coursebook to language learning and teaching part. Therefore, it is discussed in more detail under the subsequent title.

The results obtained in this part show that something very important in the field of materials design has been achieved by this coursebook. That is the satisfaction of the needs of the three parties: The curriculum, the teachers, and the students. It is very common in most of the language learning settings that the coursebook does not match the needs of one of those parties. Usually, that part is teachers or students rather than the curriculum. Teachers or students are not happy

with the coursebook most of the time. In this case, however, there seems to be a pretty good match, although not a perfect one, in the needs of the all three parties and this book seems to have satisfied the needs of all of these parties to a certain degree. This is a very important point when accountability is the issue.

4.2. Evaluation of the Approach of the Book to Language Learning and Teaching

In this part, the evaluation of the approach of the book to language learning and teaching is presented. As the students did not evaluate this part, only the results of the teacher questionnaire and the results of the interviews are presented.

4.2.1. Results of the Teacher Questionnaire

The items regarding this part aim to find answers to research question 2 - d. The research question regarding part is:

2-d. How effective is the coursebook *Time for English 4* in terms of its approach to foreign language teaching and learning?

Regarding this research question, the results show that teachers are content with the approaches of the coursebook. The following table shows the results of the teacher questionnaire about the approach of the book to language learning and teaching:

Table 4.2.1. *Mean Scores of the Responses Given to the Approach of the Book to Language Learning and Teaching Part in Teacher Questionnaire*

ITEMS	N	Mean	Std. Deviation
3. The coursebook is in line with the method(s) and technique(s) described in the curriculum.	15	4,0000	,65465
4. The book follows effective an approach so as to teach English to young learners.	15	4,0000	,84515

For Item 3, regarding the concordance between the approach of the book to language teaching and the approach mentioned in the curriculum, 20 % indicated that

they totally agreed with the Item, 60 % indicated that they agreed with the item, and 20 % indicated that they remain undecided. The mean scores of the responses also confirm these findings. The mean score for this item is 4.00. This shows that the teachers find the book effective in terms of its match to the approach of language teaching and learning mentioned in the curriculum.

For Item 4, regarding the effectiveness of the approach the book follows so as to teach English to young learners, 26,7 % indicated that they totally agreed with the item, 53,3 % indicated that they agreed with the item, 13,3 % indicated that they remain undecided, and 6,7 % indicated that they did not agree with the item. The mean score for this part is the same as the one for the previous item. Most of the teachers find the coursebook effective in terms of its approach to teaching English to young learners. Figure 4.2.1 shows the results of the teacher questionnaire in graph form:
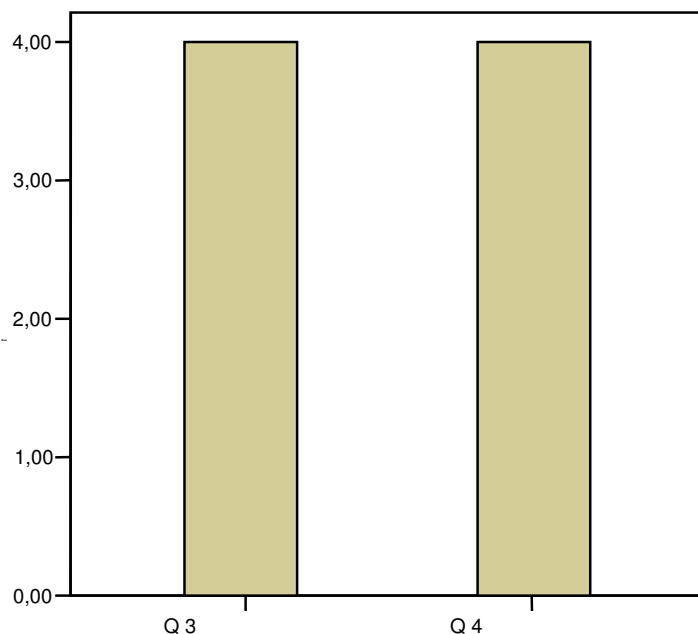
Figure 4.2.1. Results of the Responses Given to Methods and Techniques Part of Teacher Questionnaire in Graph Form

4.2.1.1. Results of the Open-Ended Questions Part in Teacher Questionnaire

There is no direct reference to the approach of the coursebook to language learning in the open – ended questions part of the teacher questionnaire.

4.2.2. Results of the Interviews

The interview results showed that the teachers think that the book sometimes does not conform to the claims made about the approach to language learning and teaching in the curriculum. Of the six teachers who were interviewed, four claimed that the coursebook was not written according to the Communicative Approach in their view. When asked why, they indicated that the book emphasized vocabulary teaching rather than communicative functions. All four of them indicated that the coursebook did not enhance communication because it did not contain enough materials to encourage the students to communicate in English. The teachers claimed that they expected to see dialogues and sentences at least to have the students get the meaning or understand and use a function. Of these four teachers, one of them stated that although vocabulary teaching was a powerful aspect of this book, it would be better if students saw the use and usage of these words in a dialogue. She further stated that the words had to be learnt by memorization because there was not a context to learn them. These teachers thought that the coursebook is a vocabulary book that does not show how to use the words. Two of the teachers who were interviewed thought that she found the book in line with the approach mentioned in the curriculum. They also thought that the students could communicate well without being drowned in grammar.

As to the format adopted by the syllabus, all the interviewers except one thought that the book was suitable to the cyclical format mentioned in the curriculum. They stated that the grammar structures taught before reappeared in the upcoming units. One of the interviewees however, thought that the words learnt did not reappear in the upcoming units.

As to the suitability of the coursebook's approach to young learners, all the interviewees stated that the book follows an approach suitable to the grade level. When asked why, they indicated that it was fun with its pictures, puzzles and coloring activities, that it was easy, and that it addressed the students' needs with the fun it integrated into the lesson.

In summary, the teachers found the book topic – based, suitable to the cyclical format, suitable to the children's age and grade level in terms of its

techniques. However, they thought that its communicative aspects should be improved by adding some dialogues in it.

These results also indicate that this coursebook is the one closest to meet the expectations of the teachers about language learning and teaching approach. Though it has some shortcomings according to the teachers in meeting their needs, it seems that it is on the right path to addressing the needs of most of the teachers.

The issue of approach and methods is also related to the language education training backgrounds of the teachers as well. Given the fact that most of the teachers who are the subjects of this study are graduates of the departments of French, German and English Language and Literature departments, it can be understood that those teachers are not familiar with the field of teaching English to young learners. Even the graduates of ELT departments have started to receive young learners courses in the recent years. Therefore, it is natural that there is some clash between how the coursebook approaches language learning and how the teachers approach language learning.

4.3. Evaluation of the Visual Elements and Design of the Coursebook

In this part, the findings from the student questionnaire, teacher questionnaire and the interviews concerning the visual elements of the coursebook are presented.

4.3.1. Results of the Student Questionnaire

Research question:

1– a. How effective is the visual design and the layout of the coursebook *Time for English 4* **according to the students?**

In terms of the first sub-question of the main research question, the results showed that there was a high level of satisfaction among the students. The mean scores in this part range from 4.32 to 4.67 out of 5.

Table 4.3.1. below shows the mean scores of the student responses given to the visual design and layout part in the student questionnaire.

Table 4.3.1. *Mean Scores of the Responses Given to the Visual Design and Layout Part in the Student Questionnaire*

ITEMS	N	Mean	Std. Deviation
1. I like the appearance of the book in general.	102	4,6765	,71976
2. The coursebook is sturdy enough not be torn in a short time.	102	4,5784	,77634
3. The paper used in the book is qualified enough.	102	4,3235	,79804
4. I can read the font type in the book easily.	102	4,5392	,80434
5. I can carry the book; it is not too heavy for me to carry.	102	4,6667	,69415
6. The pictures in the book are quite attractive and beautiful.	102	4,6471	,60766
7. Pictures in the book help me to understand the topic or exercise.	102	4,5000	,74129
8. I can easily follow the page layout of the coursebook.	102	4,5294	,72721

The lowest mean in this part belongs to Item 3, which sought the student views about the quality of paper. The mean score of this item was 4.32. Although it is not a low mean, it still shows that there may be a need to review the paper used in the book. The rest of the means in this section are above 4.50 out of 5. According to these results, students find the book durable, readable, and colorful enough. They also find the layout and design of the book (which is indicated in Item 8) successful in general, because the results showed that they could easily follow the page layout.

The highest mean in this part belongs to Item 1, which is 4.67 out of 5. This result indicates that most of the students found the book successful in terms of visual appeal in general.

The second highest mean in this part belong to Item 5, which is 4.66 out of five. According to this result, most of the students thought that the coursebook is not heavy for them to carry.

The third highest mean belongs to Item 6, which is about the pictures of the coursebook. The mean score here is 4.64 out of 5. This result shows that the students found the pictures of the book colorful and attractive enough. This is a very important point when the young learners' sensitivity to pictures and color is taken

into account. The pictures of the book and the colors used in a book are among the most important components of a coursebook and they make the coursebook attractive for a young learner.

The following item which is *The pictures help me understand the subject or the exercise better* complements the previous item. The mean score of this item is 4.50 out of 5, which indicates that along with finding the pictures attractive enough, the students also found the pictures useful and helpful in having them understand the topic or the exercise.

The design of the book is also successful according to the students because the responses given to the last item show that the students found the design and the page layout successful in general. The mean score for this item is 4, 52 out of 5, which indicates a high level of satisfaction.

The narrow standard deviations in the table above show that there is a high level of agreement among the students concerning the responses to the items. Figure 4.3.1 presents the results of the responses given to the visual elements part of the student questionnaire in graph form:

Figure 4.3.1. Results of the Responses Given to the Visual Elements
Part of the Student Questionnaire in Graph Form.

As the visual appeal of the materials is very important for the young learners, the results of this part of the student questionnaire indicate that the coursebook has reached its aims in terms of the design of the coursebook. Students are the most important users of the coursebook. Therefore, it is very important for them to find the coursebook visually attractive at first. The good visual design of a coursebook increases its face validity.

4.3.2. Results of the Teacher Questionnaire

Research question:

1– e. How attractive and clear is the design and layout of the coursebook *Time for English 4* according to teachers?

The results of the items in the teacher questionnaire that correspond to the ones in the student questionnaire show that teachers are more content with this coursebook than they were with the previous ones in terms of visual design, but they thought that it has its own shortcomings.

The means of the items that belong to the category of visual elements in the teacher questionnaire range from 3,60 to 4,33 which shows a high level of contentment. Table 4.3.2. presents the mean scores of the responses teachers gave to the visual elements part of the teacher questionnaire:

Table 4.3.2. *Mean Scores of the Responses Given to the Visual Elements Parts in the Teacher Questionnaire*

ITEMS	N	Mean	Std. Deviation
4. The visual design and the layout of the book are attractive and suitable for 4th grade students.	15	4,3333	,61721
5. The quality of publishing and editing is quite good.	15	3,6000	1,05560
6. The print, font type and size are readable enough and suitable for young learners.	15	4,2000	,56061
7. The pictures and graphics of the coursebook are colorful and attractive enough to motivate the students.	15	4,3333	,72375
8. Pictures and graphics are helpful enough to understand the topic or exercise.	15	4,1333	,63994
9. Pictures and graphics are clear; they do not bear unnecessary details.	15	3,8000	,94112

The highest mean in this part belong to Item 5, *The visual design and the layout of the book is attractive and suitable for 4th grade students*. For this item, 40 % indicated that they totally agreed with the item; 53.3 % indicated that they agreed with the item, and 6.7 % indicated that they remain undecided. The mean score is 4.33. This mean and the frequencies above indicate that most of the teachers found the visual design and the layout of the book suitable and attractive for the 4th grade students. The narrow standard deviation for this item shows that there is high level of agreement among the teachers regarding the visual design of the book.

For Item 8, which was *The pictures and the graphics of the book are colorful and attractive enough to motivate the students*, 46,7 % of the respondents indicated that they totally agreed with the item, 40 % indicated that they agreed with the item, and 13,3 % indicated that they remained undecided or they sometimes observed the qualification mentioned in the item. These results show that teachers thought positively about the pictures and the graphics of the coursebook. According to these results, 86.7 % of the teachers found the pictures and the graphics used in the coursebook colorful and attractive enough to motivate the 4th grade students. The mean score for this item is 4.33, which also highlights the contentment of the teachers with the pictures.

Another item that was scored among the highest items was Item 7, which stated *The print, font type and size are readable enough and suitable for young learners.* For this item, 26.6 % of the respondents indicated that they totally agreed with the item, 66.7 % indicated that they agreed with the item, and 6.7 % indicated that they were undecided. The mean score for this item was 4.20 out of 5, which is a slightly high level of satisfaction. This score and the percentages show that teachers are content with the quality of publishing of the book and that they think that the font type and size are suitable for the age level. This item has the highest level of agreement as it has the narrowest standard deviation.

For Item 6, regarding the quality of publishing and editing, 20 % of the respondents indicated that they totally agreed with the item; 20 % agreed with the item; 40 % remained undecided and 20 % did not agree with the item. The mean score for this item also confirms this dissatisfaction. The mean score for this item is

3.60, which is the lowest score in this section. These results showed that the quality of editing and publishing was good. However, the group shows variability in their responses when the standard deviation of 1.05 is concerned.

For Item 9, regarding the helpfulness of the pictures in having the students understand the subject or the exercises clearly; 26,7 % indicated that they totally agreed with the item; 60 % indicated that they agreed with the item and 13,3 % indicated that they remained undecided. The mean score for this item is 4.13. These results indicated that the teachers think that the pictures and graphics in the book are helpful enough to have the students understand the topic or the exercise.

For Item 10, which is *pictures and graphics are clear; they do not bear any unnecessary details*, 26,7 % indicated that they totally agreed with the item; 33,3 % indicated that they agreed with the item; 33,3 % remained undecided and 6,7 % indicated that they disagreed with the item. The mean score for this item is 3.80 which is one of the lowest in this section. The standard deviation for this item is 0.94 which shows a high level of agreement in the responses. Figure 4.3.2. presents the results of the responses given to the visual elements parts of the teacher questionnaire in graph form:
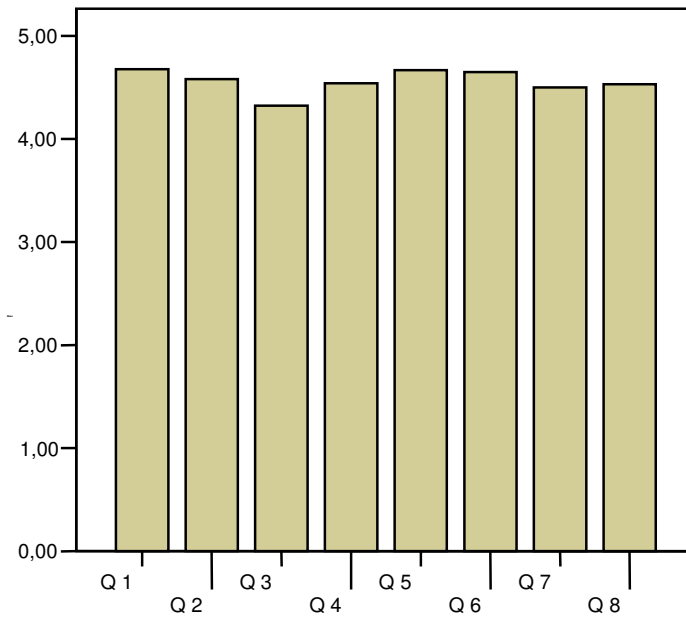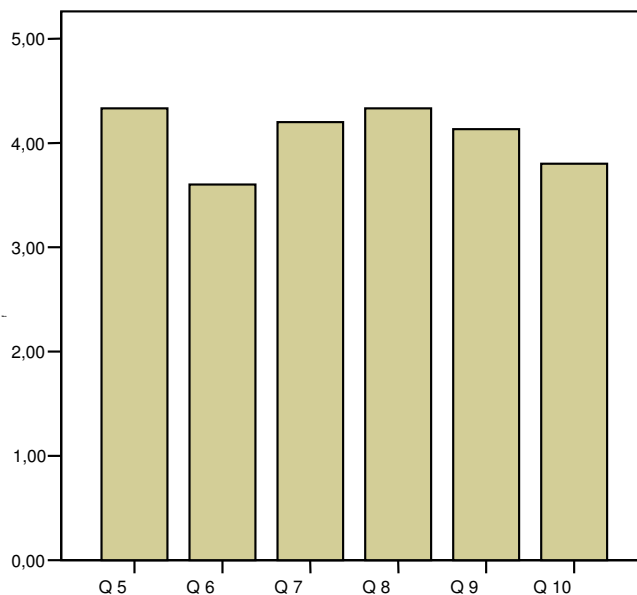

Figure 4.3.2. Results of the Responses Given to the Visual Elements Part of Teacher Questionnaire in Graph Form

4.3.2.1. Results of the open - ended questions part related to the visual elements section of the questionnaire:

"In your opinion, what are the weakest aspects of the book? (Please write three items maximum)"

Of the 15 respondents who wrote their comments about the weakest aspects of the book, only one commented about the visual design. That respondent maintained, "The publishing of the coursebook is not good." However, the respondent did not make any suggestions about how to make the publishing better.

"In your opinion, what are the strongest aspects of the book? (Please write three items maximum)"

Of the 15 teachers who filled in the questionnaire, seven teachers directly indicated that the visual aspects of the coursebook were among the strongest aspects of the book. All these teachers claimed that the abundance of colors, pictures and drawings in the book is one of the strongest parts of the book as they greatly helped to motivate the students in the lesson. 6 of these teachers maintained that the abundance of pictures made the coursebook interesting for the students. One also added that the students could understand the topics well thanks to these pictures. One of these teachers, however, stated that the visual elements would be more effective if real pictures were used instead of drawings.

"In your opinion, what should be done to make the coursebook *Time for English 4* better? (Please write three items maximum)

Of the 15 teachers who filled in the questionnaire, only 2 made suggestions to make the visual aspects of the coursebook better. One of these teachers maintained that more pictures could be added to the book.

4.3.3. Results of the Interviews

The interview results also confirmed the findings above. Most of the teachers that were interviewed found the visual design of the book suitable and clear for the 4th graders. Only one of the teachers said that "the design and the layout of the book

was not motivating at first sight and that sometimes the students found it difficult to identify to which exercise or the topic some pictures belonged". She also noted that sometimes she had to bring her own materials because the materials in the book did not serve the purpose well.

All the teachers who were interviewed maintained that the pictures of the book increased students' interests to the lesson. However, three of the teachers made one criticism to the pictures. They maintained that although the pictures were motivating for the learners, it would be better to include some real pictures in the various parts of the book because this would make the learner connect what he has learnt in the lesson to the real world.

All the teachers who were interviewed maintained that the print, font type and font size used in the book were readable enough for the students. Only one of them suggested that a different font type and a bigger font size would have been better in motivating the students.

The teachers who were interviewed also made explicit statements about the quality of publishing in the book. One of the interviewees said that the quality of publishing was not good and that some pictures were printed so poorly that they were not clear enough for students to see. All of the interviewees stated that the quality of paper was not good enough to motivate the students. They commented that students would be motivated well if the paper used in the book was of first quality. Another stated that the colors used in the publication were not lively.

The high mean scores in this part is also an indicator of the coursebook's fulfilling its aim. In their study about evaluating the English Language Programme in state schools in Turkey, Atay and Kurt (2006) found that while students liked the coursebooks, teachers did not find them satisfactory. Based on that, they concluded that the reason for this might be that the students did not have the chance to use better books in their lessons (p. 60). In this study, however, it is seen that both the teachers and the students liked the coursebook and found it effective. Based on this result and Atay and Kurt's (2006) conclusions, it can be asserted that the coursebook meets or at least comes closer to the high standards the teachers have in their minds.

4.4. Evaluation of the Presentation of Vocabulary and Language Items in the Coursebook

In this part, the findings from the student questionnaire, teacher questionnaire and interviews concerning the evaluation of the presentation and vocabulary items in the coursebook are presented.

4.4.1. Results of the Student Questionnaire:

Research question:

1- b. How effective is the presentation of linguistic content in *Time for English 4* according to the students?

1-c. How effective is the presentation of vocabulary items in *Time for English 4* according to the students?

Concerning the research questions above, it was found that the students were highly satisfied with the presentation of vocabulary and language items of the coursebook *Time for English 4*. The mean scores show that the students found the presentation of vocabulary and language items effective. Table 4.4.1. shows the mean scores of the student responses given to the presentation of vocabulary and language items part of the student questionnaire:

+Table 4.4.1. *Mean Scores of the Responses Given to the Presentation of Vocabulary and Language Items Part in the Student Questionnaire*

ITEMS	N	Mean	Std. Deviation
9. The coursebook presents the meaning of the unknown words clearly.	102	3,8039	1,26678
10. The book taught the vocabulary in the way I could learn.	102	4,2157	,94006
11. New words are used in the sentences in the later units.	102	4,3725	,95359
12. I find the topics interesting and I like them.	102	4,6373	,72834
13. Topics in the book move from easy to difficult.	102	4,3235	,97657

Table 4.4.1. (continued)

14. I can greet in English and understand the English greeting words thanks to the coursebook	102	4,5882	,70855
15. I can say the names of the objects in the classroom and identify them thanks to the coursebook.	102	4,7451	,59180
16. I can introduce my family members in English thanks to the things I have learnt in the coursebook	102	4,7059	,65383
17. I can count from one to ten in English thanks to the things I have learnt from the coursebook.	102	4,8725	,36347

The first three items in this part aim to answer the second research question in this part. The mean score for Item 9 is 3, 80 which is the lowest mean in this part. This relatively low mean shows that students were least content with the presentation of the unknown words. When looked at the frequency scores for Item 9, regarding whether the book presents the meaning of unknown words clearly, 39.2 % indicated that they totally agreed with the item, 27.5 % agreed with the item, 14.7 % remained undecided, 11.8 % disagreed with the item, and 6.9 % totally disagreed with the item. The reason for this variability may have several reasons. Apart from not finding the presentation of vocabulary items effective, some of the students may have misinterpreted the related item in the questionnaire. The item says *The book presents the meaning of the unknown words*. The word "unknown" in this item may be misinterpreted by some of the students so as to cover all the unknown words in the book, not only the vocabulary items presented.

The mean score for Item 10 is 4.21, which is a higher mean than the previous one. When looked at the frequency scores for Item 10, regarding the clarity and understandability of the presentation of the vocabulary items, 52 % stated that that they totally agreed with the item; 22.5 % stated that they agreed with the item; 20.6 % stated that they remained undecided, and 4.9 % indicated that they disagreed with the item. These results showed that students were content with the style of presentation of vocabulary items.

The mean score for Item 11 is 4.37. For this item, regarding the recycling of the vocabulary items, 60.8 % indicated that they totally agreed with the item; 23.5 % indicated that they agreed with the item; 9.8 % indicated that they remain undecided;

3.9 % indicated that they disagreed with the item, and 2 % indicated that they totally disagreed with the item. All these results showed that most of the students thought that the vocabulary items were recycled in the upcoming units.

Summing up this part, which concerned research question 1 – c, the students found the presentation of the vocabulary items effective in general and were content with the coursebook in this respect. The narrow standard deviations in this part showed that there is a high level of agreement within the group regarding the responses.

Items 12 through 17 in the student questionnaire explore the students' level of contentment with the presentation of the linguistic items in the coursebook. The mean scores and the frequencies for this part are higher than those of the previous part. The mean score for Item 12, which is *I find the topics in the coursebook interesting and I like them*, is 4.63 out of 5. This mean score showed that students like the topics in the coursebook. The frequencies also confirm these findings. For this item, 74.5 % indicated that they totally agreed with the item; 18.6 % indicated that they agreed with the item; 2.9 % indicated they remained undecided and 3.9 % indicated that they disagreed with the item. The number of students who did not like the topics is very low when compared to the ones who liked the topics in the coursebook.

For Item 13, which is *The topics in the coursebook gradually move from easy to difficult*, 57.8 % indicated that they totally agreed with the item; 24.5 % indicated that they agreed with the item; 12.7 % indicated that they remained undecided; 2 % indicated that they disagreed with the item, and 2.9 % indicated that they totally disagreed with the item. The mean score for this item is 4.32. Both the mean scores and the frequencies show that most of the students found the grading of the coursebook logical. However, there are students who remained undecided. The reason for this may be that those students found all the topics at the same level of difficulty.

The rest of the items that belong to this part were constructed based on the experience of the students with the coursebook. Students are expected to evaluate the linguistic items in the coursebook based on their experience with those items. The

linguistic items that were asked to be evaluated by the students were selected from the topics of the first semester in order to make sure that all the students have come across them.

For Item 14, which is *I can greet in English and understand the English greeting words thanks to the coursebook*, 69.6 % indicated that they totally agreed with the item; 21.6 % indicated that that agreed with the item; 6.9 % indicated that they remained undecided, and 2 % indicated that they disagreed with the item. The mean score for this item is 4.58. Both the frequencies and the mean scores show that students found the coursebook an important component of their learning and that the coursebook gave tremendous help in learning how to greet in English. For this item, there are only two students who stated that they did not learn English thanks to the coursebook.

For Item 15, which is *I can say the names of the objects in the classroom and identify them thanks to the coursebook*, 80.4 % indicated that they totally agreed with the item; 15.7 % indicated that they agreed with the item; 2 % indicated that they remained undecided, and 2 % indicated that they did not agree with the item. The mean score for this item is 4.74. These results show that students believed that the coursebook gave them tremendous help in learning the names of the classroom objects and in identifying the classroom objects.

For Item 16, which is *I can introduce my family members in English thanks to the things I have learnt in the coursebook*, 79.4 % indicated that they totally agreed with the item; 13.7 % indicated that they agreed with the item; 4.9 % indicated that they remained undecided, and 2 % indicated that they disagreed with the item. The mean score for this item is 4.70. These results show that students believed that the coursebook helped them a lot in learning how to introduce their family members.

For Item 17, which is *I can count from one to ten in English thanks to the things I have learnt from the coursebook*, 88.2 % indicated that they totally agreed with the item; 10.8 % indicated that they agreed with the item, and 1 % indicated that they remained undecided. The mean score for this item is 4.87 out of 5. This score is the highest among the ones that belong to this part of the student questionnaire.

These results show that all of the students are sure that the coursebook contributed greatly to their learning how to count from one to ten in English.

Items from 12 – 17 aimed to answer the research question 1- b. The research question asked how students evaluated the presentation of the linguistic items in the coursebook. These research results showed that most of the students found the presentation of the linguistic items successful and that the students were content with the way the coursebook presents the linguistic topics. As the presentation of the language items is among the most important aspects of a coursebook, these results bear a lot of importance, because they show the adequacy of the coursebook in addressing the needs, the interests and the learning styles of the students of that age. It seems that the coursebook *Time for English 4* is successful in the eyes of the students as to how it presents the topics. The narrow standard deviations in this part show a great degree of homogeneity in the responses. In the following section, the views of the teachers for the presentational aspects of the coursebook are discussed. Figure 4.4.1. presents the results of the responses given to the presentation of vocabulary and language items part of the student questionnaire:
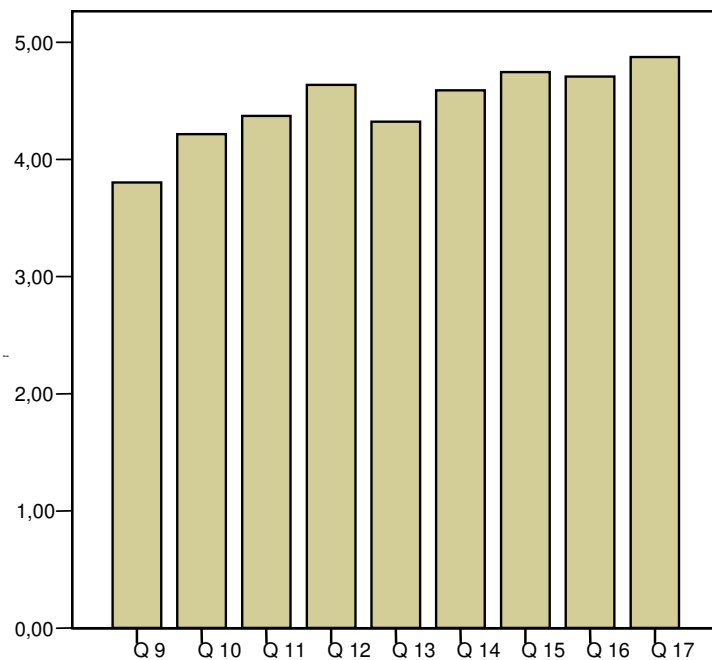
Figure 4.4.1. Results of the Responses Given to the Presentation of Vocabulary and Language Items Part of the Student Questionnaire in Graph Form

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4.4.2. Results of the Teacher Questionnaire

Research question:

2-f. How effective is the presentation of linguistic content in the coursebook "*Time for English 4* according to the teachers?

2-g. How effective is the presentation of vocabulary items in the coursebook "*Time for English 4* according to the teachers?

Regarding the research questions above, it was found that the teachers were satisfied with the presentation of vocabulary and linguistic items in the questions in general. However, the level of satisfaction among the teachers is lower than the level of satisfaction among the students as in the previous parts. Table 4.4.2. shows the results of the presentation of vocabulary and language items part in the questionnaire:

Table 4.4.2. *Mean Scores of the Responses Given to the Presentation of Vocabulary and Language Items Part in the Teacher Questionnaire*

ITEMS	N	Mean	Std. Deviation
10. The book presents the language items in various contexts (songs, pictures, stories, dialogues, etc.) to increase motivation.	15	4,1333	,74322
11. Vocabulary items in the coursebook are suitable to the grade level.	15	4,0000	,75593
12. Vocabulary items are presented with methods suitable to the age level.	15	4,3333	,72375
13. Vocabulary items are presented from easier items to more difficult ones.	15	3,7333	,96115
14. The number of vocabulary items students are expected to learn in a lesson or a week is suitable to the grade level.	15	3,4667	1,24595
15. Vocabulary items are practiced adequately by means of exercises.	15	4,0000	,92582
16. The book presents grammar using an inductive method.	15	3,4667	1,12546
18. The book presents grammar using a deductive method.	15	2,4667	1,18723

To become more specific with the research questions, the first research question is answered first. Items 11, 17 and 18 in the teacher questionnaire aim to answer the first research question. These items aimed to find information about the presentation of the linguistic items in the coursebook.

For Item 11, regarding the variety of contexts (songs, stories, pictures, etc), 33.3 % of the teachers indicated that they totally agreed with the item, 46.7 % indicated they agreed with the item, and 20 % indicated that they remained undecided. The mean score for this item is 4.13. These scores show that teachers were quite content with the variety of the contexts the linguistic items are presented. In other words, they thought that the variety of contexts is at the satisfactory level.

For Item 17, regarding whether the coursebook teaches grammar inductively; 13.3 % indicated that they totally agreed with the item; 46.7 % indicated that they agreed with the item, 20 % indicated that they remained undecided; 13.3 % indicated that they disagreed with the item, and 6.7 % indicated that they totally disagreed with the item. The mean score for this item is 3.46 out of 5, which is among the lowest scores for this section. The results and the standard deviation rate for this item present a variability of teacher choices. Although most of the teachers think that the book employs an inductive approach to grammar, 40 % of the teachers do not approve this view.

For Item 18, regarding whether the coursebook presents grammar deductively, 26.7 % indicated that they agreed with the item; 20 % indicated that they remained undecided; 26.7 % indicated that they disagreed with the item, and 26.7 % indicated that they totally disagreed with the item. The mean score for this item is 2.46, which is the lowest score for this section. These results show that teachers did not think that the coursebook teaches grammar deductively. The high standard deviation rates in the responses given to the last two items show that there is variability in the teachers' opinions regarding whether the book adopts an inductive or a deductive approach. The reason for this variability may be that teachers were confused with the way the coursebook presents grammar. It is obvious that they could not decide whether the coursebook uses an inductive or a deductive approach to teaching grammar. The most important reason for this may be that most of the

teachers are not familiar with the inductive teaching methods to grammar as they heavily rely on deductive approaches in their own teaching. Another reason may be that they were not trained to teach inductively to young learners, as most of them were not graduates of ELT departments.

To summarize the results, teachers found the presentation of the linguistic items in the coursebook effective in general. They were satisfied with the presentation of language items.

Items 12 – 16 aim to answer the second research question in this section. They obtained information from the teachers about their views on the presentation of vocabulary items.

For Item 12, regarding the suitability of the level of vocabulary items to the age and grade level, 26.7 % indicated that they totally agreed with the item; 46.7 % indicated that they agreed with the item; and 26.7 % indicated that they remained undecided. The mean score for this item is 4.00 out of 5. This mean and the frequencies showed that teachers found the level of vocabulary items in the coursebook suitable to the students' age and grade level.

For Item 13, regarding the suitability of the presentation methods to the age and grade level, 46.7 % indicated that they totally agreed with the item; 40 % indicated that they agreed with the item, and 13.3 % indicated that they remained undecided. The mean score for this item is 4.33. This is the highest mean for this section. These results show that teachers find the coursebook effective in terms of the presentation methods for the vocabulary items.

For Item 14, which is *Vocabulary presented in the coursebook moves gradually from easy to more difficult items*, 13.3 % indicated that they totally agreed with the item; 60 % indicated they agreed with the item; 20 % indicated that they remained undecided, and 6.7 % indicated that they totally disagreed with the item. The mean score for this item is 3.73. Most of the teachers find the coursebook effective in terms of grading of the vocabulary items.

For Item 15, regarding the suitability of number of vocabulary items students are expected to learn in a lesson time and in one week, 20 % indicated that they totally agreed with the item; 20 % indicated that they agreed with the item; 13.3 % indicated that they remained undecided; 20 % indicated that they disagreed with the item, and 6.7 % indicated they totally disagreed with the item. The mean score for this item is 3.46. There is a variability of responses in this item as the standard deviation rate of 1.24 shows. Nearly half of the teachers thought that the number of vocabulary items aimed to be taught in a lesson time and in one week is not suitable to the age and grade level. This was confirmed during the interviews as well. Teachers thought that the number of vocabulary items students were expected to learn in a lesson was too many. They reported that students were sometimes expected to learn 20 words at a time.

For Item 16, regarding the adequacy of practice activities related to vocabulary items, 33.3 % indicated that they totally agreed with the item; 40 % indicated that they agreed with the item; 20 % indicated that they remained undecided, and 6.7 % indicated that they disagreed with the item. The mean score for this item is 4.00. These results showed that teachers found the practice activities related to the vocabulary items adequate in number and in quality.

To summarize the results of the responses given to the items about the efficiency of the vocabulary items, teachers found the presentation of the vocabulary items in the coursebook effective. However, the number of vocabulary items poses a problem because teachers think that the number of vocabulary items needed to be taught in one lesson is not suitable to the age and grade level of the students. They think that there are too many words and it is very difficult to get feedback from the students, as they cannot internalize all of the vocabulary items taught in two lesson hours. Figure 4.4.2. presents the results of the responses given to the presentation of vocabulary and language items part in the teacher questionnaire in graph form:
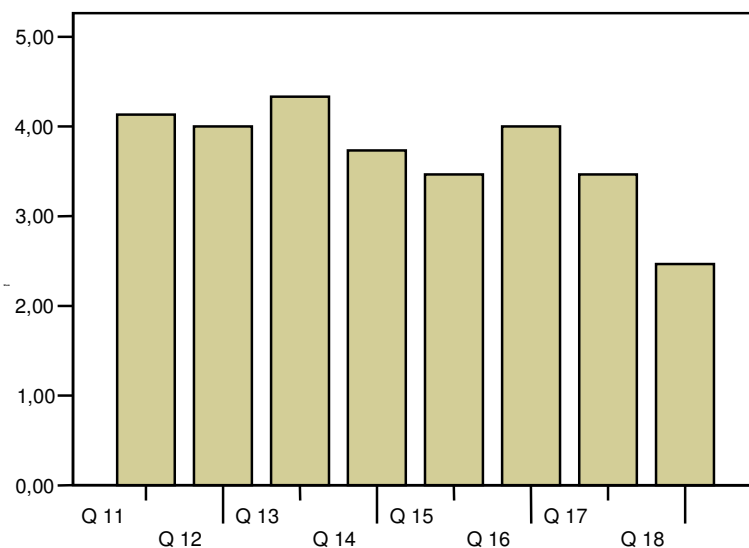
Figure 4.4.2. Results of the Responses Given to the Presentation of Vocabulary and Language Items Part of the Teacher Questionnaire in Graph Form.

4.4.2.1. Results of the Open – Ended Questions Part of the Teacher Questionnaire

"In your opinion, what are the strongest aspects of the book? (Please write three items maximum)"

Of the fifteen teachers who responded to the open-ended part of the teacher questionnaire, five teachers made explicit comments about the presentation of the language and vocabulary items. Two of these teachers made positive comments about the presentation of vocabulary and language items in the coursebook. One of them stated, as one of the strongest aspects of the book, that "grammar is taught inductively in the coursebook". The other teacher maintained that "the book does not focus too much on grammar, but focuses on vocabulary" and that "this makes the students more motivated in the lesson as this is the first time they learn English."

"In your opinion, what are the weakest aspects of the book? (Please write three items maximum)"

Teachers who made negative comments about the presentation of language and vocabulary items focused on the number of vocabulary items and the

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presentation of grammar in the coursebook. Those teachers labeled them as one of the weakest aspects of the coursebook. Three teachers who criticized the book wrote that the coursebook loaded the students with an excessive number of words for one lesson**.** Two teachers who criticized the book commented that the book does not emphasize grammar**.** While these teachers maintain that grammar should be taught explicitly, they also think that the coursebook is not suitable for teaching sentence patterns to students. Moreover, they stated that the sentences that present the grammar item are given in a disordered manner and this makes the acquisition of the pattern difficult for the student.

"In your opinion, what should be done to make the coursebook *Time for English 4* better? (Please write three items maximum)

In the suggestions part of the open-ended questions the teachers suggested that;

1. Grammar rules should be given.

2. Grammar may be presented implicitly, but it should be presented in a certain order, systematically.

3. The number of vocabulary items students are expected to learn in a unit should be decreased.

4.4.3. Results of the Interviews

The interview results confirm the findings from the teacher questionnaire. All six teachers who were interviewed stated that there was not much variety in the presentation of vocabulary and language items. However, they also stated that the lack of variety in presenting the vocabulary items did not cause any motivation problems in the classroom.

All of the teachers who were interviewed found the vocabulary items suitable to the age and grade level of the students. However, they also stated that the number of vocabulary items students are expected to learn was too many. Two of the teachers further stated that the pronunciation of some of the words was difficult for the

students and that the coursebook did not provide them with the necessary audio material to teach pronunciation. They also stated that vocabulary teaching was not complete without teaching the pronunciation of a word from a native speaker.

All of the teachers who were interviewed thought that the methods used to present vocabulary in the coursebook was suitable to the age and grade level. They maintained that students of that age tended to learn visually, therefore teaching vocabulary with pictures was suitable to their age and grade level.

About the grading of the vocabulary items, three of the teachers thought positively. They stated that the vocabulary items were moved gradually from easier ones to more difficult ones towards the end of the coursebook. One of them further stated that "… this is one of the strongest aspects of the book, because it increases student motivation." The other three teachers, however, stated that it was impossible to speak about a grading in the vocabulary items. They thought that all the words were at equal difficulty level, because the coursebook was designed around separate topics and that students were "bombarded" with different group of words at each unit.

About the number of the vocabulary items, all the teachers stated that the number of vocabulary items that were to be taught in one unit was too many. They stated that students had to learn at least twenty words in two hours and that each unit had to be finished in two hours. They further stated that they sometimes could not get feedback from the students as to how much they learnt the words because of the reasons stated above. Moreover, they could not finish the syllabus because of excess load of vocabulary items. One of the teachers maintained that there were even words that were not used commonly in English in some of the units. They all suggested that either the number of vocabulary items should be decreased or the number of lesson hours should be increased.

Of the six teachers who were interviewed, four stated that they found the number of and the quality of the vocabulary exercises adequate. They also stated that vocabulary items were recycled adequately in the upcoming units. Only one of the teachers maintained that vocabulary items were recycled adequately in the later units. Another teacher stated that she did not find the vocabulary exercises adequate,

because exercises mainly focused on grammar. She also stated that she had to bring her own exercises for vocabulary.

The presentation of grammar items was one of the most important problems related to the coursebook according to the teachers. Of the six teachers who were interviewed, four stated that they found the method of presentation of the grammar in the coursebook somewhat problematic. These four teachers thought that the presentation of grammar does not move on a systematic basis. They stated that grammar was not presented at all. Rather it was integrated into the vocabulary activities and exercises. The students first came across the language items in a vocabulary exercise before those items were presented separately. In addition, they maintained that they could not follow the sequence or organization of the grammar items. As an example, two of the teachers stated " …in the topic of "have got", students were required to do an exercise with "I have got…" Later in the upcoming unit they came across the "they have got…"structure without learning the subject pronoun they…" These teachers stated that the coursebook did not guide the teachers through the stages of grammar presentation in the coursebook. Therefore, they stated, they experienced a mess in grammar teaching. Another teacher complained that the coursebook did not present the grammar items with dialogues so the students could not see how grammar items are used. She further stated that there was not a context where students could induce the grammar rules. Another teacher maintained that grammar was introduced in the form of exercises just in the middle of the unit, so students had to do the exercise without grasping the meaning and structure of the grammar item. The same teacher maintained that grammar items did not move from easier to more difficult and that there was sometimes more than one grammar item in a unit. Another teacher who criticized the method of presentation in the coursebook indicated that teaching grammar with an inductive method was wrong for that grade level, because in her opinion, students must have a background in order to induce the meaning of a structure. In her opinion, grammar should be presented explicitly and in an orderly manner so that students will step their feet on the ground firmly. She asserted that she taught grammar explicitly because not doing so caused a mess in students' mind.

On the contrary, teachers who found the method of grammar presentation in the book effective stated that following an inductive approach to grammar teaching was necessary for this age level. One of these teachers maintained that the coursebook employed an unconscious method so that students first started saying the pattern without knowing its meaning and grasped its meaning towards the end of the book. She likened it to the process of acquiring the mother tongue. She also stated that students learnt the words on the surface, but at the deeper level, they learnt the grammar item.

The interview results show that teachers are confused about the way the coursebook presents grammar and they need clarification as to how the book presents the linguistic structures. They need to be guided about how to use the book to teach grammar.

4.5. Evaluation of the Activities and Exercises in the Coursebook

In this part, findings from the student questionnaire, teacher questionnaire, and the results of the interviews were presented in order to find out how students and teachers evaluated the activities and exercises in the coursebook.

4.5.1. Results of the Student Questionnaire

Research question:

1-d. How suitable are the exercises and activities to reach the purpose of practicing the newly learnt items in *Time for English 4* according to the students?

1-e. How attractive and enjoyable are the activities and exercises to motivate the students better in *Time for English 4*?

As regards the first research question in this part, the research findings showed that students found the coursebook effective in terms of its help in practicing the newly learnt items. However, some problems are also identified related to the exercises and activities.

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As regards the second research question in this part, research findings showed that students found the exercises and activities in the coursebook enjoyable. Table 4.5.1. presents the mean scores of the student responses given to the activities and exercises part in the student questionnaire:

Table 4.5.1. *Mean Scores of the Responses Given to the Activities and Exercises Part in the Student Questionnaire*

ITEMS	N	Mean	Std. Deviation
17. Activities and exercises in the coursebook are not varied and they are boring.	102	1,6373	1,15860
18. Activities and exercises help me reinforce the newly learnt items	102	4,4314	,90663
19. I can understand the instructions related to the exercises easily	102	3,8137	1,20009
20. There are enjoyable songs in the coursebook related to different topics.	102	3,7941	1,51780
21. Exercises and activities are suitable to my level of English.	102	4,6863	,70332
22. Games in the coursebook are both enjoyable and helpful in reinforcing the language point.	102	4,6176	,86796
23. Craft activities in the coursebook are both enjoyable and helpful in reinforcing the language point.	102	4,1275	1,05934

For Item 18, which states *Activities and exercises in the coursebook are not varied and they are boring*, 71.6 % indicated that they totally disagreed with the item; 9.8 % indicated that they disagreed with the item; 4.9 % indicated that they remained undecided; 10.8 % indicated that they agreed with the item, and 2.9 % indicated that they totally agreed with the item. The mean score for this item 1.63. These results indicate that students do not find the activities and exercises boring and dull. On the contrary, they find them enjoyable.

For Item 19, which states *Activities and exercises help me reinforce the newly learnt items*, 63.7 % indicated that they totally agreed with the item; 21.6 % indicated that they agreed with the item; 10.8 % indicated that they remained undecided; 2 %

indicated that they disagreed with the item, and 2 % indicated that they totally disagreed with the item. The mean score for this item is 4.43. According to these results, students find the coursebook effective in terms of its role in reinforcing the newly learnt language or vocabulary items.

Item 20 poses one of the problems related to the activities and exercises. This item states *I can understand the instructions related to the exercises easily*. For this item, 33.3 % indicated that they totally agreed with the item; 37.3 % indicated that they agreed with the item; 14.9 % indicated that they remained undecided; 6.9 % indicated that they disagreed with the item and 7.8 % indicated that they totally disagreed with the item. The mean score also shows the tendency of slightly agreeing with the item. The mean score for this item is 3.81. Although the results show that students are moderately satisfied, the standard deviation rate of 1.20 shows that there is variability in the results and the level of agreement within the group is low. Nearly half of the students stated that they did not understand the instructions clearly. This means there is a problem with the instructions.

Item 21, which states *There are enjoyable songs in the coursebook related to different topics,* poses another problem related to the activities and exercises. For this item, 51% indicated that they totally agreed with the item; 15.7 % indicated that they agreed with the item; 11.8 % indicated that they remained undecided; 4.9 % indicated that they disagreed with the item, and 16.7 % indicated that they totally disagreed with the item. The mean score for this item is 3.79, which is the lowest score for this section. The rate of standard deviation is 1.51 for this item. This shows that there is a low level of agreement within the group regarding the responses. This means there is a problem with the songs of the coursebook.

For Item 22, which states *Exercises and activities are suitable to my level of English*, 78.4 % indicated that they totally agreed with the item; 14.7 % indicated that they agreed with the item; 4.9 % indicated that they remained undecided; 1 % indicated that they disagreed with the item, and 1 % indicated that they totally disagreed with the item. The mean score for this item is 4.68, which is the highest score for this part. According to these results, students find the exercises and

activities suitable to their level of English. In other words, exercises and activities do not demand much above the level of the students.

For Item 23, which states *Games in the coursebook are both enjoyable and helpful in reinforcing the language point*, 76.5 % indicated that they totally agreed with the item; 16.7 % indicated that they agreed with the item, 2 % indicated that they remained undecided; 2 % indicated that they disagreed with the item, and 2.9 % indicated that they totally disagreed with the item. The mean score for this item is 4.61. These results showed that students found the games in the coursebook effective in terms of the fun component and the practice component.

For Item 24, which states *Craft activities in the coursebook are both enjoyable and helpful in reinforcing the language point*, 47.1 % indicated that they totally agreed with the item; 29.4 % indicated that they agreed with the item; 17.6 % remained undecided; 1 % indicated that they disagreed with the item, and 4.9 % indicated that they totally disagreed with the item. The mean score for this item is 4.12. According to these results, students found the coursebook satisfactory in terms of the fun component and the practice component of the craft activities. Figure 4.5.1. in the following page, presents the results of the responses given to the activities an exercises part in the student questionnaire in graph form:
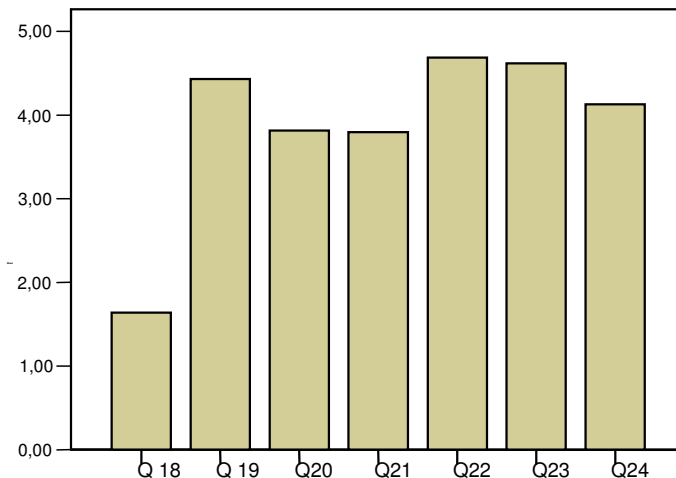
Figure 4.5.1. Results of the Responses Given to the Activities and Exercises Part of the Student Questionnaire in Graph Form.

4.5.2. Results of the Teacher Questionnaire

Research question:

2-h. How successful are the activities and exercises in the coursebook *Time for English 4* in providing a means for practicing the newly learnt items according to the teachers?

As regards the research question related to this part, teachers find the coursebook *Time for English 4* moderately successful. However, both the results of the questionnaire and the results of the interviews showed that teachers thought that some parts related to the activities and exercises must be reviewed. Table 4.5.2. presents the mean scores of the responses given to the activities and exercises part of the teacher questionnaire:

Table 4.5.2. *Mean Scores of the Responses Given to the Activities and Exercises Part in the Teacher Questionnaire*

ITEMS	N	Mean	Std. Deviation
19. Activities and exercises are directly related to the language point to be practiced.	15	4,2667	,59362
20. The number of activities and exercises are adequate to practice the newly learnt items.	15	3,8000	,94112
21. Activities and exercises are funny and enjoyable so as to motivate the young learners.	15	4,0667	,88372
22. Activities and exercises help the improvement of the four skills.	15	3,8667	1,12546
23. Activities and exercises address various learning styles and intelligence types.	15	3,8667	1,06010
24. Activities and exercises move gradually from easy to difficult.	15	3,7333	1,03280
25. Craft activities help improving the motor skills of the students along with improving their language skills.	15	3,8667	1,12546
26. Games are both enjoyable and helpful in improving the language skills of the students.	15	3,6667	,89974

Table 4.5.2. (continued)

27. Exercises do not require any knowledge or skills above the level of the students.	15	3,8667	,74322
28. Instructions are easily comprehensible and easy to follow for the students.	15	3,5333	1,06010
29. Sample exercises are given before the real exercises.	15	3,9333	,70373
30. Activities employ different interaction types (individual, pair, and group).	15	4,0000	,84515
31. Activities and exercises create room for free practice.	15	3,6667	,81650
32. Activities and exercises create room for communication in order to improve students' abilities to communicate in the foreign language.	15	3,5333	1,18723

For Item 19, which stated *Activities and exercises are directly related to the language point to be practiced*, 33.3 % of the teachers indicated that they totally agreed with the item; 60 % indicated that they agreed with the item, and 6.7 % indicated that they remained undecided. The mean score for this item is 4.26. According to these results, teachers found the exercises and activities successful in terms of their relevancy to the language point at hand.

For Item 20, regarding the adequacy of the number of exercises and activities to provide students with enough practice; 20 % indicated that they totally agreed with the item; 53.3 % indicated that they agreed with the item; 13.3 % indicated that they remained undecided, and 13.3 % indicated that they disagreed with the item. The mean score for this item is 3.80. These results showed that teachers found the number of exercises and activities adequate.

For Item 21, which stated *Activities and exercises are funny and enjoyable so as to motivate the young learners*, 40 % indicated that they totally agreed with the item; 26.7 % indicated that they agreed with the item, and 33.3 % indicated that they remained undecided. The mean score for this item is 4.06. These results showed that teachers were content with the fun and enjoyment component of the activities and exercises.

For Item 22, which stated *Activities and exercises help the improvement of the four skills*, 33.3 % indicated that they totally agreed with the item; 33.3 % indicated that they agreed with the item; 26.7 % indicated that they remained undecided, and 6.7 % indicated that they disagreed with the item. The mean score is 3.86 for this item. These results showed that teachers found the activities and exercises helpful in improving the four skills of the students at the minimal level.

For Item 23, which stated *Activities and exercises address various learning styles and intelligence types*, 26.7 % indicated that they totally agreed with the item; 46.7 % indicated that they agreed with the item; 20 % indicated that they remained undecided, and 6.7 % indicated that they totally disagreed with the item. The mean score is 3.86 for this item, too. Teachers thought that the coursebook met the needs of the students with different learning styles and intelligences.

For Item 24, which stated *Activities and exercises move gradually from easy to difficult*, 20 % indicated that they totally agreed with the item; 53.3 % indicated that they agreed with the item; 6.7 % indicated that they remained undecided and 20 % indicated that they disagreed with the item. The mean score for this item is 3.73. According to these results, teachers found the grading of the activities suitable.

For Item 25, which stated *Craft activities help improving the motor skills of the students along with improving their language skills*, 26.7 % indicated that they totally agreed with the item; 53.3 % indicated that that they agreed with the item; 6.7 % indicated that they remained undecided; 6.7 % indicated that they disagreed with the item, and 6.7 % indicated that they totally disagreed with the item. The mean score is 3.86. These results also showed that teachers found the craft activities suitable and effective for the improvement of the language and motor skills of the students at the minimal level.

For Item 26, *Games are both enjoyable and helpful in improving the language skills of the students*, 20 % indicated that they totally agreed with the item; 33.3 % indicated that they agreed with the item; 40 % indicated that they remained undecided, and 6.7 % indicated that they disagreed with the item. The mean score is 3.66 for this item. According to these results, nearly half of the teachers did not find the coursebook effective in terms of the usefulness of the games. The mean score

also showed teachers thought that games in the coursebook were moderately satisfactory for the teachers.

For Item 27, *Exercises do not require any knowledge or skills above the level of the students*, 13.3 % indicated that they totally agreed with the item; 66.7 % indicated that they agreed with the item; 13.3 % indicated that they remained undecided, and 6.7 % indicated that they disagreed with the item. The mean score is 3.86 for this item. According to these results, teachers found the exercises at the average level in terms of the knowledge and skills they require.

For Item 28, *Instructions are easily comprehensible and easy to follow for the students*, 20 % indicated that they totally agreed with the item; 33.3 % indicated that they agreed with the item; 26.7 % indicated that they remained undecided, and 20 % indicated that they disagreed with the item. The mean score is 3.53 for this item, which is the lowest score in this section. According to these results, teachers thought that instructions were not so clear and easy to follow for students. This finding was supported by the findings from the student questionnaire as well.

For Item 29, *Sample exercises are given before the real exercises*, 20 % indicated that they totally agreed with the item, 53.3 % indicated that they agreed with the item, and 26.7 % indicated that they remained undecided. The mean score is 3.93. According to these results, teachers found the coursebook sufficient in terms of the example exercises it gives before the exercises.

For Item 30, *Activities employ different interaction types (individual, pair, and group)*, 33.3 % indicated that they totally agreed with the item; 33.3 % indicated that they agreed with the item, and 33.3 % indicated that they remained undecided. The mean score for this item is 4.00. These results showed that teachers found the coursebook effective in terms of types of interaction it integrates into the activities.

For Item 31, *Activities and exercises create room for free practice*, 20 % indicated that they totally agreed with the item; 26.7 % indicated that they agreed with the item, and 53.3 % indicated that they remained undecided. The mean score for this item is 3.66. These results showed that teachers were not satisfied with the

opportunities the coursebook provided the students for free practice. They thought there must be more chances of free practice.

For Item 32, *Activities and exercises create room for communication in order to improve students' abilities to communicate in the foreign language*, 20 % indicated that they totally agreed with the item; 40 % indicated that they agreed with the item; 20 % indicated that that they remained undecided, 13.3 % indicated that they disagreed with the item, and 6.7 % indicated that they totally disagreed with the item. The mean score for this item is 3.53. According to these results, teachers found the communicative activities in the coursebook sufficient. Figure 4.5.2. presents the results of the responses given to the activities and exercises part of the teacher questionnaire:
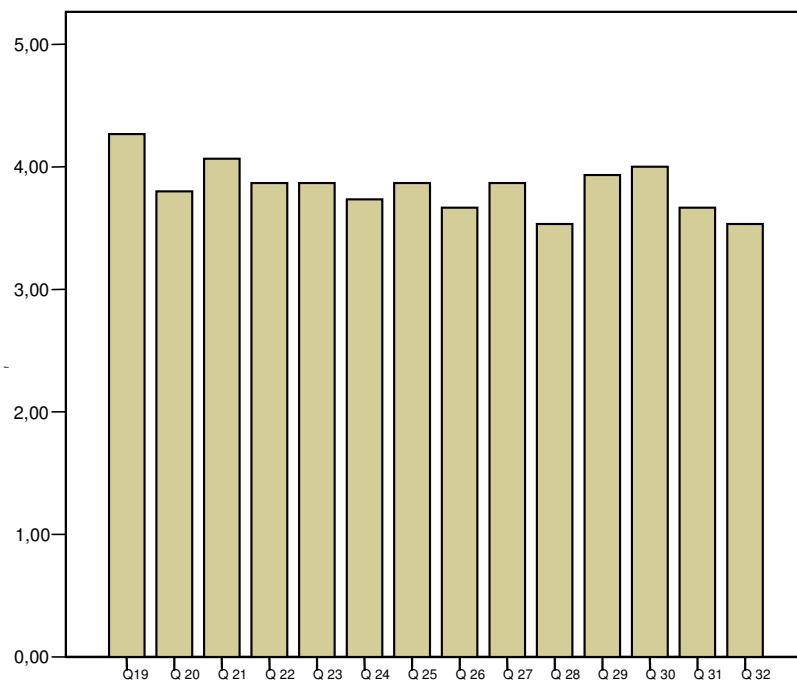
Figure 4.5.2. Results of the Responses Given to the Activities and Exercises Part of the Teacher Questionnaire in Graph Form.

4.5.2.1. Results of the Open -Ended Questions Part of the Teacher Questionnaire

Of the fifteen teachers who filled out the teacher questionnaire, ten made explicit comments about the activities and the exercises in the coursebook.

"In your opinion, what are the weakest aspects of the book? (Please write three items maximum)"

Seven teachers made criticism to the activities and exercises in the coursebook. The most important weakest aspect as stated by the teachers is the excessive number of activities and exercises. Three of the teachers stated that there were many unnecessary activities and exercises that did not encourage the improvement of the linguistic skills of the students at all. Teachers also stated that some activities only served the function of entertaining the students. Another teacher stated that it was very difficult to do all the activities and exercises in crowded classes.

Another weak aspect stated by the teachers is the difficulty of some aspects of the activities and exercises. These teachers maintained that the coursebook included some exercises and activities above the level of their students. Another issue posed by the teachers was the difficulty of the songs for the grade level. They stated that the lyrics of the songs were difficult for the students to pronounce and to retain in the mind, so students could not enjoy themselves while singing the songs. Another difficult element related to the activities and the exercises was the instructions. Teachers also stated that students could not understand the instructions of the activities and exercises so they had to explain them in Turkish.

Another problem posed by the teachers is inadequacy of the number of listening exercises. Teachers stated that there were not enough listening exercises. Teachers also stated that the exercises were far from being creative. Rather, exercises prompted the students towards memorizing.

Another problem was the lack of communicative exercises in the coursebook. Teachers who posed this problem maintained that the coursebook did not include many exercises that had the students speak or communicate in the foreign language. Moreover, exercises did not include any dialogues that helped students to see the everyday conversation pattern in the target language. Another criticism here was made to the lack of cultural information about the target language. One of the teachers thought that the coursebook must have included some dialogues that gave students information about the target language culture.

"In your opinion, what are the strongest aspects of the book? (Please write three items maximum)"

The most important positive point that was made by the teachers about the activities and the exercises in the coursebook was that the activities and exercises were all funny and enjoyable for the students. These teachers maintained that the puzzles, songs, craft activities and games in the coursebook made the learning process funny and enjoyable for the students.

Another strong point related to the activities and exercises was that they were designed in line with the principles of Multiple Intelligences Theory.

Another teacher maintained that there were plenty of exercises, examples and activities in the coursebook although they encouraged students to memorize. Another teacher maintained that the activities and exercises gave enough opportunities for different types of classroom interaction.

One of the teachers asserted that different from the coursebooks they used in the past "this one was really suitable to teach English to young learners, because it consisted of exercises and activities specifically aimed to teach English to young learners." She also thought that it was the first time she did not have to prepare too many extra materials to supplement the coursebook.

"In your opinion, what should be done to make the coursebook *Time for English 4* better? (Please write three items maximum)

For this part, nine teachers wrote suggestions. Three of these teachers emphasized that the unnecessary activities should be omitted**.** Among these unnecessary activities are the ones that were nearly the same and the ones that were irrelevant to the language item at hand. Instead of this, they suggest that activities and exercises that are relevant to the topic should be added. They also suggest that instead of including the same types of activities, various activities should be added.

The second most emphasized suggestion was that the songs should be selected from the easier ones for the students to sing with more enjoyment.

The third most emphasized suggestion was that activities aimed at speaking and communicating in the target language should be added. Along with this

suggestion, one of the teachers also stated that dialogues aimed at communicating and learning cultural information should be added. She also stated that the number of listening exercises should be increased dramatically.

The fourth suggestion was that the instructions should be simplified to make it possible for students to be able to understand them without help.

4.5.3. Results of the Interviews

Of the six teachers who were interviewed, three stated that activities and exercises were sometimes irrelevant to the subject. One of them stated that there were many coloring activities serving only the purpose of having fun. Another teacher stated that she brought extra material to compensate for the exercises. Yet another stated that some of the activities did not have any linguistic purpose at all.

As to the number of activities and the exercises, five of the teachers stated that they were satisfied with the number of the activities. However, two of them stated that there was not much variety in the kind of activities. They stated that the number of activities like coloring, connecting the dots, etc. should be decreased. Instead, more exercises for spelling should have been included. One of the teachers stated she did not find the number of exercises and activities satisfactory, so she brought her own materials.

As to the fun and enjoyment components of the activities, all of the teachers who were interviewed made positive comments. They all thought that activities and exercises were interesting and enjoyable for the age level. One of them, however, thought that students would have been much interested if the activities had required them to produce or create something of their own both as a group and as an individual. She also added that students liked sharing or changing their products.

As regards the support the coursebook gives for the development of the four language skills, five of the teachers stated that the coursebook did not support the development of all of the four skills. Four of these teachers maintained that the coursebook did not help the development of listening and speaking at all. They

emphasized that the pronunciation of the vocabulary and the sentences should have been from a CD or a cassette recorder. They also thought that the only speaking opportunity in the coursebook was when the students repeated the new vocabulary items. One of these teachers thought that the coursebook lacked reading activities. One of the teachers stated that the coursebook helped the improvement of all four skills. All the teachers who were interviewed maintained that the coursebook was very good at developing the writing skills. They even maintained that writing was emphasized more than it was required.

As to integrating different learning styles and intelligences into the activities and exercises, most of the teachers found the coursebook successful in addressing various learning styles and intelligences. One of the teachers stated that this was one of the strongest aspects of the coursebook. The teachers maintained that the coursebook addressed the visual-spatial, linguistic and logical-mathematical intelligences best. They also added that more activities addressing the bodily-kinesthetic intelligence should be added. One of the teachers thought that including activities addressing different learning styles was more of the teacher's responsibility than the coursebook.

As to the grading of the activities and exercises, all of the teachers thought that the grading of the activities and exercises was all right. They all thought that activities and exercises followed a certain sequence and students did not find it difficult to do the exercises.

As to the craft activities in the coursebook, all but two of the teachers made positive comments. All of the teachers maintained that the craft activities were the strongest aspect of the coursebook. They stated that the coursebooks used in the past lacked this important aspect and that their students had a lot of fun while doing those activities. Two of the teachers, however, stated that the craft activities served only the purpose of having fun. One of the teachers made an interesting suggestion. She stated that the craft activities must have been removable so that students would have been able to carry them in their folders and keep them as a record of their learning.

As to the games in the coursebook, most of the teachers stated that most of the games in the coursebook were in the form of writing activities. As an important component of teaching languages especially to young learners, games integrate fun, enjoyment, excitement and action into the learning process. Therefore, games for young learners should be selected from the ones that integrate action and enjoyment into the learning process. Three of the teachers stated that games did not include any action. One of the teachers suggested that there should have been outdoor games that would motivate the students in the lesson. Two of the teachers stated that they skipped the games. Only one of the teachers stated that games were satisfactory.

As regards the level of the activities and exercises, almost all of the teachers stated that the activities and exercises did not require any knowledge or skill above the level of the students. Only one of the teachers maintained that her students had difficulty in doing the exercises about have got/has got.

As to the instructions given before the activities and exercises, all of the teachers stated that instructions were impossible for the students to understand on their own. Therefore, all of them had to translate them into Turkish. They all thought that instructions should be easier to understand for the students.

As to the effectiveness of the coursebook in integrating different interaction patterns into the activities and exercises, all of the teachers thought that the coursebook addressed to individual activities on the most part. In their opinion, pair work activities sometimes took place, and group activities did not take any place at all. They thought that there should have been some group activities.

As to the free practice component, most of the teachers maintained that there were no free practice activities as the coursebook heavily dwelled on vocabulary teaching. They thought that the book was so loaded with the vocabulary items that there were no activities for the free practice of these items. One of them, however, asserted that free practice activities for this grade level is very limited and that the coursebook contributed to this aspect a lot at least by having students use the finger puppets. She also maintained that as a free practice activity, students of that age could only be included in some speaking activities and that this satisfied their needs.

As to the communicative activities in the coursebook, five of the teachers maintained that the coursebook did not create room for communication. One of these asserted that the coursebook led the students to memorize some vocabulary items and some sentences while it should have taught grammar in communicative situations.

4.6. Evaluation of the Organization and the Sequence of the Topics in the Coursebook

In this part, results of the teacher questionnaire and the interviews regarding the organization and sequencing of the coursebook are presented. As this part was not evaluated by students there are no results from the student questionnaire.

4.6.1. Results of the Teacher Questionnaire

Research question:

2-i. How effective and clear is the organization of the coursebook *Time for English 4* according to the teachers so as to make it easy for the students to follow the content?

Regarding the research question, teachers found the organization of the coursebook successful in general. According to the results of the teacher questionnaire, teachers thought that the organization and the sequencing of the coursebook were clear and that the students did not have much difficulty in following the coursebook. Table 4.6.1. shows the mean scores of the responses given to the organization and sequencing of the topics part in the teacher questionnaire:

Table 4.6.1. *Mean Scores of the Responses Given to the Organization and Sequencing of the Topics Part in the Teacher Questionnaire*

ITEMS	N	Mean	Std. Deviation
33. The organization of the coursebook is clear and easy to follow for the teachers.	15	4,1333	,51640
34. The organization of the book is clear and easy to follow for the students.	15	3,8000	1,01419

Table 4.6.1. (continued)

35. The book is user – friendly as it provides the users with a preface, content page, blurb, and spaces fort he exercises.	15	4,0000	,75593
36. The organization of the units within themselves is clear and understandable.	15	3,9333	,79881
37. Topics are suitable to the age and grade level.	15	4,2000	,86189
38. Topics are sequenced logically.	15	4,2667	,59362
39. The coursebook is flexible adaptable to different situations.	15	3,5333	,99043

For Item 33, regarding the clarity of the organization of the coursebook for the teachers, 20 % indicated that they totally agreed with the item; 73.3 % indicated that they agreed with the item, and 6.7 % indicated that they remained undecided. The mean score for this item is 4.13. These results showed that the teachers thought that the organization of the coursebook was clear and easy to follow for them. The narrow standard deviation corresponding to this item is a sign of the high level of agreement within the group regarding the responses.

For Item 34, regarding the clarity of the organization of the coursebook for the students; 26.7 % indicated that they totally agreed with the item; 40 % indicated that they agreed with the item; 20 % indicated that they remained undecided, and 13.3 % indicated that they disagreed with the item. The mean score for this item is 3.80. These results showed that teachers found the organization of the coursebook clear for students, but the standard deviation of 1.01 shows that there is a variety of responses within the group.

For Item 35, regarding the user – friendliness of the coursebook, 20 % indicated that they totally agreed with the item; 66.7 %indicated that they agreed with the item; 6.7 % indicated that they remained undecided, and 6.7 % indicated that they disagreed with the item. The mean score for this item is 4.00. According to these results, teachers found the coursebook user – friendly.

For Item 36, regarding the clarity of the organization of the units within themselves, 20 % indicated that they totally agreed with the item; 60 % indicated that they agreed with the item; 13.3 % indicated that they remained undecided, and 6.7 % indicated that they disagreed with the item. The mean score for this item is 3.93. Teachers found the inside organization of the units clear and easy to follow.

For Item 37, regarding the suitability of the level of the vocabulary and language items to grade level, 46.7 % indicated that they totally agreed with the item; 26.7 % indicated that they agreed with the item; and 26.7 % indicated that they remained undecided. The mean score for this item is 4.20. These results showed that teachers were satisfied with the level of the vocabulary and language items in the coursebook.

For Item 38, regarding the suitability of the sequencing of the topics to a logical sequence, 33.3 % indicated that they totally agreed with the item; 60 % indicated that they agreed with the item, and 6.7 % indicated that they remained undecided. The mean score for this item is 4.26, which is the highest mean in this part. According to these results, teachers found the sequencing of the vocabulary and language items logical. The narrow standard deviation shows that there is also a consensus within the group regarding the response.

For Item 39, regarding the adaptability and flexibility of the coursebook to different situations, 13.3 % indicated that they totally agreed with the item; 46.7 % indicated that they agreed with the item; 20 % indicated that they remained undecided, and 20 %indicated that they disagreed with the item. The mean score for this item is 3.53, which is the lowest mean for this part. Still, this result shows that teachers found the book effective in terms of adaptability and flexibility. Figure 4.6.1 presents the results of the responses given to the organization and sequencing part of the teacher questionnaire in graph form:
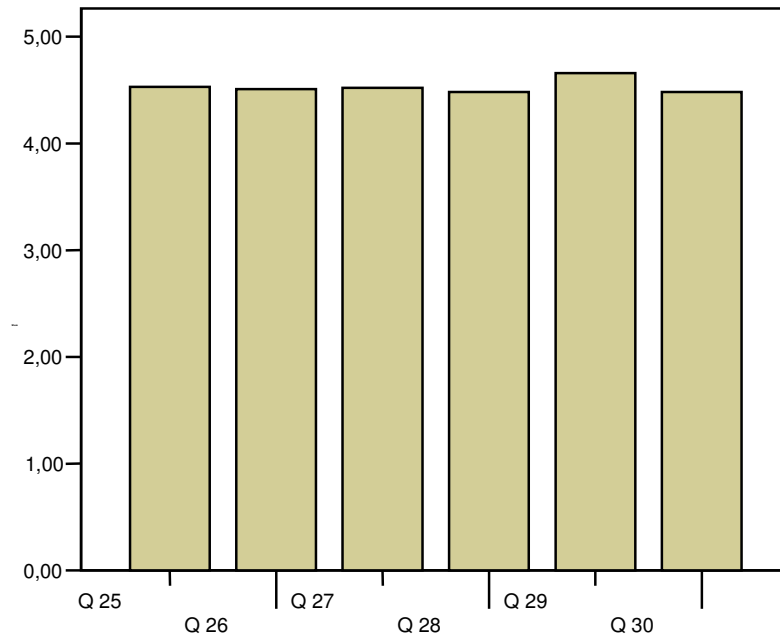
Figure 4.6.1. Results of the Responses Given to the Organization and Sequencing Part of the Teacher Questionnaire in Graph Form

4.6.1.1. Results of the Open – Ended Questions Part of the Teacher Questionnaire

Of the fifteen teachers who filled in the questionnaire, none of them made direct reference to the organization of the coursebook. However, there were statements that gave some clues about what the teachers thought about the organization of the coursebook.

"In your opinion, what are the weakest aspects of the book? (Please write three items maximum)"

Four teachers made explicit comments about the number of the units in the coursebook. They thought that there were too many units in the coursebook so that they could not finish the syllabus. They also commented that the coursebook overloaded the students with too much knowledge so that students could not internalize all the items they learnt. Another teacher stated that grading was steep. She maintained that sometimes units contained more than one language item. Yet

another found the organization of the language items irregular. She stated that the sequence of the sentence structures was mixed so the students could not grasp the logic behind the structure. As to the flexibility issue, one of the teachers also commented that it was difficult to cover the coursebook in crowded classes, because there were too many exercises and activities in it.

"In your opinion, what are the strongest aspects of the book? (Please write three items maximum)"

As to the positive aspects related to the organization of the book, only two teachers made comments. They stated that the organization of the coursebook made their job easier because it was clear and easy to follow. The organization of the book, however, is asserted as one of the strongest aspects of the coursebook in various contexts in this study. Teachers thought that the coursebook was well organized so as to make it easy for the students and the teachers to follow the sequence. Moreover, they also thought that the coursebook was adaptable to different situations, and therefore, suitable to the various public school contexts in Turkey.

"In your opinion, what should be done to make the coursebook *Time for English 4* better? (Please write three items maximum)

As to the suggestions related to organization, three teachers maintained that some of the units should be omitted. They reported that some units demanded too much from the students along with consuming too much of the classroom time which could be dedicated to more creative activities. Therefore, they suggested, some of the units should be omitted in order to create room for more detailed learning of the previous items and for more creative activities. One of them also suggested that some of the activities and exercises should also be omitted in order to make the book more interesting for the students. Some teachers thought that students were bored when doing the same kind of activities for all the topics, therefore the type of activities employed in each unit should be balanced.

4.6.2. Results of the Interviews

The results of the interviews showed that teachers thought positively about the organization of the coursebook in general. There are only some points that should

be reviewed. Four of the teachers thought that the organization of the coursebook was clear and easy to follow for both the students and the teachers. Only two of the teachers stated that they sometimes found the organization of some pages complex. One of the teachers stated that the organization of the topics was not suitable because sometimes they met some unexpected items just in the middle of a topic. Two of the teachers stated that they did not find the book user – friendly because it did not give any information as to how to use the book and details about the syllabus items like vocabulary, structure, function, etc. Three of the teachers stated that the organization of the units within themselves was not settled well. They also commented that some discrepancies should be removed.

One of the teachers stated that the topics were independent of one another, so the book did not move according to the cyclical format. She also commented that the grading was steep because the coursebook moved swiftly to the next item without giving chance to the student for internalizing the previous item. Another teacher shared this opinion. She stated that the coursebook taught have got/has got without teaching the auxiliary fully. All of the teachers thought that the coursebook was flexible and adaptable to different situations.

The organization and the sequencing of the topics in a coursebook are very important because it determines the value of the book in the eyes of the teachers and the students in terms of ease of use. If the coursebook is not well organized, both teachers and the students will find it exhausting, boring, and difficult to follow the book. Although some problems were reported by the teachers about the organization of the book, they found it successful in general. This shows that the coursebook has reached its aims in terms of the clarity of the organization and the suitability of grading.

4.7. Evaluation of the Supporting Sources of the Coursebook

The supporting sources of the coursebook *Time for English 4* are evaluated in this part. To reach this purpose, results from the student questionnaires, teacher questionnaires and interviews are presented.

4.7.1. Results of the Student Questionnaire

Research question:

1-f. How effective are the supporting sources and materials in *Time for English 4* in providing the students with lots of practice according to the students?

Regarding the research question related to this section, students found the supporting sources and the materials of the coursebook very effective. The mean scores of the items showed that students were satisfied with the supporting sources of the coursebook, namely the consolidation and revision section and the workbook. The lowest mean is 4.48. This mean score is a sign of students' satisfaction with the consolidation parts and the workbooks of the coursebook. Table 4.7.1. below presents the mean scores of the responses given to the supporting sources part in the student questionnaire:

Table 4.7.1. *Mean Scores of the Responses Given to the Supporting Sources Part in the Student Questionnaire*

ITEMS	N	Mean	Std. Deviation
25. Previous topics are regularly reviewed in the coursebook.	102	4,5294	,84086
26. The vocabulary list in the coursebook helped me to learn and review the words I learnt.	102	4,5098	,81745
27. The workbook provides me with exercises that help me understand the topic better.	102	4,5196	,84115
28. There are various kinds of activities in the workbook.	102	4,4804	,89808
29. The activities in the workbook are enjoyable.	102	4,6569	,75117
30. The number of activities in the workbook are satisfactory.	102	4,4804	,91986

For Item 25, which is *Previous topics are regularly reviewed in the coursebook*, 68.6 % of the students indicated that they totally agreed with the item, 20.6 % indicated that they agreed with the item; 7.8 % indicated that they remained

undecided; 1 % indicated that they disagreed with the item, and 2 % indicated that they totally disagreed with the item. The mean score for this item is 4.52. According to these results, students thought that previous topics are regularly reviewed in the coursebook.

For Item 26, which stated *The vocabulary list in the coursebook helped me to learn and review the words I learnt*, 63.7 % indicated that they totally agreed with the item; 29.4 % indicated that they agreed with the item; 2.9 % indicated that they remained undecided; 2 % indicated that they disagreed with the item; and 2 % indicated that they totally disagreed with the item. The mean score for this part is 4.50. These results also showed that students believed that the vocabulary list helped them to review their vocabulary knowledge.

For Item 27, which is *The workbook provides me with exercises that help me understand the topic better*, 66.7 % indicated that they totally agreed with the item; 24.5 % indicated that they agreed with the item; 4.9 % indicated that they remained undecided; 2 % indicated that disagreed with the item, and 2 % indicated that they totally disagreed with the item. The mean score for this item is 4.51. According to these results, students are satisfied with the coursebook and the opportunities it provides for their learning.

For Item 28, which stated *There are various kinds of activities in the workbook*, 62.7 % indicated that they totally agreed with the item; 31.4 % indicated that they agreed with the item; 1 % indicated that they remained undecided; 1 % indicated that they disagreed with the item, and 3.9 % indicated that they totally disagreed with the item. The mean score for this item is 4.48. These results indicated that students are satisfied with the variety in the workbook.

For Item 29, which stated *The activities in the workbook are enjoyable*, 76.5 % indicated that they totally agreed with the item; 16.7 % indicated that they agreed with the item; 4.9 % indicated that they remained undecided, and 2 % indicated that they totally disagreed with the item. The mean score for this item is 4.65. This is the highest mean in this section. According to these results, almost all of the students found the activities in the coursebook enjoyable.

For Item 30, which stated *The number of activities in the workbook are satisfactory*, 67.6 % indicated that they totally agreed with the item; 19.6 % indicated that they agreed with the item; 8.8 % indicated that they remained undecided; 1 % indicated that they disagreed with the item, and 2.9 % indicated that they totally disagreed with the item. The mean score for this item is 4.48. These results also showed that students found the number of activities and exercises in the workbook satisfactory. The narrow standard deviation rates in this part show that there is a high a level of agreement among the students regarding the responses given to the items in this part. Figure 4.7.1 presents results of the responses given to the supporting sources part of the student questionnaire in graph form:

Figure 4.7.1. Results of the Responses Given to the Supporting Sources
Part of the Student Questionnaire in Graph Form

4.7.2. Results of the Teacher Questionnaire

Research question:

2-j. How helpful are the supporting sources in the coursebook *Time for English 4* as a means of providing the students with lots of practice and revision activities according to the teachers?

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As regards the research question of this part, teachers found the supporting sources of the coursebook satisfactory. The level of satisfaction, however, was lower than the student level. The mean scores in this part ranged from 3.80 to 4.20. Table 4.7.2 presents the mean scores of the responses teachers gave to the supporting sources part of the teacher questionnaire:

Table 4.7.2. *Mean Scores of the Responses Given to the Supporting Sources Part in the Teacher Questionnaire*

ITEMS	N	Mean	Std. Deviation
40. Consolidation parts provide students with enough opportunities to review what they have learnt.	15	4,0667	,96115
41. Workbook exercises are adequate in terms of both number and quality.	15	3,8000	,94112
42. Workbook exercises are related to the topic at hand.	15	4,2000	,67612
43. Workbook uses various exercise formats.	15	3,9333	,96115

For Item 40, which stated *Consolidation parts provide students with enough opportunities to review what they have learnt*, 40 % indicated that they totally agreed with the item; 33.3 % indicated that they agreed with the item; 20 % indicated that they remained undecided, and 6.7 % indicated that they disagreed with the item. The mean score for this item is 4.06. According to these results, teachers found the consolidation parts of the coursebook satisfactory.

For Item 41, which stated *Workbook exercises are adequate in terms of both number and quality*, 26.7 % indicated that they totally agreed with the item; 33.3 % indicated that they agreed with the item; 33.3 % indicated that they remained undecided, and 6.7 % indicated that they disagreed with the item. The mean score for this item is 3.80, which is the lowest score for this part. Still, the results showed that teachers found the workbook exercises effective.

For Item 42, which stated *Workbook exercises are related to the topic at hand*, 33.3 % indicated that they totally agreed with the item; 53.3 % indicated that

they agreed with the item, and 13.3 % indicated that they remained undecided. The mean score is 4.20, which is the highest score for this part. These results showed that teachers found the workbook exercises successful in terms of their relevancy to the subject matter being learnt.

For Item 43, which is *Workbook uses various exercise formats*; 33.3 % indicated that they totally agreed with the item; 33.3 % indicated that they agreed with the item; 26.7 % indicated that they remained undecided, and 6.7 % indicated that they disagreed with the item. The mean score for this item is 3.93. These results showed that teachers found the variety in the workbook satisfactory. Figure 4.7.2 presents the results of the responses given to the supporting sources part of the teacher questionnaire in graph form:
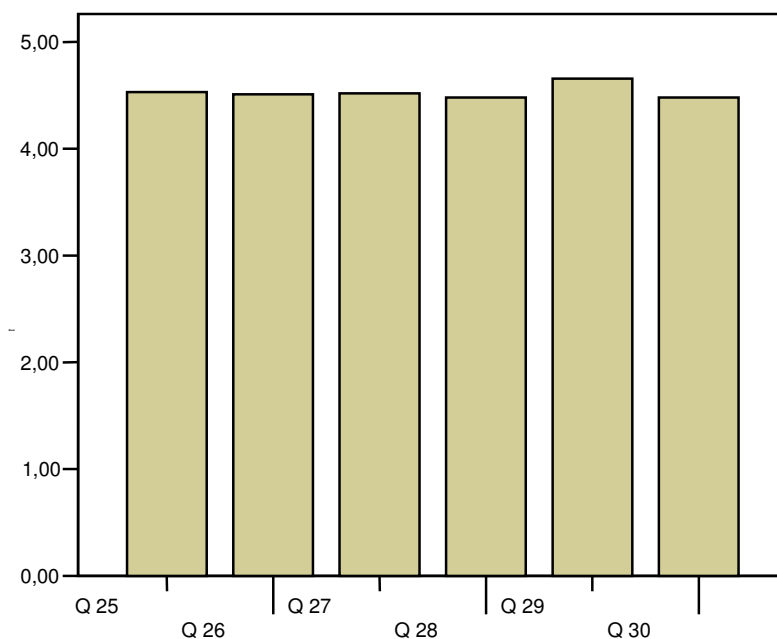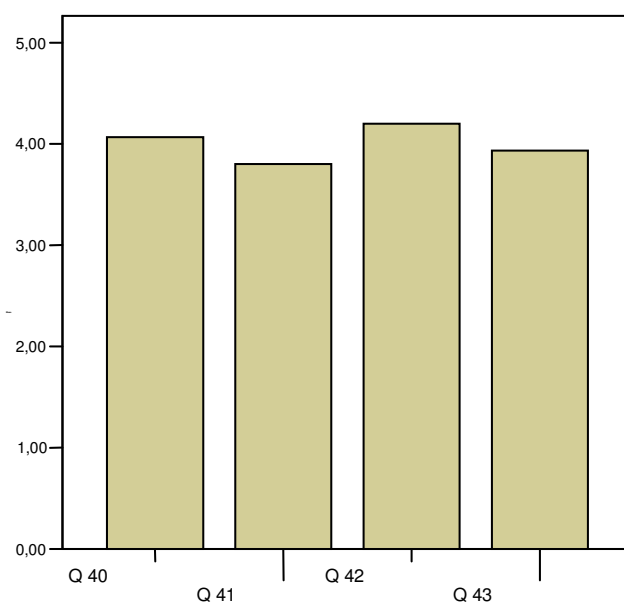

Figure 4.7.2. Results of the Responses Given to the Supporting Sources
Part of the Teacher Questionnaire in Graph Form

4.7.2.1. Results of the Open – Ended Questions Part

There are only two comments made about the supporting sources in the open – ended questions part of the teacher questionnaire. Two teachers emphasized that the existence of the consolidation and revision parts of the book was one of the strongest aspects of the book.

4.7.3. Results of the Interviews

All of the teachers who were interviewed stated that they found the consolidation parts of the book and the workbook satisfactory. One of the teachers emphasized that the "my diary" part in the workbook was one of the most important positive aspects of the coursebook because it gave the students the chance to express their feelings about their learning process and the things they learnt. All of the teachers asserted that the workbook introduced students to activities which were funny and enjoyable and that therefore most of the students asked for homework from the workbook. This is the one of the most important indicators of the workbook's success.

4.8. Evaluation of the Supporting Materials of the Coursebook

This part aims to present the findings from the teacher questionnaire as to what the teachers thought about the supporting materials of the coursebook.

4.8.1. Results of the Teacher Questionnaire

Research question:

2-k. How successful are the supporting materials as a means of providing the teachers with enough help before, during, and after the lesson?

Regarding the research question related to this part, teachers were not satisfied with the supporting materials of the coursebook. There is only one item in this part which scored higher than 4.00. The rest of the items all scored under 3.66, which show the dissatisfaction among the teachers regarding the supporting materials of the coursebook. Table 4.8.1 presents the mean scores of the responses given to the supporting materials part of the teacher questionnaire:

Table 4.8.1. *Mean Scores of the Responses Given to the Supporting Materials Part in the Teacher Questionnaire*

ITEMS	N	Mean	Std. Deviation
44. Teacher's book is easy and clear to follow.	15	3,6667	1,04654
45. Teacher's book does not overload the teacher with lots of preparation.	15	4,0667	,88372
46. The teacher's book gives practical ideas about activities that could be used in the classroom like games, drama activities, etc.	15	3,2000	1,01419
47. The teacher's book states the aims of the activities and the exercises clearly.	15	3,4667	1,24595
48. Teacher's book clearly states the time allocated to each activity.	15	2,9333	1,22280
49. Teacher's book orientates the teacher effectively about the techniques and methods that can be used in the lesson.	15	3,0667	1,22280
50. The coursebook has the necessary audio materials that are needed for improving the listening and pronunciation skills of the students.	15	2,8667	1,50555
51. The coursebook has the necessary audio materials needed to teach some vocabulary or language items.	15	2,6000	1,35225

For Item 44, regarding the clarity of the teacher's book as to what it asks the teachers to do, 20 % indicated that they totally agreed with the item; 46.7 % indicated that they agreed with the item; 13.3 % indicated that they remained undecided, and 20 % indicated that they disagreed with the item. The mean score for this part is 3.66. These results showed that teachers found the teacher's book moderately successful regarding the clarity of the design and statements in the coursebook.

For Item 45, which stated that *Teacher's book does not overload the teacher with lots of preparation*, 33.3 % indicated that they totally agreed with the item; 46.7 % indicated that they agreed with the item; 13.3 % indicated that they remained undecided, and 6.7 % indicated that they disagreed with the item. The mean score for this item is 4.06, which means that teachers are content with the preparation load the teacher's book puts on them.

For Item 46, which stated *The teacher's book gives practical ideas about activities that could be used in the classroom like games, drama activities, etc.*, 6.7 %

indicated that they totally agreed with the item; 33.3 % indicated that they agreed with the item; 40 % indicated that they remained undecided; 13.3 % indicated that they disagreed with the item, and 6.7 % indicated that they totally disagreed with the item. The mean score for this item is 3.20, which means teachers thought that the teacher's book did not provide them with enough help for practical ideas most of the time.

For Item 47, *The teacher's book states the aims of the activities and the exercises clearly*, 13.3 % indicated that they totally agreed with the item; 53.3 % indicated that they agreed with the item; 13.3 % indicated that they remained undecided; 6.7 % indicated that they disagreed with the item, and 13.3 % indicated that they totally disagreed with the item. The mean score for this item is 3.46, which means that teachers thought that the coursebook sometimes provided them with the aims of the activities and exercises.

For Item 48, which stated *Teacher's book clearly states the time allocated to each activity*, 6.7 % indicated that they totally agreed with the item, 33.3 % indicated that they agreed with the item; 20 % indicated that they remained undecided; 26.7 % indicated that they disagreed with the item, and 13.3 % indicated that they totally disagreed with the item. The mean score for this item is 2.93, which clearly indicates that teachers did not find the coursebook effective in stating the time allocated to each activity.

For Item 49, which stated *Teacher's book orientates the teacher effectively about the techniques and methods that can be used in the lesson*, 6.7 % indicated that they totally agreed with the item; 40 % indicated that they agreed with the item; 20 % indicated that they remained undecided; 20 % indicated that they disagreed with the item, and 13.3 % indicated that they totally disagreed with the item. The mean score for this item is 3.06. According to these results, teachers did not find the teacher's book effective in giving them suggestions about the methods and techniques that could be used in the classroom.

For Item 50, which stated *The coursebook has the necessary audio materials that are needed for improving the listening and pronunciation skills of the students*, 13.3 % indicated that they totally agreed with the item; 33.3 % indicated that agreed

with the item; 6.7 % indicated that they remained undecided; 20 % indicated that they disagreed with the item, and 26.7 % indicated that they totally disagreed with the item. The mean score for this item is 2.86. This low score showed that teachers did not find the audio materials satisfactory or audio materials of the coursebook did not reach them at all.

For Item 51, which stated *The coursebook has the necessary audio materials needed to teach some vocabulary or language items*, 6.7 % indicated that they totally agreed with the item; 26.7 % indicated that they agreed with the item; 13.3 % indicated that they remained undecided; 26.7 % indicated that they disagreed with the item, and 26.7 % indicated that they totally disagreed with the item. The mean score for this item is 2.60, which is the lowest for this section. Teachers thought that the coursebook lacked the necessary audio materials needed to reinforce the learning process.

Along with the low means obtained in this section, the standard deviation rates show that there is a low level of agreement among the teachers regarding the responses given to the items. Figure 4.8.1. presents the results of the responses given to the supporting materials part of the teacher questionnaire in graph form:
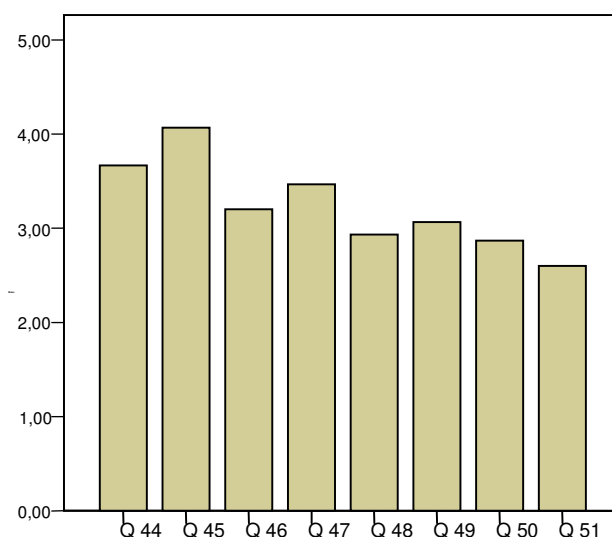
Figure 4.8.1. Results of the Responses Given to the Supporting Materials Part of the Teacher Questionnaire in Graph Form

4.8.1.1. Results of the Open – Ended Questions Part of the Teacher Questionnaire

Two of the teachers who filled in the questionnaire made direct reference to the supporting materials of the book. One of these teachers stated as two of the weakest points of the coursebook in the following way:

1. The teacher's book did not state the time allocated to each activity
2. The teacher's book did not include sample observation and evaluation sheets.

The same teacher suggested that the teacher's book should be more explanatory by stating the aims of the activities and the amount of time allocated to each activity.

Another teacher stated that the audio materials of the book were not sent so students could not listen to the songs in the classroom. The same teacher suggested that the ministry should be more cooperative and fast in providing the teachers with the course materials as soon as possible.

4.8.2. Results of the Interviews

Of the six teachers who were interviewed, all of them stated that the teacher's book served no function apart from being an answer key. They emphasized that the teacher's book was written as if a teacher from another area was going to use it and that an English teacher did not need the answers to the exercises, especially for that grade level. Instead, they maintained that teacher's book should have provided the teachers with information about methods and techniques that could be used with the activities and exercises. They also stated that they expected to see the stages of the lesson, practical ideas about games and drama activities, and ideas for remedial activities for different situations. They all stated that they found the teacher's book insufficient, as it did not do the necessary guidance.

It seems that the teacher's book does not seem to have fulfilled its aims in terms of supporting teaching and learning with additional materials. Especially the

teacher's book is far from satisfying the needs of the teachers. The important thing here is that the teacher's book has extra importance for the teachers who are novice and the ones who are not ELT graduates. Those teachers expect to see more than the answers to the exercises. They especially expect help about the teaching of the grammar activities. This could be an important point for the coursebook writers to consider because most of the English teachers in Turkey are either graduates of other departments or they are novice.

CHAPTER V

CONCLUSIONS

Presentation

The conclusions in the light of the research findings and the implications drawn from those conclusions are discussed in this chapter. Conclusions and implications are discussed based on the similarities and differences between teachers' and students' perceptions. Before the discussion of the findings, the macro and micro level implications of the study is discussed. After this discussion, the comparison of the findings of this study with the previous ones is placed. Suggestions for further implementation, limitations of the study and suggestions for further research are also included in this chapter.

5.1. What are the macro and micro implications of these results?

As mentioned earlier in the literature review section, materials evaluation is conducted in two categories: Macro and micro evaluation. Macro evaluation refers to the overall evaluation of the materials for accountability or developmental purposes by gathering information for administrative or curricular concerns (Ellis, 1998). This study, being a macro evaluation study, has some implications at the macro level. The first four items in the teacher questionnaire about the purpose, aim, and approach of the coursebook revealed favorable results at the macro level. The teachers evaluated the coursebook effective in terms of its macro components like its concordance with the curriculum in terms of approach and aim, and the suitability of the approach it employs for teaching English to young learners.

The teachers responded positively to the items about the match between the aims of the coursebook and those of the curriculum. This indicates that the coursebook is accountable for what it is designed to teach. In other words, it is on the right path to claiming to satisfy the demands of the curriculum in terms of aim.

Another point to mention here is that the coursebook is accountable not only for the curriculum it is designed for, but also for the aims of the teachers themselves. The teachers found it suitable not only to reach the aims of the curriculum, but also to reach their own aims. This enhances the impact of the coursebook in the eyes of the stakeholders.

The coursebook was also found effective in terms of the methods and techniques to teach English to young learners. The teachers found it not only in line with the approach, methods, and techniques prescribed by the curriculum, but also parallel to their own views about the methods and techniques to teach English to young learners. This is another point that reveals that the coursebook has reached its aims at the macro level.

The second type of evaluation mentioned in this study was micro evaluation. Micro evaluation is defined by Ellis (1998) as "a narrow-focus on some specific aspect of the curriculum or the administration of the programme." (p. 219). Although being a macro materials evaluation, this study has some implications at the micro level as well, as it focuses on some specific aspects of the coursebook. At the micro level also, the coursebook seems to have reached its aims. The results of the study revealed that both the teachers and the students found the coursebook effective in terms of its different components like its visual design, the presentation of the language and vocabulary items, effectiveness of the activities and the exercises, the supporting sources, and the supporting materials.

The visual design of the book, specifically its layout, design, color, print and publishing qualities, were found to be effective by both the teachers and the students. As these aspects of the coursebook were evaluated in detail and focused specifically, they can be categorized under the title of micro evaluation.

Another specific component which was focused on in detail was the presentation of language and vocabulary items. Although this part was evaluated both by the teachers and the students, the students' evaluation was more like impressionistic. In other words, the real evaluation here was done by the teachers. The teachers evaluated the presentation of the vocabulary and language items in detail including the aspects of variety of contexts, methods of grammar and

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vocabulary teaching, and suitability of the level of the vocabulary and language items to the age and grade level. The teachers were content with the presentation of the vocabulary and language items on the most part although they were confused about the presentation of the grammar items.

The evaluation of the activities and the exercises of the book part was the closest to micro evaluation. The only difference of the evaluation of this part from a micro evaluation was that the tasks were not evaluated based on explicit observation. The teachers and the students evaluated the tasks in the book based on their own experience with the book. Another difference was that the items in the questionnaires of this study focused on the evaluation of all of the activities and exercises in general, not on the evaluation of some specific task in detail. Still, it has implications at the micro level as it focuses on some specific aspects of the activities and exercises. Among these specific aspects were the appeal of the activities to five senses and multiple intelligences, addressing the four skills, the fun and enjoyment component, the quality and the quantity component, the quality of the songs and craft activities, the instructions, and the different types of interaction patterns in the classroom.

The rest of the titles (organization of the book, supporting sources, and the supporting materials) have some implications for the micro level evaluation as well. These parts were also evaluated by means of the items each focusing on a different aspect. Although the items did not aim to find in detail how a specific quality worked, they provided information about whether it worked or not.

This study is then, largely a macro evaluation study, which has some micro level implications. As the overall impact of all the titles were tried to be found out, this study is a macro evaluation study. However, as the specific components of the categories were focused on in detail, this study is a micro evaluation study, although not a perfect micro evaluation study.

5.2. Are there any differences in the perception of teachers and the students? If there are some differences, in what aspects?

Contrary to the expectations and assumptions stated in the introductory chapter, both the students and the teachers seem to share the same ideas about the coursebook in general. Both of the groups found the coursebook effective in meeting their needs related to language learning and teaching. The results also indicate that both parties were satisfied with the coursebook at a very high level except for a few points. As every material does, this coursebook has its own advantages and shortcomings. Therefore, it is very natural to state some negative points for this book as well. What is important here is that the advantages of the book outweigh the disadvantages. This is what this study shows.

Although it is stated that both the teachers and students share the same ideas in general, results of the study show that there were some differences between the perceptions of the teachers and the students as to the strong and weak parts of the coursebook. The results of the study also show that students were more satisfied with the coursebook than the teachers were.

The approach of the book to language learning and teaching was found to be effective by the teachers. All of the teachers stated that they found the approach of the book in line with the curriculum and their own views about language learning and teaching.

The purpose of the book was found in line with the purposes of the curriculum and with the teachers' own purposes about their students. This part was scored high by all of the teachers.

The visual design and layout of the coursebook was found the most successful common aspect of the coursebook by teachers and students. Both of the groups thought that the design and layout of the book, colors used in it, pictures, graphics, print style were all suitable to the grade level and effective. They also commented that the visual design of the coursebook was one of the greatest innovations in this coursebook since the visual aspects of the former books were very low. The only criticism brought to the visual elements was about its paper quality.

Teachers thought that the paper used in the book should have been of a better quality to make it more interesting and motivating for the students.

Supporting sources of the coursebook was another aspect of the book that was found successful by both of the parties. Again, it is seen as one of the greatest innovations of this coursebook. Both teachers and students thought that the consolidation and revision parts of the book and the workbook met their needs sufficiently so they did not have to prepare extra material for revision. Only teachers stated that the workbook may have included more varied exercise types.

The presentation of the language and vocabulary items part in the questionnaires bore interesting results. According to these results, this part represents the most positively scored aspect of the coursebook for the students. Teachers, on the other hand, seem to be less satisfied with the presentation of the language and vocabulary items in the coursebook. While most of the students stated that they could learn the vocabulary items and language points well thanks to the coursebook, teachers thought that the coursebook could not handle grammar well. Here, it may also be possible that students may have confused the presentation of the coursebook with their teachers' teaching styles. However, if this had been true, the standard deviations related to these items must have been broad. However, the standard deviations are narrow and this shows a high level of agreement and uniformity in responses. This means all of the students responded in the same way. This is only possible when they considered something common rather than their own teachers' teaching styles. Actually, teachers agree with the students in the effectiveness of the presentation of vocabulary items. However, they found the number of vocabulary items problematic. They thought that the number of vocabulary items students are expected to learn in a unit was above the age level.

The students scored the presentation of the language items highest in the questionnaires. This means they had full confidence in the coursebook as to what they have been presented. In other words, they found the presentation of the topics in the book effective. Teachers also found the presentation of the language items effective. However, the interview results showed that they sometimes did not have confidence as to how the book presented the topics. They needed more guidance and

a more solid ground to base their teaching on, because they felt that they sometimes could not follow the steps of grammar presentation. Some of them even asked for explicit grammar instruction. The reason for this may be several. First, most of the teachers who participated in the study were not graduates of foreign language education departments. They also did not receive a special training in teaching English to young learners. Moreover, they did not receive a special training in using this coursebook. Better results may have been obtained if these teachers received a training for using the coursebook.

Both the teachers and the students also found activities and exercises part of the coursebook effective. Results showed that students found the activities and exercises not only effective, but also enjoyable. This is an important point to consider, because the fun component is very important in teaching English to young learners. This aspect is also one of the most important innovations in this coursebook. Most of the teachers stated that English was students' favorite subject because of the activities and exercises. However, two items in this part seem to be problematic. The first of these items is Item 20, which is *I can understand the instructions of the exercises and activities clearly.* This result was confirmed by the interviews with the teachers when they stated that their students could not understand the instructions because they were above their level of proficiency. According to these results, the instructions of the coursebook should be reviewed and simplified to the degree of students' level of proficiency if possible. The second item which deserved attention was item 21, which stated *There are enjoyable songs in the coursebook for all the topics.* There may be one or two reasons as to why the students responded like this. The first probability is that students could not listen to any songs in the coursebook because, as most of the teachers stated, the CDs of the coursebook was not sent in time or was not sent at all. Therefore, students could not listen to the songs in the coursebook. The second probability is that the lyrics of the songs were difficult for the students to understand and to pronounce, so they did not like the songs. The teachers also confirmed this. This result also shows that some revision for the songs may be necessary.

Teachers also found the activities and exercises effective in general. However, the level of satisfaction was lower than the students' as in the other parts. Teachers also found the activities funny and enjoyable, therefore suitable to the age level. They maintained that students especially liked the craft activities. Teachers criticized the same points with the students. They thought that instructions and songs should have been simpler. One last criticism was made for the speaking activities. Teachers thought that the coursebook should have included more speaking activities. They criticized the book because it heavily relied on writing activities and stated that more opportunities should have been given to the student for speaking.

The organization of the coursebook was also one of the most successful aspects of the coursebook. Teachers thought that the coursebook had a clear organization both for the teachers and for the students. Teachers also found the grading and sequencing of the coursebook average. They only stated that the number of units are more than one can cover in a whole year.

The only problematic area about the coursebook seems to be its supporting materials. Teachers thought that the teacher's book was like an answer key. They added that teacher's book did not provide teachers with the necessary guidance as to which methods and techniques can be used. They also stated that they expected to see the stages of the lesson, practical ideas about games and drama activities, and ideas for homework in the teacher's book, but they could not. They stated that they did not use the teacher's book at all, as it did not provide them with help. They also criticized the ministry, as they had not been sent the supporting materials in time. They stated that they could not receive the audio CD in time, so they could not teach some of the songs.

5.3. Are there any differences between the findings of the current study and the former studies about coursebook evaluation?

Comparing the results of the EARGED and TÜBİTAK studies with the results of the current study, it can be implied that the coursebook *Time for English 4* is a great improvement in the design of materials for public primary schools. According to the results of these research studies, which were described in detail in

the literature review section, the majority of the teachers were not satisfied with the English coursebooks as they found them boring, grammar-based, and inadequate both in terms of the quality of practice activities and visual appeal. The results of the current study, however, showed that the teachers were quite satisfactory with the current coursebook and saw it as a great step in improving the materials for the public primary schools although there are still some points to consider and revise. Students, on the other hand, were content with the prior coursebooks, too. However, it was made obvious by the teachers participating in this study that English is their favorite lesson now thanks to the coursebook *Time for English 4*.

The results of this study highlighted the importance of the role of the materials in motivating the students towards the lesson especially in public schools where resources are scarce and limited. It has been shown by the current study once more that well-designed colorful materials motivate language learners of that age greatly.

5.4. Summary of the Study

This study aimed to evaluate the coursebook *Time for English 4* based on the perspectives of fourth grade students and fourth grade teachers in nearby districts of Ankara.

To fulfill that aim, two questionnaires and an interview document that aimed to evaluate the coursebook were developed by the researcher. Instruments were piloted with 6 English teachers and 45 students after the initial construction and necessary changes were made. The questionnaires were then administered to 102 randomly selected fourth grade students in nine public schools in Beypazarı and 15 fourth grade English teachers in 13 public schools in Beypazarı, Keçiören, Mamak and Altındağ. In addition, interviews were held with six teachers.

In order to analyze the quantitative data, descriptive statistics (mean, frequency counts and percentages) was used. Qualitative data obtained from the interviews was analyzed by means of content analysis.

The results of the study showed that both students and teachers were satisfied with the coursebook *Time for English 4* in general and they found it effective in reaching their language related aims. The level of satisfaction was higher among the students than the teachers. Teachers and students found the coursebook effective in terms of visual design, presentation of vocabulary and language items, activities and exercises, supporting sources, organization, approach and purpose. Students identified two problems about the instructions and songs in the coursebook. Teachers identified four more problems in addition to these. They maintained that the teacher's book should be more informative. They needed more guidance on how to present the language items. They emphasized that the number of vocabulary items students were expected to learn was above the age and grade level of the students. They also commented that the number of units were more than they could cover in one educational year.

5.5. Suggestions for the Implementation

5.5.1. Suggestions for the Textbook Committee

a. Instructions should be simplified to make it possible for the students to understand them without receiving help from the teacher all the time.

b. Songs should be selected from easier ones and from ones more directly related to the topics to make it possible for the students to sing them more easily and to make them a better means of revision.

c. The teacher's book should be revised and should guide the teachers better by explaining the steps in grammar teaching, giving practical ideas about games and drama activities, activities for surplus time, etc.

d. The audio material should include pronunciation exercises, too. These exercises do not have to be too detailed. Even if only the pronunciation of the vocabulary items are given, that would be enough for most of the situations.

e. Teacher's book should include ideas for speaking activities as well.

f. The number of writing activities should be lessened and balanced with the number of speaking activities in the upcoming editions if possible.

g. A demo session should be planned for the teachers who will use the coursebook for the first time both to answer their questions about the book and to guide them in presenting the topics.

h. Some of the craft activities must be removable from the coursebook. This way, students will develop a sense of finishing a project. This will nourish their self-confidence and help them to develop a positive attitude towards language learning.

5.5.2. Suggestions for the Teachers

a. Teachers may develop their own strategies to help students with the instructions. They may, for example, ask students to guess what they will do in the exercise and select the correct instruction from the board.

b. Songs may be changed with easier ones. There are different resources to find different kinds of materials. Among these are products of different publications, libraries, the internet, etc. Teachers may even share their resources and contribute to each other's material archive.

c. Teacher may decrease the number of vocabulary items students are expected to learn. If there are words that students do not need to learn at that age, teachers may start with omitting those words.

d. Halliwell (1993) suggests choosing a coursebook by discussing the matter with another teacher or a group of teachers. In the same way, teachers may discuss the necessity of some parts of the coursebook and omit some of the units if they do not have the needed time to finish them. At the beginning of the year, they may come together and decide how many units they can cover and how much time each unit requires.

e. Teachers may adapt some of the activities by adding a speaking component to it. Halliwell (1993) suggests using the pictures in the coursebook to "give a little

communicative twist" to the exercise (p.118.) For instance, teachers can use the pictures to have students form questions and answer them. If there are more than one exercises of the same kind, teachers may delete some of them and add their own activities about speaking or role-playing. If, for example, the teachers think that there are too many coloring or dot – to – dot activities about clothes, they can omit some of them and replace them with speaking about the clothes.

f. Again, Halliwell (1993) suggests that even if there is one coursebook that can be used, teachers may fill in an evaluation chart to identify the properties of the coursebook, to get a clear overview of the book and to identify the demands it puts on the teacher. If this is done and ideas are exchanged in groups, teachers may find solutions suitable to their own teaching context.

g. Teachers must participate in the in-service training courses and seminars whenever they are opened and increase their level of knowledge about teaching English to young learners.

5.5.3. Suggestions for the Ministry of National Education

a. The ministry must be quick in providing the teachers with the necessary course equipment. The CDs, teacher's books, coursebooks, video cassettes and other visual materials if any must be sent to each school as a package before the beginning of the instructional year.

b. The duration of the English lessons for one week must be increased if possible.

c. The demo cassettes about how to use the book must be sent to each educational district in time and teachers must be trained about the book before the beginning of the year.

d. The ministry must create opportunities for the English teachers to meet with the writers of the coursebook and consult them about how to use the book.

e. The ministry must educate all of the primary school English teachers about teaching English to young learners.

5.6. Limitations of the Study

There are four major limitations related to this research study. The first is about the number of the participants. The number of students and the teachers who participated in the study is limited and this may have affected the results of the study. If the number had been greater, the results would have been more representative of the target population.

The second limitation related to the study is that only teachers and students from certain districts were included in the study. Therefore, this study is generalizable to the schools included in the study. Teachers and students from different districts of Ankara may have been included in the study. This variety in the districts would have provided us with a broader perspective of the opinions of the whole population.

Another limitation of the study is about the characteristics of the participants. Working with the young learners requires a bit more attention because children have the tendency of being affected by the opinions of their teachers. If their teacher had a positive view about the coursebook, learners could also have stated a positive view about the coursebook. Even if this did not happen, they may have thought that they are being tested and produced favorable results because they thought they should have stated positive opinions.

Yet another limitation of the study is that some of the participants may have misinterpreted the items in the study, as they did not have prior knowledge about some terminology in the field of ELT. Although they were made the necessary explanations about some words like deductive, inductive, free practice, bodily – kinesthetic intelligence, etc., they may still have misinterpreted some of the terms. This may have affected the results of the study.

5.7. Suggestions for Further Research

This study is a macro evaluation study as it focuses on the evaluation of the general characteristics of the coursebook. Further research could focus on the micro

evaluation of the tasks and activities in the coursebook by means of observation. This would produce a deeper perspective about the effectiveness of the coursebook.

The coursebook can also be evaluated based on its separate dimensions like the socio-pragmatic aspects, culture, and depiction of the different groups in the society.

This study may also be replicated in different regions of Turkey with different participants. The number of participants could be increased.

Further study could also focus on the evaluation of the coursebooks of upper grade levels and compare the results of the two studies

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APPENDIX A

TEACHER QUESTIONNAIRE

A. KİŞİSEL BİLGİLER:

Okulun Adı: Mezun olunan bölüm ve okul (lisans):

Öğretmenlik deneyimi (yıl):   Son alınan derece (lisans, yüksek lisans vs.)

                                                      Alınan meslek içi eğitim sertifikaları:

B. YÖNERGELER:

Değerli öğretmenler,

Aşağıda yer alan anket, bu sene kullanmaya başladığınız 4. sınıf İngilizce kitabı *Time for English 4*'u değerlendirmeye yönelik olarak hazırlanmıştır. Bu anketten elde edilen veriler bir yüksek lisans araştırma tezi için kullanılacaktır.

Lütfen aşağıdaki anket maddelerini dikkatlice okuyarak size uygun gelen seçeneğin altındaki kutuyu işaretleyiniz. Ankete yaptığınız katkılar için şimdiden teşekkürler.

C. ANKET:

5 : Tamamen katılıyorum)   4: Katılıyorum 3: Kararsızım   2: Katılmıyorum   1: Kesinlikle katılmıyorum

	1	2	3	4	5
KİTABIN AMACI					
1. Kitabın amacı dil öğrenim müfredatının ve öğrencilerin dil öğrenme amaçlarıyla örtüşmektedir.					
2. Kitabın amacı benim öğrencilerim için belirlediğim amaçlarla örtüşmektedir.					
KİTABIN DİL ÖĞRENİM VE ÖĞRETİMİNE YAKLAŞIMI					
3. Kitap, müfredatta sözü geçen dil öğrenim yöntem(ler)iyle uyumludur.					
4. Kitap, ilköğretim 1. kademe düzeyindeki					

öğrencilere İngilizce öğretebilmek için etkili bir yaklaşım, yöntem(ler) ve teknik(ler) kullanmaktadır.				
KİTAPTAKİ GÖRSEL ÖĞELER				
5. Kitabın görsel tasarım ve sayfa düzeni 4.sınıf öğrencileri için uygun ve çekicidir.				
6. Basım ve yayın kalitesi oldukça iyidir.				
7. Kitapta kullanılan baskı, yazı türü ve harf puntoları yeterince okunaklı ve düzeye uygundur.				
8. Kitapta kullanılan resim ve grafikler düzeye uygun olarak yeterince renkli ve çekicidir.				
9. Grafikler ve resimler ait olduğu konu ya da alıştırmayı anlamaya yeterince yardımcıdır.				
10. Grafik ve resimler açık ve nettir; gereksiz detaylar taşımamaktadır.				
KELİME VE DİL ÖĞELERİNİN SUNUMU/ANLATIMI				
11. Kitap, öğrenci motivasyonunu artırmak için dil öğelerini (konuları) değişik ortamlarda anlatmaktadır. (örn. şarkılar, resimler, örnek cümleler, hikâyeler, vs.)				
12. Kitapta öğretilen kelimeler öğrenci düzeyine uygundur.				
13. Kelimeler yaş düzeyine uygun yöntemlerle anlatılmaktadır. (örn. resimlerle)				
14. Kelimeler kolaydan zora doğru verilmektedir.				
15. Öğrencilerin bir ders ya da bir haftada öğrenmesi beklenen kelime sayısı düzeye uygundur.				
16. Kelimeler yeterli bir şekilde kullandırılmakta (alıştırmalarla) ve tekrar edilmektedir.				
17. Kitap grameri sezdirme (inductive) yöntemiyle öğretmektedir. (kuralı öğrenciye sezdirerek.)				
18. Kitap grameri doğrudan kuralları vererek öğretmektedir.				

ETKİNLİKLER VE ALIŞTIRMALAR					
19. Etkinlikler ve alıştırmalar öğretilen konuyla ilişkilidir.					
20. Etkinlikler ve alıştırmaların sayısı öğrencilere yeterince pratik yaptıracak miktardadır.					
21. Etkinlikler ve alıştırmalar yaş düzeyinin ilgisini çekecek şekilde zevkli ve eğlencelidir.					
22. Etkinlikler ve alıştırmalar dört dil becerisinin gelişimine yardımcı olmaktadır.					
23. Etkinlik ve alıştırmalar farklı öğrenme tarzlarına ve zeka türlerine hitap etmektedir.					
24. Etkinlik ve alıştırmalar kolaydan zora doğru gitmektedir.					
25. El becerisi etkinlikleri öğrencilerin hem motor becerilerini hem de dil becerilerini geliştirmeye yardımcı olmaktadır.					
26. Oyunlar öğretici ve eğlendiricidir.					
27. Alıştırmalar öğrencilerin düzeylerinin üstünde bilgi ya da beceri gerektirmemektedir.					
28. Yönergeler yeterince anlaşılır ve takip etmesi kolaydır.					
29. Alıştırmalardan önce örnek alıştırmalar verilmiştir.					
30. Etkinliklerde değişik sınıf içi etkileşim yöntemlerine yer verilmektedir. (eşli çalışma, grup çalışması, bireysel çalışma.)					
31. Etkinlikler ve alıştırmalar dilin serbest kullanımı (free practice) için yeterli fırsat sağlamaktadır.					
32. Öğrencilerin yabacı dilde iletişim becerilerini geliştirmek için iletişimsel (communicative) etkinliklere yer verilmektedir.					
ORGANİZASYON VE KONU SIRALAMASI					
33. Kitabın organizasyonu öğretmenler için					

anlaşılır ve takip etmesi kolaydır.				
34. Kitabın organizasyonu öğrenciler için anlaşılır ve takip etmesi kolaydır				
35. Kitap kullanıcıya kolaylık sağlamakta ve bunun için gerekli yönlendirmeleri yapmaktadır (user – friendly). (Önsöz, içindekiler kısmı, arka kapak bilgisi, alıştırmalar için gerekli boşluklar, vs.)				
36. Ünitelerin kendi içlerindeki organizasyonu anlaşılır ve takip etmesi kolaydır.				
37. Derste öğretilmesi amaçlanan dil ve kelime konuları öğrenci seviyesine uygundur.				
38. Konular mantıklı bir sıralamaya uygun dizilmişlerdir. (örn. 10 – 100 arası sayıların öğretiminin 1 – 10 arası sayıların öğretiminden sonra gelmesi.)				
39. Kitap değişik durumlara kolayca adapte edilebilir ve esnektir.				
DESTEKLEYİCİ KAYNAKLAR				
40. Tekrar kısımları (consolidation/revision) yeterice tekrar yapmaya elverişlidir.				
41. Workbook alıştırmaları hem sayı hem nitelik olarak yeterlidir.				
42. Workook alıştırmaları üzerinde çalışılan konuyla ilişkilidir.				
43. Workbookta çeşitli alıştırma formatları kullanılmıştır.				
DESTEKLEYİCİ MATERYALLER				
44. Öğretmen kitabının (ÖK) anlaşılması ve takip edilmesi kolaydır.				
45. ÖK öğretmene aşırı bir hazırlık yükü yüklememektedir.				
46. ÖK öğretmenlere sınıfta kullanılabilecek oyun, drama vb. aktivitelerle ilgili pratik fikirler vermektedir.				

47. ÖK aktivitelerin ve alıştırmaların amaçlarını açıkça belirtmektedir.					
48. ÖK her aktivite ve alıştırmaya ayrılması gereken zamanı açıkça belirtmektedir.					
49. ÖK kullanılabilecek yöntem ve tekniklerle ilgili tavsiyeler vermektedir.					
50. Kitap, dinleme ve telaffuz becerilerini geliştirmeye yönelik ses materyallerine (kaset, CD gibi) sahiptir.					
51. Kitap, dilbilgisi ve kelime öğretimini kolaylaştırmaya yönelik görsel materyallere (poster, flash card, chart, vb) sahiptir.					

1.   Sizce kitabın en zayıf tarafları hangileridir? (en fazla üç madde yazınız)

…………………………………………………………………………………………

…………………………………………………………………………………………

2.   Sizce kitabın en iyi ve güçlü tarafları hangileridir? (en fazla üç madde yazınız)

…………………………………………………………………………………………

………………………………………………………………………………………….

3.   Bu kitabın daha iyi bir hale getirilebilmesi için sizce neler eklenmeli ya da çıkarılmalıdır?(en fazla üç öneri yazın)

…………………………………………………………………………………………

…………………………………………………………………………………………

APPENDIX B

STUDENT QUESTIONNAIRE

A. KİŞİSEL BİLGİLER

Okul:

Sınıf:

B. YÖNERGELER

Sevgili öğrenciler,

Aşağıda, bu sene İngilizce dersinizde kullandığınız *Time for English 4* adlı kitap hakkındaki düşüncelerinizi yansıtabileceğiniz bir anket yer almaktadır. Ankete vereceğiniz cevaplar bir araştırma tezinde kullanılacaktır. Lütfen soruları dikkatlice okuyup size uygun gelen kutunun içine bir adet çarpı koyunuz. Katkılarınız için şimdiden teşekkürler.

C. ANKET

1 = Hiç katılmıyorum   **2= Katılmıyorum**   **3=Kararsızım**

4= Katılıyorum   **5 = Tamamen katılıyorum**

	1	2	3	4	5
KİTABIN GÖRÜNÜMÜ					
1. Kitabın görünümünü genelde beğeniyorum.					
2. Kitap oldukça sağlam ve dayanaklıdır.					
3. Kitapta kullanılan kâğıt kalitelidir.					
4. Kitapta kullanılan yazı tipini kolaylıkla okuyabiliyorum.					
5. Kitabı rahatlıkla taşıyabiliyorum; kitap ağır değil.					
6. Kitaptaki resimler oldukça renkli ve güzel.					
7. Kitaptaki resimler konuyu anlamama yardımcı oluyor.					
8. Kitaptaki sayfa düzenini rahatça anlayıp takip edebiliyorum					
KELİME VE KONU ANLATIMI					
9. Kitap bilmediğim kelimelerin anlamlarını veriyor					

10. Kitap kelimeleri benim anlayabileceğim şekilde anlatmış.					
11. Yeni kelimeler daha sonraki konularda değişik cümlelerde geçiyor.					
12. Konuları çok ilgi çekici buluyorum ve beğeniyorum					
13. Kitapta işlenen konular kolaydan zora doğru gidiyor.					
14. Kitap sayesinde İngilizce selamlaşabiliyor ve selamlama kelimelerini anlayabiliyorum.					
15. Kitap sayesinde sınıftaki nesnelerin isimlerini söyleyebiliyor ve bu nesneleri tanımlayabiliyorum.					
16. Kitap sayesinde aile üyelerimi İngilizce olarak tanıtabiliyorum.					
17. Kitap sayesinde 1'den 10'a kadar sayabiliyor ve sayıların İngilizcesini anlayabiliyorum.					
ALIŞTIRMA VE ETKİNLİKLER					
18. Kitaptaki alıştırma ve etkinlikler hep aynı ve çok sıkıcı.					
19. Kitaptaki alıştırma ve etkinlikler konuyu pekiştirmeme yardımcı oluyor.					
20. Alıştırmaların nasıl yapılacağını anlatan İngilizce açıklamaları rahatlıkla anlayabiliyorum.					
21. Kitapta her konuyla ilgili eğlenceli şarkılar var.					
22. Kitaptaki etkinlikler ve alıştırmalar seviyeme uygun.					
23. Kitaptaki oyunlar hem eğlenceli hem konuyu öğretici.					
24. Kitaptaki elişi etkinlikleri konuyu anlamama yardımcı oluyor.					
YARDIMCI KAYNAKLAR					
25. Kitapta eski konular arada sırada tekrar ediliyor.					
26. Kitaptaki resimli sözlük kelimeleri öğrenmeme ve tekrar etmeme yardımcı oluyor.					
27. Alıştırma kitabı (workbook) konuyu daha iyi anlamamı sağlayan alıştırmalara yer veriyor.					
28. Alıştırma kitabındaki etkinlikler çok çeşitlidir.					
29. Alıştırma kitabındaki etkinlikler çok eğlencelidir.					
30. Alıştırma kitabında yeterli sayıda alıştırma var.					

APPENDIX C

INTERVIEW QUESTIONS

1. Do you think the coursebook is suitable to needs and the purposes of the curriculum and your own needs and purposes?

2. What do you think about the approach of the coursebook to language learning and teaching? Is it appropriate to teach English to young learners? Does it fit your own approach?

3. What do you think about the visual design of the coursebook? Is it effective in terms of:

    a. design and layout?

    b. print, paper, font size, font type?

    c. pictures and graphics?

4. What do you think about the presentation of vocabulary and language items? Do you think they are effective in motivating and teaching the students?

5. What do you think about the activities and exercises in the book? Please specifically refer to:

    a. the fun and motivation component

    b. adequacy of the exercises in terms of number and quality

    c. variety of the exercises and activities

    d. integration of the skills into the exercises and activities

6. How do you evaluate the organization of the book? Is it appropriate in terms of:

    a. the sequencing of topics

    b. clarity of the design

    c. clarity of the organization of the units within themselves

    d. flexibility and adaptability

7. Are the supporting sources effective in providing the students with extra practice? Why?

8. What do you think about the supporting materials? Do you think they adequately support the teacher in the preparation, instruction and evaluation processes? Why?