

**EVALUATION OF *BASE 2*,
AN INTERMEDIATE TEXTBOOK FOR
TEACHING ENGLISH AT BİLKENT UNIVERSITY:
A CASE STUDY**

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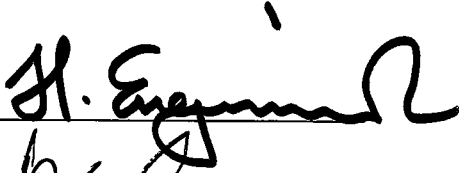



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ABSTRACT

**EVALUATION OF *BASE 2*,
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The aim of this study was to carry out a research to evaluate an EFL (English as a Foreign Language) intermediate level textbook, *BASE 2* (Bilkent Academic Studies in English) in relation to its different components.

The study was conducted in BUSEL (Bilkent University School of English Language). The subjects of the study were ten teachers who were teaching intermediate level students and fifty students who were selected from three different intermediate level classes. The three classes were selected according to the students' exam grades and they represented the students with the highest, average, and the lowest exam grades compared to all intermediate level students in BUSEL.

The instruments of this study were one teacher questionnaire and one student questionnaire. The teacher questionnaire was in English and the student questionnaire was in Turkish. Both questionnaires' aims were to evaluate *BASE 2* in terms of its components.

Data analysis was done through frequency counts. Frequency of the student and the teacher responses to each item in the questionnaires was calculated. Frequency counts were also used to obtain percentages of the responses given to each item in the questionnaires. In addition, the significant differences and similarities between the teachers' and the students' perceptions about the textbook were presented.

The data analysis showed that both the teachers and the students were generally positive about *BASE 2*. It was found that the teachers were more positive about the textbook than the students. However, some parts in the textbook were found insufficient by the teachers and the students.

In the light of the findings of the study, it is suggested that the insufficient parts of the textbook should be improved or supplemented. The objectives of the course and the rationale behind the activities in the textbook should also be explained to the students so that students' awareness in using the textbook can be raised.

Key Words: Materials Evaluation, Textbook Evaluation.

ÖZ

BİLKENT ÜNİVERSİTESİNDE İNGİLİZCE ÖĞRETİMİNDE KULLANILAN VE ORTA DÜZEY BİR DERS KİTABI OLAN *BASE 2*'NUN DEĞERLENDİRİLMESİ: ÖRNEK ÇALIŞMA

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Bu çalışmanın amacı İngilizce öğretiminde kullanılan ve orta düzey bir ders kitabı olan *BASE 2* (Bilkent Academic Studies in English)'nin, kitabı kullanan öğretmenler ve öğrenciler tarafından değerlendirilmesini sağlayacak bir araştırma yürütmektir.

Bu araştırma Bilkent Üniversitesi İngiliz Dili Meslek Yüksek Okulu'nda (İ.D.M.Y.O.) gerçekleştirilmiştir. Çalışmanın denekleri orta düzey öğrencilerine ders veren on öğretmen ve üç farklı orta düzey sınıflarından seçilmiş elli öğrencidir. Çalışmaya katılan üç sınıf, sınıflardaki öğrencilerin sınav notlarına göre seçilmiştir

ve sınıflar İ.D.M.Y.O.'daki tüm orta düzey öğrencilerine oranla en yüksek, orta ve en düşük sınav sonuçlarına sahip olan öğrencileri temsil etmektedir.

Bu çalışmanın araçları bir öğretmen anketi ve bir öğrenci anketidir. Öğretmen anketi İngilizce, öğrenci anketi ise Türkçedir. Her iki anketin amacı *BASE 2* kitabının bölümleriyle birlikte derlendirilmesidir.

Veri analizi frekans dağılımının hesaplanmasıyla yapılmıştır. Anketlerdeki sorulara verilen cevapların yüzdesini hesaplamak için de öğretmen ve öğrencilerin her soruya verdikleri cevapların frekans dağılımı kullanılmıştır.

Elde edilen veriler göre hem öğretmenler hem de öğrencilerin *BASE 2* kitabı hakkında genelde olumlu görüşlerinin bulunduğu görülmüştür. Öğretmenlerin kitap hakkındaki görüşlerinin öğrencilerin görüşlerine oranla daha olumlu olduğu bulunmuştur. Ama kitabın bazı bölümleri hem öğrenciler hem de öğretmenler tarafından yetersiz bulunmuştur.

Çalışmanın bulgularının ışığı altında kitabın yetersiz bölümlerinin geliştirilmesi veya desteklenmesi önerilmektedir. Öğrencilerin kitabı kullanmalarında daha bilinçlenmeleri için öğrencilere dersin amaçları ve kitaptaki aktivitelerin ardındaki mantık açıklanmalıdır.

Anahtar Kelimeler: Materyal Değerlendirme, ders kitabı değerlendirme.

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To my parents



TABLE OF CONTENTS

	Page
ABSTRACT.....	iii
ÖZ.....	v
ACKNOWLEDGEMENTS.....	vi
TABLE OF CONTENTS	ix
CHAPTER	
1. INTRODUCTION	1
1.0 Presentation.....	1
1.1 General Background to the Study.....	1
1.1.1 Reasons for Using a Textbook	2
1.1.2. Principles for Effective ELT Materials.....	6
1.1.3. Skills in EFL Intermediate Level Textbooks	14
1.1.4 The Need to Evaluate Textbooks.....	21
1.1.5 The Need to Evaluate <i>BASE 2</i>	25
1.2 Aim of the Study	28
1.3 Problem Statement.....	28
1.4 Limitations	31

2. REVIEW OF LITERATURE.....	32
2.0 Presentation.....	32
2.1 The Concept of Materials Evaluation.....	32
2.2 Principles and Process of Materials Evaluation.....	34
2.3 Textbook Evaluation.....	42
2.4 An Empirical Study on Textbook Evaluation.....	44
3. METHOD OF DATA COLLECTION AND DATA ANALYSIS.....	46
3.0 Presentation.....	46
3.1 Subjects.....	46
3.2 Instruments.....	49
3.2.1 Teacher Questionnaire.....	49
3.2.2 Student Questionnaire.....	51
3.2.3 Validity of the Instruments.....	53
3.3 Data Collection Procedure.....	54
3.4 Data Analysis.....	54
4. INTERPRETATION OF RESULTS AND DISCUSSION.....	56
4.0 Presentation.....	56
4.1 Interpretation of Results.....	56
4.2 Comparison and Contrast of Both Questionnaires.....	69
4.3 Suggestions.....	73

5. CONCLUSION	76
5.1 Summary	76
5.2 Implications	77
5.3 Suggestions for Further Study	79
5.4 Sample Supplementary Speaking Material	80
REFERENCES	82
APPENDICES	
APPENDIX A	A Copy of the Teachers' Questionnaire85
APPENDIX B	A Copy of the Students' Questionnaire90
APPENDIX C	TABLE 1 Frequency Analysis and Percentages of Teacher Responses to the Items94
APPENDIX D	TABLE 2 Frequency Analysis and Percentages of Student Responses to the Items103
APPENDIX E	Example Consolidation Part for Unit 2 from <i>BASE 2</i>109
APPENDIX F	Example Vocabulary Journal Pages taken from <i>BASE 2</i> 112.
APPENDIX G	Example Reference Pages takes from <i>BASE 2</i>115
APPENDIX H	Sample Supplementary Speaking Material for <i>BASE</i> 2: Student's Handout117
APPENDIX I	Teacher's Notes for the supplementary Speaking Material120
APPENDIX J	Example Speaking Activities taken from <i>BASE 2</i>124

CHAPTER I

INTRODUCTION

1.0 Presentation

In this chapter, the general background to the study, the aim of the study, the problems and limitations concerning the study will be presented.

1.1 General Background to the Study

The textbook is seen as a major tool in ELT (English Language Teaching) classes due to various reasons. The textbook provides a framework for teachers in achieving the goals and the objectives of the course. It helps and guides the teacher while he or she is conducting the lesson. It reflects the course's approach to language learning and the chosen type of methodology. In addition, it plays an important role in the learning process on behalf of the learners. Since learners have direct contact with the textbook, it affects their performance throughout the course. The teacher being the first, the textbook is the second important source of input for learners,

especially in EFL (English as a Foreign Language) classes where learners usually have the chance of using the language only in the classroom. Therefore, the textbook may be one of the most frequently used sources of reference and self-study tools for the learners outside the classroom. Unlike in an ESL (English as a Second Language) situation, in an EFL classroom, students do not have the opportunity to hear and use the language in their daily lives. The amount of language input may be limited with foreign TV channels, English songs, and English newspapers. The only communication may be through Internet in which only reading and writing in the language may be emphasised. Therefore, among these limited sources of the language, textbooks seem to be the most important and the most available learning tools in EFL classes. In other words, it serves as a bridge between the learners and the target language. As it is a significant source of input, the textbook has a big influence on the learners' output in English. Because of its huge effect on the learning process, it is necessary to examine the place of textbooks in ELT by reviewing the reasons for using a textbook, the basic features that should be in a textbook and the need to evaluate textbooks.

1.1.1 Reasons for Using a Textbook

Learning a foreign language in a classroom setting needs a lot of guidance. Learners should be provided with input before they are expected to come up with an output in English. Teachers generally make use of some teaching materials to provide input to learners. The textbook is seen as the most common type of material that is used by EFL teachers. Teachers may vary in the degree that they use the

textbook. Some teachers may prefer to use the textbook selectively, supplemented by other materials whereas some teachers may perceive it as a *Bible*, using it extensively, page by page. No matter how teachers see the use of the textbook, they have similar reasons for using it.

Ur (1996:184) lists the possible reasons for using a textbook under the following seven categories:

1. Framework
2. Syllabus
3. Ready-made texts and tasks
4. Economy
5. Convenience
6. Guidance
7. Autonomy

The first reason for using a textbook is that a textbook provides a clear framework that helps the teacher and the learners know where they are going and what is coming next. The second reason is that a textbook may serve as a syllabus in which a planned and balanced selection of language content will be covered. If a specific syllabus is missing in a course, the textbook may replace the function of the syllabus. Therefore, the textbook may select and organise the necessary structures and skills instead of the teacher. The textbook also includes ready-made texts and tasks, which saves the teacher's time. Without a textbook, the teacher needs to spend a lot of time selecting or preparing appropriate materials for learners and their levels.

Another reason is related to economy. Ur (1996:185) suggests that a book is the cheapest way of providing learning material for each learner. Furthermore, a book is a convenient package. One can carry around easily because its components

stick together and stay in order. Also, there is no need for electricity supply like a computer. Another point is that it provides guidance not only to learners but also to teachers. Inexperienced teachers may benefit from the textbook and its manual. Most textbooks have teacher's manual in which techniques for presenting and practising the new structures of the language are suggested.

The last category, which is autonomy, is a good reason for using a textbook in the name of learners' self-study. With the help of the textbook, learners learn or review the content of the course in the absence of the teacher. This, of course, increases the learners' autonomy.

O'Neill (1990:150) also raises similar points in favour of using a textbook in language learning in his article "Why use textbooks?" He suggests that a textbook provides teachers with a grammatical and functional framework in which they can work. Although it has been argued that this framework is never the same from one group to another and it may not be appropriate for all groups of learners, he claims that the framework presented in textbooks is a result of the language itself, not just the result of the learners' needs. He believes that all learners need to learn some basic language structures even though they may show differences in using them. O'Neill (1990:151) asks: "...do not almost all learners at elementary, intermediate, and even many advanced levels have to learn the same basic grammatical and functional framework in order to make use of the language in their own particular ways?" As O'Neill states, a textbook can always be found to provide learners with the language, which is necessary and useful.

The second reason that O'Neill suggests for using a textbook is similar to Ur's Autonomy. A textbook gives learners a chance of catching up with the class when they miss lessons. In addition, learners have the chance of being prepared in advance for lessons. This may solve most of the problems in mixed-ability classes. If a learner has difficulties in catching up with the pace and level of the other learners, the textbook makes it possible for him or her to review the previous lesson and prepare for the coming one.

The third reason O'Neill mentions for using the textbook is practicality. O'Neill claims that "No other medium is as easy as a book" because it is easy to carry and look at where and when the learner wants to. In addition, it is cheaper and more durable than in-house materials. In-house materials can easily get out of order or lost as they are commonly in the form of "showers of single page handouts" (in Robinson, 1991:58). On the other hand, a textbook is always complete and in an order.

Due to the advantages listed above, a textbook has always been the most preferred teaching material. A particular textbook may be seen as "inappropriate" for a group of learners but may be "appropriate" for another group. Similarly, teachers or designers of a course may refuse to use a particular textbook but may choose another textbook depending on their own teaching situation. There are hundreds of textbooks available on the market. This also shows the popularity of textbooks over other teaching materials. It seems that for a few decades more textbooks will remain to be the most common and preferred teaching and learning aid in language classes.

1.1.2. Principles for Effective ELT Materials

As it has been stated before, there are various types of textbooks available on the market. Due to this variety, textbook selection, which will be discussed in detail later in the following sections of this study, becomes an important issue in ELT courses. In order to select the appropriate textbook, teachers or course designers should be aware of the basic components that should be in teaching materials. Therefore, it is necessary for teachers or course designers to know the general principles for the development of materials for the teaching of languages. Tomlinson (1998:1-22) lists down fifteen principles for effective ELT materials. People who are in charge of the evaluation or selection of textbooks need to consider these principles. The principles, which will be listed here, include all teaching materials; however, it is possible to relate them to textbooks. Another point is that it may not be possible for a textbook to include all of these principles, but at least it should cover most of them for effective learning. In addition, teachers may list these principles according to the most important to the least depending on their courses' and learners' needs.

1. Materials should be designed to achieve impact. With the help of the materials, learners' curiosity, interest, and attention should be attracted to facilitate learning. Impact can be achieved by making use of unusual topics, illustrations, and activities, which can be named as "novelty". "Variety" is another tool to achieve impact. The monotony of a unit routine may be broken with an unexpected activity or many different text types taken from different types of sources may be used. "Attractive presentation", such as use of attractive colours and photographs, is also

useful. In addition, materials should contain appealing content. Universal themes as well as logical references should be included. If the topics in the textbook are too unfamiliar to the learners then they may hinder the materials' actual purpose, which is teaching the language. However, something interesting for a learner may not be so for another learner as impact is variable. So, material designers need to offer choice with a variety of topics, texts, and activities.

2. Learners should feel at ease and develop confidence while they are working on the materials. As Dulay, Burt and Krashen state (in Tomlinson, 1998:8): "... the less anxious the learner, the better language acquisition proceeds. Similarly, relaxed and comfortable students apparently can learn more in shorter periods of time." Learners feel more comfortable with materials with lots of white space rather than with materials in which there are lots of activities on the same page. In addition, material designers should develop materials with texts and illustrations that learners can relate to their own culture and they should help learners to be more comfortable. Learners should feel that the materials are trying to help them to learn, not always testing them. Therefore, material designers should provide the learners with content and activities that encourage learners' personal participation. Also, materials should include "concreteness" through examples and anecdotes. Another point is "inclusiveness". Materials should not suggest or imply any intellectual, linguistic or cultural superiority over the learners. Instead, they should aim to develop confidence in learners. This can be achieved through activities which are problematic but at the same time achievable. Material designers should not underestimate learners' abilities.

They should include tasks which are built on their existing proficiency and make use of their "extra-linguistic" skills like their imagination and creativity.

3. What is being taught should be perceived by learners as relevant and useful. This principle is usually not considered because it is generally believed that "only" teachers can know what is relevant and useful for their learners. Therefore, it is not "necessary" to explain the rationale behind the materials to learners because they are "unaware" of the objectives of the course, of that specific lesson, etc. This is a wrong belief. The needs and wants of the learners do not always match and this is partly the result of excluding learners in the decision making process. If learners do not believe in the relevancy of the material to their purpose of learning the language, their attitudes toward that material will be negative. What can material designers do to achieve a perception of relevance and utility? They can relate the teaching points to interesting and challenging classroom tasks and present them in ways that could facilitate the achievement of task outcomes designed by learners. A variety of topics and tasks again may be helpful in achieving perception of relevance and utility.

4. Material designers should develop materials that require and facilitate learner self-investment. This principle aims to involve learners in activities that require them to make discoveries for themselves. If learners invest interest, effort and attention in learning activities then they will profit more. These activities should be learner-centred discovery activities. Material designers can facilitate self-discovery by involving learners in mini projects such as finding supplementary material for

particular units in the textbook and making decisions about which texts to use and how to use them.

5. Learners must be ready to acquire the points being taught. They should be ready both in physical and mental sense. According to Krashen (in Tomlinson, 1998:12), "each learner will only learn from the new input what he or she is ready to learn". The learners will be ready to acquire the new input mentally if the new input is presented with or through something that the learners are familiar with. Material designers may help learners achieve readiness by ensuring that the learners master the developmental features of the previous stage before teaching a new one. For example, material designers should consider the sequencing of the language points. Although learners may vary in the order of learning the language, teaching "second conditional" before the "first conditional" would be inappropriate. So, materials need to include activities which will help learners become ready for the new input. We cannot just select a particular point to teach and assume that all learners are ready and willing to learn it.

6. Material designers should expose the learners to language in authentic use. Especially, in EFL situation where learners have little or no opportunity to have access to authentic materials, it is advisable for the teacher to bring these materials into the classroom. When learners are given some kind of a new input, they should also see that input in different contexts in real life situation. Materials may include authentic input by including authentic spoken and written texts. Also, they may suggest activities in which learners will be involved in some authentic tasks, like

listening to the radio or interviewing with peers, teachers. However, authentic input should be comprehensible depending on the learners' levels. In addition, it should reflect the characteristics of authentic discourse in the target language. This requires the materials to vary in style, mode, medium and purpose and to be rich in features. The learners should not be passive recipients of the authentic input; they need to interact with it.

7. The learners' attention should be drawn to linguistic features of the input. This attention paid to the language can be either "conscious" or "subconscious". For example, learners may be paying conscious attention to description of a process but may be paying subconscious attention to passive structure or vice versa. The important thing is that material designers should guide learners while they are becoming aware of the gap between a particular feature of their interlanguage and the equivalent feature in the target language. This awareness will facilitate learners' acquisition. Of course, there will not be an instant change in the learners' proficiency; however, learners will receive future relevant input towards acquisition.

8. Material designers should provide the learners with opportunities to use the target language to achieve communicative purposes. In order to achieve this, materials should include situations in which learners will have the chance of determining the content, strategies, and expression of the interaction. This will help learners to develop *strategic competence* which is a basic skill in communication. Materials should require learner interaction through information or opinion gap

activities or post-listening and post-reading activities which will require the learners to communicate with each other.

9. Material designers should take into account that the positive effects of instruction are usually delayed. It is known that acquisition does not take place instantly. It results from "the gradual and dynamic process of internal generalisation". Therefore, learners should not be expected to learn and use a new feature in the same lesson. Most textbook writers disregard this principle by presenting, practising a new feature and expecting learners to produce it in the same unit. However, this PPP (Presentation, Practice, Production) approach may be adopted if production stage is seen as a reinforcement rather than correct production. Or production stage may be postponed to another unit when the learners have enough exposure to the new input and enough practice in using it. So, material designers should not force learners to come up with an immediate output and should recycle the new input to promote durable learning.

10. Material designers should take into account that learners differ in learning styles. Different learners have different preferred learning styles. Material designers should consider this difference and provide learners with a variety of activities that will appeal to all learners. In order to know the kinds of activities to include in the materials, it is necessary to know the styles of learning relevant to language learning. Tomlinson (1998:17) lists nine different styles of learning to be considered in the materials:

- visual* (e.g. the learner prefers to see the language written down)
- auditory* (e.g. the learner prefers to hear the language)
- kinaesthetic* (e.g. the learner prefers to do something physical)
- studial* (e.g. the learner likes to pay conscious attention to the linguistic features of the language and wants to be correct)
- experiential* (e.g. the learner likes to use the language and is more concerned with communication than correctness)
- analytic* (e.g. the learner prefers to focus on discrete bits of the language and to learn them one by one)
- global* (e.g. the learner is happy to respond to whole chunks of language at a time and to pick up from them whatever language s/he can)
- dependent* (e.g. the learner prefers to learn from a teacher and from a book)
- independent* (e.g. the learner is happy to learn from their own experience of the language and to use autonomous learning strategies)

So material designers should take these different styles of learning into consideration and should not assume that all learners can benefit from just one style.

11. Material designers should take into account that learners differ in affective attitudes. Generally, material designers assume that all learners have high motivation and positive attitude towards language learning. This is a wrong belief. In fact, each learner may differ in their short term and long term motivation, feelings and attitudes about learning, teachers, peers and materials. This requires the materials to provide variety in language instruction appealing to different cognitive styles and different affective attitudes. In order to achieve this, material designers may provide choices of different types of texts and activities. In addition, optional materials should be included for more positive and motivated learners. There can be activities in which learners can discuss their attitudes and feelings about the course or the materials. Material designers should also be aware of the cultural sensitivities of the learners. Another point, which is often missing in most of the textbooks, is that in the

teacher's book general and specific advice can be given to teachers on how to respond to negative learners. As a last point in this principle, materials should give way to flexibility in the implementation so that learners will not be forced to act in a certain way.

12. Material designers should permit a silent period at the beginning of instruction. This principle is again related to the learners' readiness to use the language. The learners should not be forced to produce the new language immediately before they are really exposed to sufficient input and gained confidence in understanding it. Especially in the early phases of instruction, learners should be involved in activities that initially require comprehension rather than production. Starting the course with a Total Physical Response approach would be a good example for permitting a silent period.

13. Material designers should maximise learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right and left brain activities. Activities in the materials should include analytic, creative, evaluative and rehearsal demands on learners' capacity. In addition, the content should not be banal and it should stimulate learners' thoughts and feelings in order to achieve a deeper and more durable learning. Another point is that the activities should not be too simple. Learners should involve in some kind of a cognitive process. The idea of maximising learning potential is a basic principle in Lazanov's Suggestopedia. In Suggestopedia, the new information is received and stored in

many different parts of the brain through states of consciousness, like engaging the learners in a variety of left and right brain activities in the same lesson.

14. Materials should not include too much controlled practice. The belief underlying this principle is that controlled practice has little long-term effect on the accuracy. In addition, it has been raised that controlled practice activities can not facilitate meaningful learning. However, most textbooks still offer an extensive use of controlled practice whereas most people believe that it is a waste of time and it does not lead to durable learning.

15. Material designers should provide opportunities for outcome feedback. Feedback should focus on the effectiveness of the output rather than the accuracy of the output. Especially, if learners are expected to achieve a communicative purpose, effectiveness of the output will be more important than its accuracy.

1.1.3. Skills in EFL Intermediate Level Textbooks

In the light of the general principles listed above, it is necessary to focus on the features of skills presentation and practice in intermediate level textbooks as the study presented in this thesis is on evaluating *BASE 2*, an intermediate level textbook with a focus on skills.

At intermediate level, learners are still learning the language content such as grammar and vocabulary. However, the emphasis starts to fall more on skill

development. Since the learners have the basic linguistic input, they should be able to use their knowledge through activities and materials which will include four language skills: reading, writing, speaking and listening.

In developing the **Reading** skill, presenting the text is very important. Grant (1990:80) points out that the presentation of a reading text should arouse the learners' interest, draw their attention to their own previous knowledge and experience preteach any important words or concepts-give a reason for reading.

In addition, a good presentation should not be too long. In order to involve the learners in the reading activity, the reading presentation may make use of pictures, pre-reading questions and/or a listening practice. In developing the reading lesson, real life reading skills should be included. As Grant (1990:87) listed, reading activities in the textbook should involve the following basic reading skills which are skimming, scanning and reading intensively.

In *skimming*, learners try to get the main point or points of a text. The aim is learners' having an overall idea about the topic of the text. Learners may get the gist of the text by looking at the illustrations, headings and subheadings. Reading for the gist should not take longer than five minutes since the aim is learners' being familiar with the topic. This type of activity is useful for brainstorming, making predictions and activating learners' schemata. In *scanning*, learners should read the text selectively in order to find specific information. Here, learners concentrate on a particular information; they do not have to understand the rest of the text at this

stage. Specific information can be a place, a date or a definition of a concept. Scanning is similar to skimming in that learners should locate the information quickly. In *Reading intensively*, learners spend some time on reading the text in detail focusing on the main ideas and supporting ideas in the text. This stage requires the learners to comprehend the ideas and the links between these ideas in the text. Therefore, it takes longer than skimming and scanning. After this learners should be able to evaluate and react to the text. Another point is that each reading lesson should have a *follow up* in which reading will be integrated with other language skills, such as speaking and writing. In this way, learners will use the topic of the reading text as a means of practising other skills.

In **Writing** activities or tasks, it is important to set realistic objectives. Textbook should not expect the learners to come up with an essay immediately. Since at intermediate level learners still learn and revise some basic grammar points, they may not be competent in expressing themselves with accurate grammar and vocabulary in written form. Learners need a lot of guidance in developing writing skill because it is the first time that they are asked to produce longer compositions. They have to consider content and organisation as well as the correct use of language. However, in writing tasks, the emphasis should be on content and organisation. They should aim to develop the necessary skills to produce a coherent and cohesive essay. In order to reach this aim, the textbook should give the necessary guidance to learners. Just giving a writing topic and expecting the learners to write an essay is not realistic at this level. The textbook should create a context for the writing task. Before starting the task, learners should know why they are writing (Purpose),

what kind of text they have to write (Type of essay), and who their readers are (Audience). The textbook or the teacher needs to provide this information to the learners so that the writing task will be meaningful. In other words, the textbook should not test writing skill, but should teach it (Grant, 1990:115). The learners should have enough time for preparation, drafting, etc. If the topic is potentially unfamiliar, the textbook needs to present some background information or stimulating questions for brainstorming. Moreover, the textbook should provide a variety of topics so that learners will have a chance to choose the one that they are most interested in. Writing task may be given after a reading or listening task so that they will be integrated. Integrating writing with other skills is important because other skills can act as a useful preparation for it. Writing may be also followed by speaking activities in which learners can reflect their feelings about the topic as well as the writing task itself. Learners may correct their friends' essays to see different styles of writing and different ideas. This may help learners to evaluate their own writing skills.

Speaking, which is another important skill in language learning, is usually a neglected skill in the textbooks. The number of speaking activities is unsatisfactory because most of the emphasis is given to reading, grammar and vocabulary. Therefore, the activities in most textbooks rely on teacher talk instead of the student talk. However, learners are the ones who are learning the language and need practising it in all skills but they do not have enough opportunity for this. In some classes, learners are poor at spoken English because each learner has the chance to speak for an average of only a few seconds (Grant, 1990:34). Apart from other

causes like teacher guidance, the number of learners in the classroom, the textbook may also cause this problem by having insufficient number of speaking activities. Textbooks should provide a variety of activities and task to allow for **Speechwork** which means primarily student-talk. Grant (1990:34) states that there are three types of speechwork that a good textbook should include drills, communication practice exercises and natural language use.

Drills in speechwork are used for encouraging accuracy in speaking. Since they are more or less mechanical exercises, they are considered as "meaningless". However, not all drills may be meaningless. It depends on the way that the textbook presents them. If they are presented in meaningful situations such as in dialogues that reflect the discourse in authentic language, they can be quite useful for learners to improve communication skills. Drills may be helpful for intermediate level learners who may have problems in understanding and using the suprasegmental features of English. Intermediate level learners can benefit from drills especially in practising the pronunciation of some problematic sounds. Intonation may also be practised through drills to enable learners to see the different patterns of information in different contexts. **Communication activities**, which aim at developing fluency, enable learners to communicate within their language capacity. Learners need to gain competence and confidence in using the language. Role-plays, simulations, and information gap activities are examples for communication activities. Some textbooks contain this type of activities; however, in some cases it is difficult for the teacher to apply them. Many teachers prefer to skip a role-play or discussion activity in the textbook because the textbook gives little or no guidance to the learners.

Intermediate level learners need more guidance than advanced learners do. In an intermediate level textbook, the instructions should be stated clearly. Learners should know what is expected from them to do during and at the end of the task. Examples should be given especially in early units. In addition, activities should be related to learners' interests and backgrounds. Moreover the textbook should indicate the differences between the spoken and the written form of the language. These differences should be presented explicitly in early units and learners should be given the opportunity to practise in later units. Starting from controlled practice, textbook should also allow learners to be involved in freer practice in speechwork. In other words, **natural language use** should also take place in the classroom. Learners can take part in discussions on familiar topics. The discussion topic should not require additional background because the aim is to help learners to express themselves freely in spoken form and gain confidence, not to test their knowledge about the topic. Therefore, the discussion topics in intermediate level classes can be very general topics such as "love" and "problems of students learning English as a second language" so that learners' knowledge of grammar and vocabulary in English will be enough to discuss that particular topic.

The problem with some intermediate level textbooks is that they either do not give enough emphasis to speechwork or they lack sufficient guidance for learners. Textbooks hardly contain examples of authentic spoken language. However, lower level learners certainly need guidance and if this guidance is not provided, they may not develop the necessary skills in Speaking.

As the last skill of the four language skills, **Listening** is also crucial for the students to develop. In intermediate level, the listening tasks are longer and more detailed than the ones in foundation level. Listening to lectures is emphasised rather than listening to short dialogues; however, this does not mean that dialogues are not used in the listening tasks in intermediate level. Authentic texts are also included. The important point is that the listening tasks tend to require higher order of thinking. The students need to listen to longer texts to practise inferring, anticipating, guessing meaning from context, etc. They should be aware of the role of the connectors and they should be able to identify the relations between the ideas in the text. The listening tasks at this level require not only the recognition of the sound patterns of English but also the comprehension of the ideas presented in the text. Taking notes during the lectures for further use is important especially to develop academic listening skills.

In order to enable the students to develop these skills, the listening materials and the tasks should be prepared to match the level of the students. There are some points to bear in mind while preparing listening materials and activities. First of all, the listening text should be as authentic as possible. It should help the students recognise the discourse patterns in contexts similar to real life. Secondly, the tasks should not focus too much on grammar and vocabulary. The focus should be on listening. Penny Ur (1989:27-28) suggests that

If the task is too hard, time-consuming or complex then the actual listening comes to take up a relatively small part of students' time and attention and the amount of listening practice afforded is correspondingly small. This is a common fault to be found in published task-centred exercises.

Therefore, the listening materials, especially for intermediate level learners that are still in the process of learning grammar and vocabulary, should not demand too much language work. Visual materials such as diagrams, grids, and maps can be used to test the understanding of the students. If the students are listening to a lecture, it should not take more than 15 minutes. Like Ur (1989:28) stated, listening needs to be reacted immediately. The students are expected to respond just after the listening, so in this level, the listening time should be reasonable for the students to cope with.

1.1.4 The Need to Evaluate Textbooks

Chambers (1997:29) states that evaluating teaching materials is a part of the teaching profession by citing from McDonough and Shaw: "the ability to evaluate [them] effectively is a very important professional activity for all ELT teachers". The importance of the materials, particularly evaluation of textbooks may be explained through reasons for evaluating textbooks.

One of the most important reasons is the extensive use of textbooks in ELT classes. Due to the advantages listed earlier in this section, textbooks are the most common teaching and learning aids in language classrooms. They may even serve as a syllabus which may determine the objectives, content, and the methodology of a course. Because of this huge effect of textbooks on the teaching process, teachers need to evaluate the textbook they are using. Skierso (in Celce-Murcia, 1991:433) states that "the importance of the textbook in ESL and EFL makes the selection

process crucial". In order to select an appropriate textbook for their course and learners, teachers have to be involved in some kind of evaluation process.

Textbook evaluation is vital not only for the selection of a textbook but also for "utilising its assets and compensating for its limitations in applying it to the needs of the students and the objectives of the class" (Skierso, in Celce-Murcia, 1991:432). The huge number of textbooks available on the market also makes the evaluation of textbooks necessary. Especially, if teachers are the ones to select the textbook, they will come across a large number of choices. Dougill (in Sheldon, 1987:30) claims that "there are approximately 500 new EFL related publications each year". Sheldon (1987:iii.) explains this variety within its definition: "**textbook** may be loosely defined as a published book most often produced for commercial gain whose explicit aim is to assist foreign learners of English in improving their linguistic knowledge and/or communicative ability". Therefore, in the name of the commercial gain, the number of ELT textbooks is increasing day by day parallel to the increase in the popularity of English as a foreign language. Cunningsworth (1984:1-2) also points out that

...there is a plethora of English language teaching material available on the market, covering many different aspects of language learning and language use... Faced with this mass of teaching material, what should the teacher do when available? As in most decision making, the key lies in asking the right questions and evaluating the answers

As a result of this diversity in published textbooks, evaluation process becomes inevitable.

In some cases, the textbook may be developed by the teachers who will be using it. In that case, the textbook is likely to cover all the objectives of the course as well as the students' needs. However, evaluation of the textbook is still useful. After the textbook is used in the classroom, there may be unexpected results. In other words, teachers need to evaluate the textbook that they designed to see its effects in practice. In addition, the effectiveness of the different components of the textbook should be examined through ongoing evaluation. The results of the evaluation will reveal the areas that need to be supplemented or improved. With the help of the evaluation, teachers can have the chance to see what students think about the textbook and how they work on it. If the textbook or a component of the textbook is found inadequate or inappropriate, it can be spotted and improved. The results of the evaluation will also provide teachers with useful data and feedback for the preparation of other instructional materials.

When the selection of the textbook is done by the school board or the state, teachers still need to evaluate their textbooks on the grounds of identifying the weak and strong points of the textbook in relation to their own teaching situations. This is necessary because it is agreed that the “perfect textbook” does not exist (Grant, 1990:8). In other words, no single textbook is available to fulfil the courses' and learners' needs in every teaching situation. Due to the complexity of the variables in language teaching, there can be no single textbook to cover the goals and objectives

of all language courses. Hence, teachers should evaluate the selected textbook to figure out to what extent it meets their courses' aims as well as their learners' interests and come up with necessary adaptations to overcome the shortcomings of the textbook.

Another reason for evaluating the textbook can be the benefit that teachers may have at the end of the evaluation process. Through evaluation, teachers will have the chance to analyse different textbooks with different approaches to language teaching and learning. The selection of a textbook requires evaluation and evaluation requires the realisation of our own teaching situation. Hutchinson (1987:38) claims that "materials evaluation can and should be a process which enables teachers to develop their awareness of their own teaching and learning situation." In order to evaluate a textbook, teachers need to consider their course, learners, methodology, etc. Therefore, teachers will reflect on the circumstances of their course while they are trying to find out the effective ways of using the textbook in the classroom. Moreover, evaluation is a useful process in its own right because "it gives insight into the organisational principles of the materials and helps teachers to keep up with developments in the field" (McDonough & Shaw, 1993:65).

In short, evaluating textbooks is necessary and beneficial for various reasons. The need to evaluate textbooks will exist as long as this teaching tool is being used in ELT classes.

1.1.5 The Need to Evaluate *BASE 2*

The textbook that will be evaluated in this study is *BASE 2*. *BASE* stands for *Bilkent Academic Studies in English* and it is prepared and being used in BUSEL (Bilkent University School of English Language).

The main goal of BUSEL is to give students the knowledge of the language and language skills necessary for their future academic success through English since Bilkent is an English medium university and English is of great importance for the success of students studying at Bilkent University. However, needs analysis, which was carried out 5 years ago by BUSEL administrative staff, showed that graduates of BUSEL had some difficulties in performing some academic skills in their departments and selected textbooks were unable to develop these skills. Therefore, BUSEL decided to design a series of textbooks that will match the objectives stated in the syllabus.

BASE 2 is the second textbook in a series of four textbooks. It is designed for the eight weeks intermediate course. The other textbooks are *BASE 1* for the foundation level of students, *BASE 3* for the upper-intermediate level of learners, and *BASE 4* for the prefaculty advanced level of students. *BASE 1* and *BASE 4* have not been finished yet. The textbook project unit members started to write the textbooks in the series with *BASE 3*, as upper-intermediate was the most difficult level for the students according to the pass rates of the students. The next difficult level for the students was intermediate level as most of the students had to repeat this level for

several times. Therefore, in 1996-1997 academic year, textbook project members in BUSEL prepared *BASE 2* and it started to be used in 1997-1998 academic year.

BASE 2 is based upon the level objectives as specified in the BUSEL syllabus. It consists of a student's book, a teacher's book, a class cassette, workbook and some self-access materials. Exam practice is also provided in the workbook and in weekly consolidation units. There is one topic and one text-type focus on per week in skills development. In addition to skills, there is grammar and vocabulary practice.

BASE 2 is chosen as the subject of the study due to several reasons. Review of literature showed that there is no "perfect" textbook because no single textbook can address to all language learning situations. The textbooks available on the market are unlikely to cover all English language courses. Moreover, textbooks are generally written for anonymous readers. Therefore, it is difficult to find a textbook that will cover all the objectives of our course and which will appeal to our learners' needs and interests. On the other hand, *BASE 2* was prepared for a specific group of learners; that is, Turkish students who are learning English at Bilkent Preparatory School of English. The textbook writers had specific data about the students. As it was stated before, it is also based on the objectives stated in the BUSEL syllabus. Having these features, *BASE 2* seems to overcome the most important shortcomings of the textbooks available on the market. However, no research is done to evaluate the effectiveness of *BASE 2* after it has started to be used, except for piloting. During piloting, teachers of eight intermediate level of classes in BUSEL taught one unit of *BASE 2* for one week. The teachers were asked to stick to the teachers' notes so that

there would not be different outcomes based on the style of the instruction of the teachers. Student feedback was gathered through questionnaires containing 10 items. These questionnaires aimed to find out the general feeling of the students about *BASE 2*. The teachers were also interviewed and asked to reflect on the strong and weak points related to the textbook. However, the piloting continued only for one week and it helped to evaluate *BASE 2*'s overall effectiveness. Therefore, a detailed study is needed to evaluate this book by BUSEL teachers and students who are using it. This study also needs to focus on the different components of the textbook to get specific and detailed feedback on the effectiveness of it.

Another reason for evaluating *BASE 2* may be its role in the teaching and learning process in BUSEL. In BUSEL, one academic year is divided into four courses. One course lasts for eight weeks. There are approximately 200 students who study at intermediate level throughout each course. This means that in one academic year, approximately 800 students learn English by studying this textbook, *BASE 2*. In the course outline for intermediate level, no other textbook or material is suggested. The course outline covers only *BASE 2* and its supporting sources. Therefore, *BASE 2* plays an important role in the success of the students at intermediate level in BUSEL. Since the students pass to upper-intermediate level just after the end of course assessment test without a break, it may be assumed that the effects of *BASE 2* continue at upper-intermediate-level, too. Therefore, *BASE 2*'s potential influence on approximately 800 students each year makes it crucial to evaluate this textbook.

1.2 Aim of the Study

The aim of this study is to present a case study in which an intermediate textbook for teaching English, *BASE 2* will be evaluated through questionnaires. The study aims to answer the two main problems and their sub-problems presented under Problem Statement section of this thesis. At the end of the study, in the light of the findings, suggestions will be made to the authors and teachers for possible modifications and adaptations. In order to supplement the shortcomings of the textbook sample additional speaking materials will be suggested for one unit of *BASE 2*.

1.3 Problem Statement

In this study, there are two main problems which are:

1. How do teachers at BUSEL (Bilkent University School of English Language) evaluate *BASE 2* (Bilkent Academic Studies in English 2) as an EFL (English as a Foreign Language) intermediate level textbook?
2. How do students at BUSEL (Bilkent University School of English Language) evaluate *BASE 2* (Bilkent Academic Studies in English 2) as an EFL (English as a Foreign Language) intermediate level textbook?

The first main problem is divided into seven sub-problems:

1. How do teachers at BUSEL evaluate *BASE 2* as an EFL intermediate level textbook?
 - a) How do the teachers at BUSEL evaluate *BASE 2* in terms of its layout and physical appearance?
 - b) How do teachers at BUSEL evaluate *BASE 2* in terms of its level and objectives?
 - c) How do teachers at BUSEL evaluate *BASE 2* in terms of the subject matter presented in the textbook?
 - d) How do teachers at BUSEL evaluate *BASE 2* in terms of its presentation of the vocabulary and the structures?
 - e) How do teachers at BUSEL evaluate *BASE 2* in terms of its exercises and activities?
 - f) How do teachers at BUSEL evaluate *BASE 2* in terms of its supporting sources?

- g) How do teachers at BUSEL evaluate *BASE 2* in terms of its teacher's manual?

The second main problem is divided into five sub-problems:

2. How do students at BUSEL evaluate *BASE 2* as an EFL intermediate level textbook?

a) How do students at BUSEL evaluate *BASE 2* in terms of its physical appearance?

b) How do students at BUSEL evaluate *BASE 2* in terms of its content?

c) How do students at BUSEL evaluate *BASE 2* in terms of its presentation of vocabulary and grammar?

d) How do students at BUSEL evaluate *BASE 2* in terms of its activities?

e) How do students at BUSEL evaluate *BASE 2* in terms of its supporting sources?

1.4 Limitations

In order to evaluate *BASE 2* textbook, 10 teachers out of 16 and 50 students out of 140 have been given questionnaires in the last week of the intermediate level course which is also the last teaching week of the spring semester in 1997-1998 academic year at Bilkent University. As there was no other course before September 1998, *BASE 2*'s long-term effect can not be evaluated in relation to students' performance in an upper level.

In addition, since students who are using *BASE 2* have been intermediate level learners for the first time, it is unlikely that they had used another textbook for this level before. Therefore, the questionnaires do not include items to compare *BASE 2* with any other intermediate level textbook. Consequently, the answers to the items in the questionnaires will be limited with the components of *BASE 2*.

Another point is that all the findings in relation to the evaluation of *BASE 2* textbook will be limited to views suggested by 10 teachers and 50 students who have used the textbook.

CHAPTER II

REVIEW OF LITERATURE

2.0 Presentation

In this chapter, the definition, the principles, and the processes of materials evaluation will be presented with reference to some of the important studies done on this subject. In relation to the studies reviewed in this chapter, the terms Materials Evaluation and Textbook Evaluation may overlap, so it is necessary to point out that any suggestions made for materials evaluation will be applicable and/or adaptable to textbook evaluation.

2.1 The Concept of Materials Evaluation

Tomlinson (1998:3) suggests that the term Materials Evaluation simply refers to the attempts to measure the value of materials. However, this measurement should be systematic and it should be done in relation to objectives of the materials and the objectives of the learners using them. In fact, as Hutchinson (in Sheldon,

1987:44) states “it is a matching process in which the values and the assumptions of the teaching/learning situation are matched to the values and the assumptions of the available materials”. In other words, the material should match the objectives of the course and those of the learners.

Evaluation process is never static. Hutchinson and Richards (1987:86) state that it can take place at different times of the course depending on the purpose of evaluation. When evaluation is carried out before the course begins within material selection, it is called **Preliminary Evaluation**. Here, teachers decide on their priorities and what they expect from the materials. Then, they try to measure the degree that the material matches their expectations. The means of preliminary evaluation may be checklists and questionnaires. **Formative (Revision) Evaluation**, which is another type of evaluation, is conducted while the course is going on. This type of evaluation is advantageous for modifications. Although it is stated that formative evaluation is more suitable for in-house materials, it can also provide useful feedback for textbooks. If the textbook that is being used is unable to meet the needs of the course, supplementary materials can be developed to compensate for the insufficient parts of the textbook. The last type of evaluation is **Summative (Performance) Evaluation**, which takes place at the end of a course when the selected textbook has been used for several weeks or months. We try to answer the question: *Were the materials effective?* by using checklists, questionnaires given to teachers and/or to learners. Summative evaluation provides the most valuable feedback since it relies on teachers' and learners' experiences with the textbook. McDonough and Shaw (1993: 64) claim that "when materials are deemed

appropriate for a particular course after a preliminary evaluation, their ultimate success or failure may only be determined after a certain amount of classroom use (Summative Evaluation)". Hence, the selected material may be defined as "effective" or "ineffective" only after summative evaluation.

2.2 Principles and Process of Materials Evaluation

Materials Evaluation is not a simple process. It is complex and systematic. It is complex because there are many variables to consider such as teachers, learners, institution and the material itself.

In order to evaluate the course material, first teachers need to define their priorities within the objectives of the course so that they will know what to look for in the material. Teachers should also ask the right questions and evaluate the answers. However, how can teachers know that they are asking the "right" questions?

Cunningsworth (1984:3-7) suggests some principles which will guide teachers in asking the right questions. The first principle in materials evaluation is that *teachers should relate the teaching materials to their aims and objectives*. Teachers should decide on the goals and objectives and then they should look for materials which will match these objectives. Cunningsworth (1984:1) points out that teachers should not permit the coursebook to set the objectives or allow "teaching the coursebook to be the objective". It is the overall goal of the course that should determine the materials, not vice versa. The second principle is that *teachers should*

know their learners' language needs. They should clarify the learners' purpose of learning the language. The crucial question is: "What will learners do with English when the course is finished?" In addition to language needs, *teachers should also consider their learners' learning needs.* The material should intend to teach one thing at a time, which may be called learning *units*. These learning units should be related to each other so that the learners will understand the relationship between the new and the previous information. Within learner needs, learners' intellectual and emotional needs should also be considered. The material should encourage and challenge the learners with topics in which they can be involved personally. The material should include activities which suggest different interaction patterns and appeal to different learning strategies. Moreover, learners' affective needs such as motivation, self-confidence, and anxiety should also be considered. The last principle that Cunningsworth suggests is that *teachers should consider the relationship between language, the learning process and the learner.* Materials should consider the fact that within language learning processes, there is no best way of learning and learners may shift from one learning strategy to another. Materials should also value both group and individual work.

These principles serve as a framework in materials evaluation. In line with these principles, Cunningsworth (1984:10-13) lists down more specific guidelines in the form of questions that can be asked during evaluation process, particularly during textbook evaluation. Some of the basic questions are:

1. Does the textbook state its overall objectives such as addressed learner level, age and the context of language learning (EFL, ESL)?
2. What is the terminology of learning objectives? Are communicative functions and/or structures and/or skills emphasised?
3. Are communicative abilities and situations in the book comprehensible, acceptable and interesting to learners?
4. Is the new language presented in an authentic context?
5. Are there controlled exercises?
6. Are there communicative or information gathering activities?
7. Does the book emphasise receptive (reading, listening) ability or productive (speaking, writing) ability?
8. Does the book involve learners' intellectual and motivational needs? Is it learner-centred?
9. Is there a balance between learner needs and language needs?
10. Does the book offer only one strategy and methodology for learners and teachers?
11. What is the place of intonation? Is it highlighted or not?
12. Is the learner viewed as an individual or a part of a group?

Breen and Candlin (1987:14-23) also try to answer the question "What should we look for in material evaluation?" They suggest a guide which consists of two phases. Phase I covers some initial questions about the usefulness of the materials whereas Phase II offers some questions to evaluate the materials in relation to one's own learners and teaching situation.

There are four major questions to be answered in Phase I:

1. What do the materials aim to do and what do they contain?
2. What do the materials make your learners do while they are learning?
3. How do the materials expect you to teach your learners in the classroom?
4. Are the materials the only resource in classroom language learning?

In Phase II, the questions focus on three issues which are learner needs and interests, learner approaches to language learning and the teaching/learning process in your classroom.

The questions that need to be answered are:

1. Are the materials appropriate to your learners' needs and interests? You should consider
 - a. your learners' long-term goals in learning the language
 - b. your learners' immediate language learning needs
 - c. the subject-matter in the material in relation to your learners' interests
 - d. the ways that the materials involve your learners' values, attitudes, and beliefs
 - e. the skills that the material highlights and the kinds of opportunities that it provides to develop them
 - f. time and space devoted to each skill
 - g. the learners' communication when working with the materials
 - h. the time and space devoted to your learners' expressing meaning
2. Are the materials appropriate to your learners' own approaches to language learning? You should consider
 - the basis on which the content of the material is sequenced
 - the basis on which the materials offer continuity the relationships that are made between earlier
 - the ways that your learners can impose their own sequencing, dividing up and continuity on the materials as they work with them
3. Are the materials appropriate to the classroom teaching/learning process? Consider the following questions:
 - Who works with whom?
 - What is to be worked on?
 - How is the work to be done?
 - What is the purpose of doing the work?
 - How long is the work to be done for?
 - What resources are needed for the work?

In Hutchinson and Waters (1987:88-90), there is a similar approach to materials evaluation. The evaluation process they suggest also considers what the materials include and what the teachers need. In this evaluation process, the first step is defining the criteria in which teachers specify their priorities. There are two different criteria that the teacher needs to apply: Subjective Analysis and Objective Analysis. In subjective analysis, teachers consider their teaching situation including the objectives of the course, learner needs and interests. They try to define the things that they expect the materials to do. In objective analysis, as its name suggests,

teachers evaluate the material objectively without referring to their teaching situation. They try to list down what the material aims to do. In defining criteria, teachers should decide on the criteria that will be more important than the other one. The last step of the evaluation is matching where teachers analyse how far the Subjective Analysis matches the Objective Analysis by answering the questions in the checklist and awarding points like 0, 1, and 2. The checklist that Hutchinson and Waters (1987:88-90) suggest has five categories:

1. Audience (background of our learners/intended audience in the material)
2. Aims (aims of the course/ aims of the material)
3. Content (the kind of language description, language points, text types, topics, organisation, sequencing of content)
4. Methodology (theory of learning, the tasks, aids, teaching/learning techniques we prefer/ the material has)
5. Other Criteria (the price and the availability of the material)

Another materials evaluation process is suggested by Grant (1990:121-127). It consists of three stages which are Initial Evaluation, Detailed Evaluation and In-use Evaluation.

In Initial Evaluation, a practical checklist which is called *CATALYST* is presented. He believes that a textbook should act as catalyst in the classroom to facilitate change. The eight letters in the word CATALYST represent eight criteria:

<u>C</u> ommunicative?	Is the textbook communicative? Will the students be able to use the language to communicate as a result of using the book?
<u>A</u> ims?	Does it fit in with your aims and objectives?
<u>T</u> eachable?	Does it seem reasonably easy to use, well-organised, easy to find your way around?
<u>A</u> vailable Add-ons?	Are there any useful additional materials such as teachers' book, tapes, workbooks, etc?
<u>L</u> evel?	Does the level seem about right?
<u>Y</u> our impression?	What is your overall impression of the course?
<u>S</u> tudent interest?	Are your students likely to find the book interesting?
<u>T</u> ried and tested?	Has the course been tried and tested in real classrooms?

In Detailed Evaluation, a three-part questionnaire is used to find out how far the coursebook meet the following three conditions:

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

The first part of the questionnaire focuses on the suitability of the textbook on behalf of the learners. The questions investigate:

- attractiveness of the book
- its cultural acceptability
- learners' needs and interests
- its level of difficulty
- its length
- its physical characteristics (durability)
- authenticity
- balance between knowledge about the language and practice in using the language
- balance between the language skills and integration of skills
- communicative activities

The second part analyses the textbook in relation to its suitability to the teacher. The topics included in this part are:

- teachers' overall impression of the content and the layout
- availability of a teacher's guide with answers and help on methods and additional activities
- suitability of the recommended methods and approaches for the teacher and the students
- adaptability of the approaches
- the amount of time needed for preparation
- availability of useful ancillary materials such as tapes, workbooks and visuals
- availability of sufficient provision for tests and revision
- presence of spiral approach to revise new items in different contexts
- colleagues' impressions of the book

The last part in the questionnaire concentrates on the suitability of the textbook for the syllabus and examination practice.

In-use Evaluation ,which is a continuous process, is similar to Summative Evaluation. Teachers measure the book's effectiveness depending on their experiences in the classroom. The checklist in detailed information can be applied again with some adaptations made according to teachers' own teaching situations.

McDonough and Shaw (1993:67-79) divide the textbook evaluation process into three different parts which are External Evaluation, Internal Evaluation and Overall Evaluation.

In External Evaluation, the aim is to define how the materials have been organised. In order to check the organisation; first of all, author/publisher's claims are examined by looking at the blurb or the cover of the teachers/students book and the introduction and table of contents.

The blurb and cover of the textbook will reveal the information about the intended audience, the proficiency level, the context in which the materials are to be used, the ways in which the language has been presented and organised into teachable units, lessons and the author's views on language and methodology. Other factors which are necessary to take into account at *External Evaluation* are listed in the form of questions by McDonough and Shaw (1993:70-74)

- 1) Are the materials to be used as the main "core" course or to be supplementary to it?
- 2) Is a teacher's book in print and locally available?
- 3) What visual material does the book contain (photographs, charts, diagrams) and is it there for cosmetic value only or is it actually integrated into the text?
- 4) Is the layout and presentation clear or cluttered?
- 5) Is the material too culturally biased or specific?
- 6) Do the materials represent minority groups and/or women in a negative way? Do they present a balanced picture of a particular country/society?
- 7) Is the inclusion of audio/video material essential to possess this extra material in order to use the textbook successfully?
- 8) The inclusion of tests in the teaching materials (diagnostic, progress, achievement); would they be useful for your particular learners?

The Internal Evaluation is in-depth investigation of the materials. At this stage, we try to analyse to what extent the factors which were mentioned by the authors/publishers and examined in the *External Evaluation* match up with the internal consistency and organisation of the material. In order to reach an effective Internal Evaluation, McDonough and Shaw (1993:75-77) suggest that at least two units of the textbook should be examined in relation to the following factors:

- 1) The presentation of the skills in the materials
- 2) The grading and sequencing of the materials
- 3) Where reading/discourse skills are involved, is there much in the way of appropriate text beyond the sentence?
- 4) Where listening skills are involved, are recordings authentic or artificial?
- 5) Do speaking materials incorporate what we know about the nature of real interaction or are artificial dialogues offered instead?
- 6) The relationships of tests and exercises to (a) learner needs and (b) what is taught by the course material.
- 7) Do you feel that the material is suitable for different learning styles; is a claim and provision made for self -study and is such a claim justified?
- 8) Are the materials sufficiently transparent to motivate both students and teachers alike, or would you foresee a student/teacher mismatch?

In Overall Evaluation, there are four factors to consider in order to make an overall assessment of the suitability of the material (McDonough and Shaw 1993:77-78). These are:

1. The Usability Factor. How far the materials could be integrated into a particular syllabus as core or supplementary?
2. The Generalizability Factor. Is there a restricted use of core features which make the materials more generally useful?
3. The Adaptability Factor. Can parts be added/extracted/used in another context/modified for local circumstances?
4. The Flexibility Factor. How rigid is the sequencing and grading; can the materials be entered at different points/used in different ways?

2.3 Textbook Evaluation

Skierso (in Celce-Murcia, 1991:432-453) suggests that before textbook evaluation, background information on the students, the instructor, the course syllabus, and the institution should be gathered. He also presents three steps to follow in the evaluation process.

The first one is survey where we analyse the purpose, the intended audience, organisation and method of presentation and kinds of materials of the textbook by skimming the Introduction, the Table of Contents, the Text, and the Glossary or Index found in the textbook.

The second one is analysis where we examine the content of the textbook, the teacher's manual, and the supplementary material. Skierso (in Celce-Murcia,

1991:435-440) also presents a set of evaluative criteria which analyses the textbook and teacher's manual under ten categories:

Textbook

1. Biographical data
2. Aims and goals
3. Subject matter
4. Vocabulary and structures
5. Exercises and activities
6. Layout and physical layout Teacher's Manual
7. General features
8. Supplementary exercise for each language skill
9. Methodological and pedagogical guidance
10. Linguistic background information

As the last step, which is Judgement, teachers grade the elements of the textbook by using the following scale(Skierso in Celce-Murcia, 1991:441):

Excellent	⇒⇒⇒⇒	4
Good	⇒⇒⇒⇒	3
Adequate	⇒⇒⇒⇒	2
Weak	⇒⇒⇒⇒	1
Totally lacking	⇒⇒⇒⇒	0

Teachers may also grade the items in the checklist to indicate which one is necessary, which one is beneficial and preferred, and which one is not applicable.

Item	Grade	Rate
Absolutely necessary, required	A	4
Beneficial, preferred	B	2
Not applicable	N	0

Skierso's checklist was "compiled by adapting and adopting the evaluative criteria suggested by many foreign language and second language educators" (Skierso in Celce-Murcia, 1991:440). In other words, it covers most of the principles of materials evaluation as well as the checklists suggested by different educators in ELT. The checklist is made up of very specific items and it is advisable for teachers to adapt it according to their own teaching situations.

2.4 An Empirical Study on Textbook Evaluation

The study which was carried out by Beril Ayman (1997: 1-165) aimed to find out how the instructors and the students evaluated *BASE 3*, an EAP (English for Academic Purposes) textbook designed for upper-intermediate level at BUSEL (Bilkent University School of English Language). *BASE 3* was the first textbook designed in the series of *BASE* textbooks in BUSEL. Questionnaires and interviews were used as the instruments of the study. 45 instructors and 90 upper-intermediate level students took part in the study.

The questionnaire designed for the study was given to the subjects of the study. The instructors' copy was in English whereas the students' copy was in Turkish. The aim of the questionnaire was to gather data about the different aspects of *BASE 3*. The questionnaire had the following eight sections. The last section is not included in the student's copy.

1. Physical Appearance
2. Coverage/Content
3. Organisation and Linkage
4. Level
5. Activities
6. Supporting Sources
7. Language and Readability
8. Teacher's Book

The statistical analysis of the results included means, standard deviations and frequency analysis. The results of the study showed that the instructors and the

students were positive about the textbook in general. In general, the instructions, writing and reading activities were found satisfactory whereas listening activities in the textbook were found inadequate. The students' responses to the questionnaire showed that the topics of the units and the activities in the textbook were not interesting for some of the students.



CHAPTER III

METHOD OF DATA COLLECTION AND DATA ANALYSIS

3.0 Presentation

In this chapter, the method that is used to gather data for the study will be presented in relation to the subjects of the study, instruments of the study, validity of the instruments, data collection procedure, and data analysis.

3.1 Subjects

This study was conducted in BUSEL (Bilkent University School of English Language) and its purpose was to evaluate an EFL (English as a Foreign Language) intermediate level textbook, *BASE 2* and its different components. The textbook was evaluated by both the teachers and the students who used it for 8 weeks.

All the teachers who took part in this study were teaching intermediate level learners and using *BASE 2*. The total number of the teachers was ten and six of them were female whereas four of them were male. Half the number of the teachers was Turkish, four of them were British and one of them was New Zealander. Their experiences in ELT ranged from one to twenty years. The information on the teachers' experiences in ELT is presented in the following table:

TABLE 3.1: Demographic Data about the Teachers

Teacher	Experience in ELT		
	Bilkent	Elsewhere	Total
1	1	-	1
2	2	-	2
3	2	-	2
4	3	-	3
5	1	2	3
6	4	4	8
7	6	6	12
8	3	12	15
9	8	9	17
10	1	19	20

The students who took part in this study were intermediate level students in BUSEL. The total number of the students at intermediate level in BUSEL was 190.

As the subjects of the study, 50 students from three different intermediate classes were selected. 23 of the students were girls and 27 of them were boys. The three classes were chosen according to the students' foundation level ECA (End of Course Assessment) exam and CAT (Cumulative Assessment Test) average grades in order to have the textbook evaluated by the students with varying degrees of success in the course. Therefore, the three classes represent the students with the highest, average, and the lowest exam grades compared to all intermediate level of students in BUSEL. The students were studying intermediate level and *BASE 2* was their first intermediate level textbook in BUSEL. The students were from different faculties such as Tourism, Literature, Administration, Architecture, and 2 year Vocational Schools.

TABLE 3.2: Demographic Data about the Students

Faculties	The number of students
Tourism	14
Literature	9
Architecture	8
Administration	5
2 year Vocational Schools	14
Total	50

3.2 Instruments

In order to gather data for the study, two questionnaires were developed: one teacher questionnaire and one student questionnaire.

3.2.1 Teacher Questionnaire

The teacher questionnaire is in English as there were five foreign participants of the study (See App. A). The questionnaire consists of 61 items listed under seven categories. The questionnaire is divided into categories in order to get specific data and to evaluate the different components of *BASE 2*. The format and the categories were adapted from Skierso's Textbook Evaluation Checklist (Skierso in Celce-Murcia, 1991:444-452). The reason for choosing Skierso's checklist was that it was developed in the light of the evaluative criteria suggested by many foreign language and second language educators (Skierso in Celce-Murcia, 1991:440). The checklist was compiled by adapting and adopting the checklists by different educators in ELT. Questions were adapted in order to make them appropriate to evaluate the different components of *BASE 2*. Also, the 4th category, which is Supporting Sources, was added to the questionnaire to get data about the workbook (See App. E), consolidation part (See App. F) and the reference section (See App. G) of *BASE 2*. All the categories in the questionnaire and the number of the items for each category are as follows:

<u>Categories</u>	<u>Number of questions</u>
Layout and Physical Make Up	11 (1-11)
Aims and Goals	3 (12-14)
Subject Matter	4 (15-18)
Vocabulary and Structure	11 (19-29)
Exercises and Activities	15 (30-44)
Supporting Sources	6 (45-50)
Teacher's Manual	11 (51-61)

Under the first category, which is **Layout and Physical Make Up**, the questions aim to evaluate the use of pictures, illustrations, colour, and the design of *BASE 2* as well as the size, durability, and the general outlook of the textbook. In **Aims and Goals**, questions try to investigate to what extent the aims and goals of the textbook match the aims and goals of the course and the ones of the students. In the **Subject Matter**, the teachers evaluate the selection and the organisation of the topics and the appropriateness of the textbook for the level of the students. The fourth section, which is **Vocabulary and Structure**, the questions focus on the sequence, contexts, integration, presentation, and the amount of the vocabulary and the structure found in the textbook. Under **Exercises and Activities**, teachers evaluate aims and objectives, instructions, and the interaction patterns suggested by the exercise and the activities in the textbook. In addition, exercises and activities of the textbook are evaluated in relation to the balance between the number of the activities for skills and the number of the activities for language. The sixth section aims to find out to what extent the **Supporting Sources** in the textbook help students revise and

practise new vocabulary, grammar, and skills. The last section is to evaluate **Teacher's Manual** in relation to its organisation and the amount of guidance it provides for teachers.

3.2.2 Student Questionnaire

The student questionnaire has forty questions listed on their five categories (See App. B). The categories and the questions in the student questionnaire have the same aims and content with the teacher questionnaire the questions and the categories in the teacher questionnaire were translated in to Turkish and they were adapted to evaluate the text book from the students' point of view. The student questionnaire is in Turkish in order to get more reliable results. The questions in the teacher questionnaire were changed into statements in the student questionnaire. The students responded to these statements by using the following scale:

5 = Strongly agree

4 = Agree

3 = No opinion

2 = Disagree

1 = Strongly disagree

This format was adopted for the student questionnaire because this format is used in all the evaluation checklists in BUSEL, like course evaluation checklist, and teacher evaluation checklist. Therefore, it was believed that the students were used to this format and this would increase the validity of responses.

As it has been stated before, the teacher and the student questionnaires aim to evaluate the same points related to the components of *BASE 2*. However, two sections of the teacher questionnaire were excluded in the student questionnaires. These sections are the second one Aims and Goals and the seventh one, Teacher's Manual. Aims and goals section was excluded in the student questionnaire because the students do not have access to BUSEL syllabus and the course objectives. Similarly, the teacher's manual is used only by the teachers and it is not available for the students. Therefore, these two sections were not found relevant and they were excluded in the student questionnaire. The student questionnaire includes the following categories:

<u>Categories</u>	<u>Number of items</u>
Physical Appereance	10 (1-10)
Content	3 (11-13)
Vocabulary and Grammar	9 (14-22)
Activities	11 (23-33)
Supporting Sources	7 (34-40)

In the first category, **Physical Appereance**, the student questionnaire aims to find out how the students evaluate *BASE 2* in terms of its size, durability, design and illustrations. Under **Content**, three questions aim to evaluate the appropriacy of the level of the textbook and the sequence of the topics in the textbook. In the third category, **Vocabulary and Grammar**, the students evaluate the presentation,

practice, recycling, sequence and the amount of the vocabulary items and the grammar points in the textbook. Eleven items given under the fifth category aim to evaluate **activities** for both the language and the skills. The activities are evaluated in terms of their design, variety and adequacy. The instructions to the activities and the balance between the activities for skills and the activities for linguistic items are also evaluated in this category. In the last category, which is **Supporting Sources**, the students evaluate the workbook, consolidation parts and reference section of the textbook in relation to their usefulness in practising new vocabulary, grammar and skills.

3.2.3 Validity of the Instruments

In order to check the validity of the instruments, both questionnaires were sent to Teacher Training Unit and Textbook Project Unit. In the light of the feedback given by these two units, three questions from the teacher questionnaire were omitted since these questions were found echoes of other three questions in the questionnaire. Also, both questionnaires were analysed and approved by the Management of Bilkent University School of English Language. In addition, the questionnaires were piloted with teachers and students who were different from the participants of this study. The aim of the piloting was to check the clarity and suitability of the items in both questionnaires as well as to find out the time that should be allocated to administer the questionnaires. For the teacher questionnaire, three teachers were selected randomly and they were asked to fill in the questionnaire. It took the teachers 25 minutes to finish the questionnaire. Similarly, for the student questionnaire 5 intermediate level students were selected randomly and were asked

to go over the questionnaire. It took the students approximately 20 minutes to finish the student questionnaire. Piloting to place one week before the actual administration of the questionnaires.

3.3 Data Collection Procedure

Data collection procedure was carried out between May and June 1998. The administration of the questionnaires took place in the last week of intermediate course in BUSEL. The teacher questionnaire was administered on 3rd of June. The questionnaires were distributed to teachers by their HTU (Head of Teaching Unit) in TU (Teaching Unit) meeting. 25 minutes were given to the teachers to fill in the questionnaire. The administration of the student questionnaire took place on 5th of June. The students were given the questionnaire by their class teachers and the students filled the questionnaires during class time. The first 20 minutes of the last teaching hour were allocated for the administration of the student questionnaire

3.4 Data Analysis

The data analysis is carried out by frequency counts in order to calculate the frequency of the student and teacher responses given to each item in the questionnaire and to obtain the percentages of student and teacher response given to each item in the questionnaires. The results of the frequency counts that are carried

out both for the student questionnaire and the teacher questionnaire are used in order to interpret the results.



CHAPTER IV

INTERPRETATION OF RESULTS AND DISCUSSION

4.0 Presentation

In this chapter, the two main problems of the study will be answered referring to the frequency analysis for both questionnaires. In addition, the teacher and the student responses to the questionnaires will be interpreted focusing on the tasks and activities given in *BASE 2*. The interpretation of the responses will be made in line with the background information and review of literature. In the light of the teacher and student responses given to the items in the questionnaires, suggestions for possible modifications and adaptations for *BASE 2* textbook will be made.

4.1 Interpretation of Results

According to the frequency analysis, both the teachers and the students in BUSEL think positively about *BASE 2*. Each questionnaire results show that *BASE 2* is a satisfactory intermediate EFL textbook. However, the teachers are more positive

in general. In this part of the study, quantitative results of both the questionnaires will be given in relation to the problem statements of this study.

The first main problem of this study was “How do teachers at BUSEL (Bilkent University School of English Language) evaluate *BASE 2* (Bilkent Academic Studies in English 2) as an EFL (English as a Foreign Language) intermediate level textbook?”

The teachers who took part in this study find *BASE 2* generally a good intermediate textbook. The participants evaluated the textbook by answering 61 questions grouped under 7 categories. (See Appendix : C)

The first main problem included seven sub-problems. The first sub-problem of the first main problem was “How do the teachers at BUSEL evaluate *BASE 2* in terms of its layout and physical appearance?”

Layout and physical make up are important components of a textbook as they play an essential role in attracting students’ interest and attention to the content of the book. In addition, they have the function of helping and guiding students while they are working on the tasks in the textbook. Therefore, layout and physical make up of a textbook should be simple, clear, and user-friendly. *BASE 2*’s look is found generally attractive by 80% of the teachers. However, its size and the durability of its cover are not found appropriate for students’ use. This is one of the areas that need to be worked on related to the physical make up of the textbook. On the other hand, the

number and the use of illustrations are found very good by 80% of the teachers. The illustrations in the textbook serve a function and they do not contain unnecessary details according to 90% of the teachers. The use of the colour is also found above satisfactory by the majority of the teachers (80%). This is the result of the fact that each unit in the textbook is represented by one colour and that colour is used to highlight the important headings, study boxes, and activities in the unit. In addition, colour is not used excessively so that students can recognise the important points that they need to pay attention to. Similarly, the textbook follows the same format in each unit so that students get used to the style used in the textbook and they are ready for the type of the activities. In other words, there are no surprises for the students and they feel quite secure with the textbook. The unity of the format in the textbook is evaluated in Question 11, which has got 90% positive responses from the teachers. On the other hand, the textbook's having the same format in each unit may be monotonous since Questions 7 and 9 show that some variety in the design and layout of the textbook can also have a motivating effect for students. Almost half the responses given to Question 7 indicate that the variety of design in the textbook is not enough to interest the students. That means the design and the layout of a textbook may be clear and user-friendly but they may not be interesting for students. During the preparation of a textbook, both the function and the motivating effect of a textbook should be considered. In the name of being consistent in the format, textbook designers may fall in the danger of putting students in a routine way of learning the language.

The second sub-problem of the first main problem was “How do teachers at BUSEL evaluate *BASE 2* in terms of its level and objectives?”

Under the second category, which is Aims and Goals, results of the frequency analysis indicate that 90% of the teachers agree that *BASE 2*'s aims and objectives correspond to the course objectives. Since *BASE 2* was prepared in line with the BUSEL syllabus, this is not an unexpected result. In addition, the majority of the teachers believe that *BASE 2*'s aims and objectives correspond to the needs and interests of the students. Only 2 teachers out of 10 think that *BASE 2* is not adequate to meet the needs and the interests of the students. However, 45% of the teachers state that the amount and the type of the material to be covered are not realistic and adaptable toward the pace and time allocated for the course. This problem is also raised in the comments page by the teachers saying that with “good” intermediate classes, the material is covered without time constraints whereas with “poor” intermediate classes. The time allocated for the course is not adequate to cover all the materials. Half the number of teachers indicate that they have to either skip the writing tasks or give them as homework to save time. Moreover, the teachers do not feel free to adapt the materials as the course outline and the teacher's manual are very specific and strict. In the course outline, the material for each lesson is specified and the teachers have to follow it in order to finish the book on time. With “poor” intermediate classes, the teachers need to give some supplementary materials, especially to practise grammar and vocabulary and this takes time. Therefore, there is a need for a guideline to adapt the materials in the textbook. This can be suggested in

the teacher's manual. Also, the teacher's manual can provide different ways of presenting the materials to save time.

The third sub-problem of the first main problem was "How do teachers at BUSEL evaluate *BASE 2* in terms of the subject matter presented in the textbook?"

Under Subject Matter, the responses given to Question 15 show that the topics of the units are not interesting for the students. 50% of the teachers believe that the students are not interested in the topics in the units. However, the topics in the book are quite general and they are related to daily life; for example, sport, money, music, etc. The students may not find these topics interesting because there is one topic for one unit; therefore, throughout one week that topic is covered. The rationale behind this design is to provide students with most of the vocabulary related to that topic. However, students are bored with concentrating on one topic for one week. In order to compensate for this weakness of the book, the rationale behind this design can be explained to the students. Since changing the topics in the book would mean to rewrite the book, one possible adaptation can be to ask students to indicate their favourite topics and prepare supporting sources on these topics. Another issue related to the subject matter is the ordering of the topics of the units, which is found satisfactory by almost all the teachers. In addition, 80 % of the teachers are satisfied with the authenticity of the texts in the textbook. In general, *BASE 2* is found appropriate for intermediate level students by 70% of the teachers, which is again satisfactory.

The fourth sub-problem of the first main problem was “How do teachers at BUSEL evaluate *BASE 2* in terms of its presentation of the vocabulary and the structures?”

Under the fourth category, which is Vocabulary and Structure, almost all the teachers are satisfied with the number and the sequence of the grammatical points in the textbook. 90% of the teachers believe that linguistic items are introduced in meaningful contexts. Results indicate that one possible area for improvement is the recycling of the new structure in different units. 30% of the teachers believe that the repetition of a new structure in subsequent lessons is not done at an adequate level. The students are presented with the new language; however, they do not have enough practice in the following lessons. Consolidation part and workbook include additional activities on the new language, but the teachers think that these are not enough and there should be more examples of the new language in the textbook, too. Another point is that 50% of the teachers believe that the presentations of new structure are not appropriate for the students to review out of class. This may be due to the design of the activities. The activities are designed to present the new structures through discovery learning. During the lesson, students try to figure out the form and the meaning of the structure with the help of guiding questions and feedback given by the teachers. Therefore, students can not study the new structure by themselves only by following the instructions and going through the activities in the textbook. They need the teacher’s guidance. In addition, the instructions for some of the activities are found only in the teacher’s manual and this makes the students dependent on the teacher. This is the same for the vocabulary items. Only 40% of the

teachers believe that students can review vocabulary outside class. In addition, 60% of the teachers think that vocabulary load is too much for the students to cope with. However, new vocabulary is repeated in subsequent lessons for reinforcement according to 70% of the teachers. It is also integrated in varying contexts and situations. Therefore, the results indicate that the presentation of the vocabulary in *BASE 2* is much more appropriate than the presentation of the new structure.

The fifth sub-problem of the first main problem was “How do teachers at BUSEL evaluate *BASE 2* in terms of its exercises and activities?”

Under Exercises and Activities, there are 15 questions and according to the responses given to these questions, the teachers agree that the activities in the book meet the aims and the objectives of the course. 80% of the teachers believe that the instructions to the activities are clear and appropriate for intermediate level learners. However, nearly half the number of the teachers (40%) think that the activities do not match the level and the interests of the students in general. Another point is that there is not a balance between the activities for language and the activities for skills. This may not be regarded as unsatisfactory on the part of the textbook since *BASE 2* is a skills based textbook and its focus is on skills rather than the structure. Language is presented through skills practise. In line with this item, the adequacy of the language activities in the book is found satisfactory by only 50% of the teachers. According to the responses given to Question 42, speaking activities are not adequate. 40% of the teachers think that there should be more speaking activities in the book. Therefore, additional materials can be prepared to supplement language and the speaking

activities in the book. In addition, reading activities are found more than satisfactory by 80% of the teachers.

The sixth sub-problem of the first main problem was “How do teachers at BUSEL evaluate *BASE 2* in terms of its supporting sources?”

Supporting sources, which were prepared to provide additional study to students, are found adequate. In particular, the consolidation parts in the book are found sufficient and useful to review the week by 80% of the teachers. 70% of the participants also agree that the exercises in the consolidation parts are appropriate for self-study. In these parts, the instructions are clearer and keys to the exercises are given at the back of the book to promote independent study on behalf of the students. On the other hand, the results show that the workbook can be improved, as it is believed that there can be more exercises in the workbook by 40% of the teachers. It is also surprising that only 50% of the teachers find the workbook useful for additional practise, as this is the main aim of the workbook.

The last sub-problem of the first main problem was “How do teachers at BUSEL evaluate *BASE 2* in terms of its teacher’s manual?”

Responses given to the 11 questions to evaluate the Teacher’s Manual show that there should be some changes to improve the manual. One area for improvement is the layout of the manual since 40% of the teachers think that it is unsatisfactory. Another unsatisfactory point is that it does not give advice on a variety of lesson

presentation techniques. Also, 40% of the teachers believe that the manual does not help the teachers review the previous lessons. On the other hand, a significant number of teachers (80%) state that the teacher's manual is satisfactory on helping with each new type of the lesson introduced. Another strong point related to the teacher's manual is that it provides the correct and the suggested answers for most of the exercises. Some of the answers and the tapescripts are missing in the manual, so 30% of the teachers find the manual unsatisfactory on these two points. In general, the Teacher's Manual is adequate, but it can be improved according to the responses given by the participants. In fact, during the time of this study, the teachers used to be provided with teacher's notes in the form of booklets given each week for each unit. Later, these booklets were revised in the light of the feedback given by the teachers and they were combined in one book. This book will be used in the 1998-1999 academic year. Therefore, the responses given in this questionnaire evaluate only the booklets, not the latest version of the Teacher's Manual.

The second main problem of this study was "How do students at BUSEL (Bilkent University School of English Language) evaluate *BASE 2* (Bilkent Academic Studies in English 2) as an EFL (English as a Foreign Language) intermediate level textbook?"

The student questionnaire aimed to get feedback from students on five different components of *BASE 2*, which are physical make up, content, vocabulary and grammar, activities, and supporting sources. The results of the data analysis

showed that the students think generally positive about *BASE 2*. However, the students stated that some parts of the textbook should be improved.

The second main problem of this study was divided into five sub-problems. The first sub-problem was “How do students at BUSEL evaluate *BASE 2* in terms of its physical appearance?” (See Appendix: D)

Under the first category, the most important strength of the book is the illustrations in the book. 54% of the students think that the illustrations serve a purpose and 70% state that they can easily understand these illustrations. Again 52% of the students find the number of illustration adequate. Nearly half the number of the students (48%) find the layout of the book interesting. In addition, 40% of the students think that the use of colour affected their learning in a positive way. However, the size of the book is not found appropriate since 78% of the students indicate that the book is too heavy to carry. In general, the look of the book is found attractive by 66% of the students, which is satisfactory.

The second sub-problem of the second main problem was “How do students at BUSEL evaluate *BASE 2* in terms of its content?”

The three questions related to the content of the book show that the topics of the units are not interesting since 44% of the students think that the book is unsatisfactory to meet the interests of the students. In addition, 46% of the students

think that the sequence of the topics does not affect their learning in a positive way. However, 68% of the students believe that *BASE 2* is appropriate for their levels.

The third sub-problem of the second main problem was “How do students at BUSEL evaluate *BASE 2* in terms of its presentation of vocabulary and grammar?”

The third category, which is Vocabulary and Grammar, contains 9 questions to evaluate the appropriacy of *BASE 2* in these two areas. In general, the textbook is found adequate, but not excellent on the use and the presentation of vocabulary and grammar. For example, 46% of the students think that there is a balance between the vocabulary and grammar and 44% of the students believe that vocabulary and grammar are presented in meaningful contexts. The percentages related to grammar are relatively higher than the ones related to vocabulary. 58% of the students think that the number of the grammatical points is adequate and 56% of the students believe that the sequence of the grammatical points affect their learning in a positive way. The highest percentage in this category is related to the presentation of the new structures. 60% of the students think that the presentation of the new structures is clear and complete enough to review outside the class. Also, 54 % of the students agree that these new structures are repeated in subsequent lessons for reinforcement. The number of grammatical points is found adequate whereas the number of vocabulary items presented in each lesson does not seem reasonable according to the 48% of the students. The students think that there should be fewer words introduced in each lesson. However, more than half the number of the students (54%) agree that

new vocabulary items are repeated in subsequent lessons for reinforcement and vocabulary is integrated in varying contexts and situations (56%).

The fourth sub-problem of the second main problem was “How do students at BUSEL evaluate *BASE 2* in terms of its activities?”

The students evaluated the activities in *BASE 2* by answering 11 questions listed under category 4. The frequency analysis shows that *BASE 2* is found satisfactory in terms of the activities by half the number of the participants in general. Instructions appear to be one of the most satisfactory components of the textbook related to the activities. 72% of the students agree that they can easily understand the instructions to the activities. Another positive thing related to the activities is that 70% of the students believe that the activities match their levels in general. In addition, more than half the number of the students (55%) think that there is a variety of activities in the textbook. However, 34% of the students do not agree with this, so responses given to this question show that there can be adaptations to increase the variety of the activities. Another point to think about is the motivating effect of the activities. A significant number of the students (50%) state that they do not find the activities interesting. Only 28% of the students agree that the activities are interesting. Questions 29-33 aim to find out whether the number of the activities for skills and language are adequate or not. According to the results of the frequency analysis, activities for writing are found the most adequate ones by 72% of the students. Writing activities are followed by grammar activities with a percentage of 64. Listening activities are found satisfactory by 52% of the participants. Reading

activities are also found adequate by almost half the number of the students (48%). On the other hand, speaking activities seem to be the less adequate and satisfactory ones since only 24% of the students agree that speaking activities are adequate. These results show that writing and grammar activities are the most adequate ones compared to the activities for the other skills. However, the speaking activities must be improved and supplemented, as they appear to be the less sufficient ones.

The last sub-problem of the second main problem was “How do students at BUSEL evaluate *BASE 2* in terms of its supporting sources?”

In the last category, which is Supporting Sources, half the number of the students (50%) agree that the consolidation parts in the textbook provide additional practice to review the week and they are appropriate for self-study outside class. Reference section at the back of the book is found useful to revise grammar and skills by 62% of the participants. The workbook is also found useful for additional practice by 50% of the students. Half the number of the students (50%) agree that the workbook contains a variety of activities. However, the number of the activities in the workbook can be increased since 34% of the students think that the number of the activities is not adequate. The most satisfactory section under supporting sources is the vocabulary list in the workbook according to the responses given to the last question (Q: 40). A significant number of the students, that is 74%, agree that the vocabulary list in the workbook is useful to revise the new vocabulary. In fact, this is the highest percentage compared to all the other questions in the students' questionnaire.

4.2 Comparison and Contrast of Both Questionnaires

Both the teachers' and the students' questionnaires aim to evaluate *BASE 2* on the same topics such as physical appearance, subject matter, vocabulary and structure, exercises and activities, and supporting sources. Except for the two categories that are Aims and Goals and Teacher's manual, the students' questionnaire contains the same categories with the teachers' questionnaire. Since the students do not have the access to the BUSEL syllabus, course objectives as well as the teachers' manual, these two categories were excluded in the students' questionnaire. However, the rest of the categories are common in both of the questionnaires and the questions listed under these categories are either paraphrases or word to word translations of each other. Therefore, the contents of the questions in both questionnaires are the same and they aim to get feedback on the same issues related to *BASE 2*.

The frequency analysis carried out for both questionnaires shows that there are striking differences and similarities between the teachers' and the students' questionnaires. In general, the teachers are more positive about *BASE 2*. The percentages of the satisfactory parts in the teachers' questionnaire are much higher than the ones in the students' questionnaire. This may also be due to the number of the participants in each questionnaire. There were 50 students who took part in the study whereas there were only 10 teachers. It may be assumed that the higher the number of the participants in the questionnaire the less variation of the responses will be. Another point is that the similarities between the responses given in the two questionnaires are more than the differences. In general, the teachers and the students think in the same way about *BASE 2*.

One of the similarities between the teachers' and the students' questionnaires is related to the topics of the units. 44% of the students think that the topics of the units are not interesting. The teachers also agree that most of the students do not find the topics interesting with a percentage of 50. Another similarity is that 50% of the teachers and 54% of the students think that the new structures are repeated in subsequent lessons for reinforcement. 50% may be enough to consider *BASE 2* as satisfactory on this point, but it also implies that there can be more exercises and activities to practise the new structure in the next units. In *BASE 2*, when a new structure is presented, it is practised in the unit, the workbook, and the consolidation parts of that unit. In the following units, another new structure is presented and practised. Therefore, there may be some additional materials to revise the new structures throughout the course. In addition to the repetition of the structures, some of the teachers (30%) and the students (28%) believe that the number of the language activities should be increased. In other words, there should be more exercises to practise grammar and vocabulary. Similarly, the number of the speaking activities should be increased according to 40% of the teachers and 54% of the students. In fact, compared to the other skills, speaking is found the least adequate skill in *BASE 2* by both the teachers and the students. On the other hand, writing is found the most satisfactory skill by both parts. 90% of the teachers and 72% of the students agree that the number of the writing activities is adequate. In *BASE 2*, writing is practised through process writing and each day students have at least one writing task to work on. The next similar point in the two questionnaires is related to the workbook. Nearly the same number of teachers (30%) and the students (34%) agree that the number of the activities in the workbook is not sufficient. Vocabulary load is another

issue that the teachers and the students agree on. Only 30% of the teachers and 36% of the students think that the vocabulary load seem to be reasonable for the students. Both the teachers and the students state that the number of new words introduced in every lesson is too many for the students to cope with and it should be less. Instructions are also found satisfactory in both questionnaires. Like 80% of the teachers, 72% of the students believe that the instructions to the activities are clear and free of unnecessary details.

There are also some differences between the teachers' and the students' questionnaires. The responses given to similar or the same questions by the teachers and the students indicate that both parts think differently about *BASE 2* on some points.

As it was stated before, in general the teachers are more positive about *BASE 2*. For example, 80% of the teachers are satisfied with the number of the pictures, diagrams, and tables found in the textbook whereas only 52% of the students agree that these illustrations are sufficient in number. Similarly, 90% of the teachers believe that the illustrations serve a function while 54% of the students agree with this. This difference may be due to the fact that some students may not think critically about the rationale behind the design of the textbook. Teachers are more familiar with the preparation of materials. Similarly, the use of colour is found satisfactory by 80% of the teachers while it is found not helpful on learning by 40% of the students.

Another difference between the teacher's and the students' questionnaires is that 90% of the teachers believe that the ordering of the topics of the units is organised in a logical fashion, but only 30% of the students agree that this order affected their learning in a positive way. In some of the questions related to grammar and vocabulary, the teachers and the students have again different views. For instance, 90% of the teachers state that there is an even distribution of grammatical and vocabulary items among the units; on the other hand, 38% of the students do not agree with this. The students believe that there should be more grammar work and less number of new words in each unit. In addition, 90% of the teachers believe that the linguistic items are introduced in meaningful contexts. Unlike 90% of the teachers, 38% of the students think that vocabulary and grammar are not presented in meaningful contexts. This shows that what is meaningful for teachers may not be meaningful for the students. There may be gap between the perceptions of the students. In other words, teachers may be satisfied with the presentation techniques in the materials; however, this does not guarantee that the learning will take place. Students should also find the topics and the contexts meaningful and interesting so that learning will take place.

Another point related to language is related to sequence of the grammatical points. Again the teachers are more satisfied with the sequence of the grammatical points in *BASE 2* and this sequence is found appropriate by the majority of the teachers (80%). However, 26% of the students believe that this sequence did not affect their learning in a positive way.

There are also some differences between the ways that the teachers and the students evaluate the adequacy of the activities in *BASE 2*. The teachers are satisfied with the number of the reading and the listening activities. However, almost half the number of the students find the reading and the listening activities inadequate. 80% of the teachers believe that the listening activities are adequate whereas 42% of the students just think the opposite. Another surprising difference between the teachers' and the students' questionnaires is that 68% of the students believe that the activities match their level in general. On the other hand, only 40% of the teachers state that the activities are appropriate for intermediate level learners. This time the students are more positive about the activities than the teachers. Another similar difference is related to the vocabulary list in the workbook. Vocabulary list is found useful by only 40% of the teachers while it is found the most satisfactory component of the textbook by the students. 74% of the student think that the vocabulary list is useful to revise the new vocabulary vocabulary.

4.3 Suggestions

In the light of the analysis of the similarities between the teachers' and the students' questionnaires, it is seen that there are some possible areas for improvement in *BASE 2*. Although both the teachers and the students think that *BASE 2* is a satisfactory intermediate level textbook in general, they also agree that there are some insufficient parts in *BASE 2*. These parts may either be changed or be supplemented to overcome the shortcomings of the textbook.

One of the insufficient parts, which are raised by both the teachers and the students, is the vocabulary load. In order to overcome this problem; instead of reducing the number of words introduced every lesson, the new words may be repeated in subsequent lessons for reinforcement. The vocabulary lists for each unit may be divided into parts and weekly vocabulary quizzes may be prepared to recycle the new vocabulary. The new words should appear in later units in different contexts so that students can put them into their active vocabulary. There may be too many words introduced; however, if they are repeated and used throughout the course, the students will learn them in a meaningful way instead of by just memorising them.

Attracting students' interests seems to be another problem in *BASE 2*. Especially, the students do not find the topics of the units interesting and this directly affects the students' motivation. However, the topics are quite familiar to students as they are taken from daily life. The main reason for this problem is that each unit in the textbook is based on one topic. This means that the students work on one topic for one week and this causes boredom on the part of the students. One possible adaptation for this weakness may be to offer students some alternative ways of doing the tasks. For example, the teachers should not limit the students' performance by asking them to stick to the writing task suggested in the textbook. As long as the students perform the tasks, they should have an option to write on the topic they choose. Another suggestion may be to ask the students to list down their favourite topics additional materials can be prepared on these topics. The supplementary materials should include the topics that are interesting to most of the students. Textbook writers and teachers should consider both the needs and the wants of the

students. We can not disregard the importance of the affective domain. If the students are not interested in the material or the topic, learning will be delayed.

In addition, the number of the speaking activities was found inadequate by both the teachers and the students. Therefore, there should be more emphasis on speaking and additional materials must be prepared. The speaking tasks in *BASE 2* aim to practise speaking skill for academic purposes. However, the results show that the teachers and the students need to have more interactive speaking activities. Apart from the oral presentation skills, communication skills should also be presented and practised. The students should not only talk to the teacher but also they should practise spoken English with their peers in an interactive way. Speechwork should start with guided practice and go on with freer practice. The students should first have the knowledge of the spoken form of the language so that they can feel secure. It is usually assumed that the students have this knowledge at early levels. However, intermediate level students should also have the opportunity to revise the basic features of spoken English and they should have enough time to practise. In addition, there should be a balance between the activities for each skill. Speaking should not be seen as only a warm-up or brainstorming activity for the listening or the writing activities. It should also be dealt with separately.

CHAPTER V

CONCLUSION

5.1 Summary

The aim of this study was to present a case study in which an EFL intermediate level textbook, *BASE 2* was evaluated by the teachers and the students in BUSEL. The study was conducted through two questionnaires: one teacher questionnaire and one student questionnaire. The teachers' questionnaire contains 61 questions in English while the students' questionnaire contains 40 questions in Turkish. Two categories to evaluate aims and goals and the teacher's manual are found only in the teachers' questionnaire and they are excluded in the students' questionnaire. In order to evaluate the different components of the textbook, 10 teachers and 50 students took part in the study.

The data analysis was done by frequency analysis and the results of the frequency analysis were used to find out the weak and strong points in *BASE 2*. In addition, the results helped to compare and contrast the teachers' and the students' ideas about the textbook.

Suggestions were made to improve the inadequate parts of the textbook. Also, a sample of additional speaking material was developed to supplement *BASE 2* since the speaking activities were found the less satisfactory ones by the majority of the teachers and the students.

The results of the study also revealed some implications for the textbook writers, teachers, and the students.

5.2 Implications

The quantitative results of the study enable us to deduce some implications for the textbook for textbook writers, teachers and students.

1. One of the most important implications can be the necessity to carry out a detailed needs analysis before designing a textbook. Both the teachers' and the students' needs should be inspected and taken into consideration. The syllabus should not be the only criteria in developing teaching materials. Especially, students' interests should be taken into account to prepare interesting and motivating materials for the students.

2. Variety is also important to prevent a routine way of learning on the part of the students. Topics and activities should arouse curiosity to maintain student motivation throughout the course. Focusing on one topic per week and including the

same type of activities in all units may be boring for the students. Additional materials can be prepared to bring variety into the classroom.

3. Teachers may use their discretion to provide students with choices and help them be independent learners. If the textbook fails to attract the student interest, teachers may choose to use supplementary materials or to make adaptations in the textbook.

4. Another implication may be related to the grammar and the speaking activities. Since these activities are found insufficient by both the teachers and the students, it can be inferred that the teachers and the students want more controlled activities in these two areas. Although the students had very guided practise on grammar at the previous level, they do not feel that they have enough practice.

5. Since each learner has his or her own pace of learning, we can not expect all the learners to progress at the same speed. Therefore, textbook writers should design different self-access materials for different levels of intermediate learners. More grammar and vocabulary work should be included in the textbook for slow learners. Teachers also need to consider their students' needs and they should adjust their pace of instruction accordingly. Similarly, teachers may be flexible in exploiting the textbook again to meet the needs of the students.

6. Recycling of grammar and vocabulary seems to be inadequate according to the results of the study. Textbook writers should provide the students with tasks to

revise the new language in the subsequent lessons. In order to make the students acquire the necessary knowledge and the skills of the language; it is vital to enable them to use the language as much as possible. After all, students have to use the language in order to learn it effectively.

7. The analysis of the differences between the teacher and the student responses to the questionnaires imply that there is a gap between the ways that the teachers and the students perceive the teaching\learning process. In general, teachers are more positive about the textbook. This may be because of the fact that the students are not aware of the course's objectives. The differences seem to exist especially in evaluating the function of the design of the textbook. Therefore, the rationale behind the design of the book as well as the activities in the textbook may be explained to the students. If the students know what is expected from them, they will feel more secure about learning. The students also have the right and the capacity to be more aware of the teaching and learning process. In this way they can take the responsibility of their own learning and they will be more positive about learning process and the teaching materials.

5.3 Suggestions for Further Study

Since this study was carried out in the last study period of 1997-1998 academic year, it was not possible to see the students' performance at the next level. Therefore, one area for study can be the evaluation of the effects of *BASE 2* on student performance at the upper-intermediate level.

In addition, in another study, *BASE 2* can be compared to another intermediate textbook by giving the same questionnaire to different intermediate classes; one using *BASE 2* and the other using another textbook. The results of the classroom assessment and end of course assessment tests of the two classes can be compared to get more detailed data about the effectiveness of *BASE 2*.

The questionnaires used in this study can be used to evaluate another textbook to test its effectiveness. In addition, the last category of the teachers' questionnaire, which aimed to evaluate the teacher's manual, can be revised and improved to get detailed data on the new teacher's manual, which was being revised during the time of this study. As the last version of the teacher's manual is not available yet, it was not possible to evaluate it in detail in this study.

5.4 Sample Supplementary Speaking Material

The results of the study revealed that the speaking activities in *BASE 2* were found the least satisfactory ones. As it has been stated earlier, 40% of the teachers and 54% of the students agree that the number of the speaking activities should be increased. Compared to other language skills, writing, reading and listening, speaking seems to be the least adequate one. Therefore, sample supplementary speaking material was suggested in this study (See App. H). The teacher's notes for the activities were also presented to give guidance to teachers in setting the activities and exploiting the material.(See App. I).

The supplementary speaking material suggested in this study aims to help the students to practise *asking for and giving advice* in an interactive way. This topic was selected for the supplementary material because it is one of the objectives stated in the BUSEL syllabus. This speech act is covered in Unit 5 in *BASE 2*. However, the amount of practice for this speech act was found inadequate. There are only three tasks to present and practise language for *asking for and giving advice*. In addition, this speech act is covered only in the textbook and none of the supporting sources, consolidation section, workbook and reference pages, include further practice related to it.



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APPENDICES

APPENDIX A: A COPY OF THE TEACHERS' QUESTIONNAIRE

EVALUATION OF BASE 2 QUESTIONNAIRE FOR TEACHERS

Experience in ELT:

Bilkent:

(Years)

Elsewhere:

Total:

Sex:

Female ()

Male ()

Nationality:

Turkish ()

British ()

American ()

Other () Please specify -----

Please circle the appropriate number using the following scale:

4=Excellent 3=Good 2=Adequate 1=Weak 0=Totally lacking

I. LAYOUT & PHYSICAL MAKE UP					
1. Is the look of the textbook in general attractive?	4	3	2	1	0
2. Is the cover of the textbook durable?	4	3	2	1	0
3. Does the size of the textbook seem convenient for students to handle?	4	3	2	1	0
4. Does the textbook contain enough pictures, diagrams, tables, etc helping the students understand the printed text?	4	3	2	1	0
5. Do the illustrations serve a function?	4	3	2	1	0
6. Are the illustrations clear and free of unnecessary details?	4	3	2	1	0

7. Is there a variety of design to interest the students?	4	3	2	1	0
8. Does the use of colour in the textbook serve a function?	4	3	2	1	0
9. Does the layout in the textbook have a motivating effect for the students to perform the tasks?	4	3	2	1	0
10. Are the main headings and subheadings in the textbook well-organised?	4	3	2	1	0
11. Does the textbook follow the same format in each unit?	4	3	2	1	0
II. AIMS & GOALS					
12. Do the aims and objectives of the materials in the textbook correspond to the needs and interests of the students?	4	3	2	1	0
13. Do the aims and the objectives of the material in the textbook correspond the course objectives?	4	3	2	1	0
14. Are the amount and type of the material to be covered realistic and adaptable toward the pace and time allocated for the course?	4	3	2	1	0
III. SUBJECT MATTER					
15. Are the topics of the units interesting for the students?	4	3	2	1	0
16. Is the ordering of the topics of the units organised in a logical fashion?	4	3	2	1	0
17. Is the textbook appropriate for Intermediate level students in general?	4	3	2	1	0
18. Are the texts in the textbook authentic?	4	3	2	1	0
IV. VOCABULARY & STRUCTURE					
19. Is there an even distribution of grammatical and vocabulary items among the units?	4	3	2	1	0
20. Are the linguistic items introduced in meaningful contexts?	4	3	2	1	0
21. Is the number of grammatical points appropriate for Intermediate level students?	4	3	2	1	0
22. Is the sequence of grammatical points appropriate for Intermediate level students?	4	3	2	1	0

4=Excellent 3=Good 2=Adequate 1=Weak 0=Totally lacking

23. Is the new structure repeated in subsequent lessons for reinforcement?	4	3	2	1	0
24. Is the new structure integrated in varying contexts and situations?	4	3	2	1	0
25. Are the presentations of new structure clear and complete enough for the students to review outside the class?	4	3	2	1	0
26. Does the vocabulary load (the number of new words introduced every lesson) seem to be reasonable for Intermediate level students?	4	3	2	1	0
27. Is the new vocabulary repeated in subsequent lessons for reinforcement?	4	3	2	1	0
28. Is the new vocabulary integrated in varying contexts and situations?	4	3	2	1	0
29. Are the presentations of new vocabulary clear and complete enough for students to review outside the class?	4	3	2	1	0
V. EXERCISES & ACTIVITIES					
30. Is there a variety of activities in the textbook?	4	3	2	1	0
31. Do the activities meet the aims and objectives of the course?	4	3	2	1	0
32. Are the instructions to the activities clear and appropriate for Intermediate level students?	4	3	2	1	0
33. Do the activities match the level of the students in general?	4	3	2	1	0
34. Do the activities match the interests of the students?	4	3	2	1	0
35. Is there a balance between the activities for language and activities for skills?	4	3	2	1	0
36. Do the activities require a variety of interaction patterns (pair work, group work, individual, etc)?	4	3	2	1	0
37. Do the activities promote critical thinking (i.e. interpretation, application., analysis, synthesis, & evaluation)?	4	3	2	1	0
38. Do the activities allow for enough free production	4	3	2	1	0
39. Do the situations in the activities promote meaningful learning and actual communication?	4	3	2	1	0

4=Excellent 3=Good 2=Adequate 1=Weak 0=Totally lacking

40. Are the reading activities adequate?	4	3	2	1	0
41. Are the writing activities adequate?	4	3	2	1	0
42. Are the speaking activities adequate?	4	3	2	1	0
43. Are the listening activities adequate?	4	3	2	1	0
44. Are the language activities adequate?	4	3	2	1	0
VI. SUPPORTING SOURCES					
45. Do the consolidation parts of the textbook provide sufficient number of exercises to review the week?	4	3	2	1	0
46. Are the exercises in the consolidation parts appropriate for self-study?	4	3	2	1	0
47. Does the reference section of the textbook is useful for the students to revise the grammar, discourse and skills?	4	3	2	1	0
48. Is the workbook useful for the students for additional practice?	4	3	2	1	0
49. Does the workbook provide sufficient number of exercises?	4	3	2	1	0
50. Does the vocabulary list in the workbook allow the students to have useful practice in revising the new vocabulary?	4	3	2	1	0
VII. TEACHER'S MANUAL					
51. Is the layout of the teacher's manual easy to follow?	4	3	2	1	0
52. Does the manual help the teacher to understand the rationale of the textbook (objectives, methodology)?	4	3	2	1	0
53. Does it help the teacher with each new type of the lesson introduced?	4	3	2	1	0
54. Does it give advice on a variety of lesson presentation techniques?	4	3	2	1	0
55. Does it help the teacher review previous lessons?	4	3	2	1	0
56. Does it demand too much on teacher preparation?	4	3	2	1	0

4=Excellent 3=Good 2=Adequate 1=Weak 0=Totally lacking

57. Is the time specified for the activities in the teacher's manual realistic and appropriate?	4	3	2	1	0
58. Are the explanations on grammatical points appropriate for Intermediate students?	4	3	2	1	0
59. Are correct and suggested answers provided for all of the exercises in the textbook?	4	3	2	1	0
60. Are all the tapescripts given in the manual?	4	3	2	1	0
61. Does the manual include indexes locating the new vocabulary, structure and topics found in the textbook?	4	3	2	1	0

Please write your comments (if any) below:



THANK YOU FOR YOUR COOPERATION!

APPENDIX B: A COPY OF THE STUDENTS' QUESTIONNAIRE

BASE 2 KİTABININ DEĞERLEDİRİLMESİ

Kişisel Bilgiler:

Bölüm:

Cinsiyet: Kız ()

Erkek ()

Aşağıdaki ölçeği kullanarak size uygun olan seçeneği yuvarlak içine alınız.

5=Kesinlikle katılıyorum

4=Katılıyorum

3=Görüşüm yok

2=Katılmıyorum

1=Kesinlikle katılmıyorum

I. FİZİKSEL GÖRÜNÜM					
1. Kitabın görünümü genel olarak çekicidir.	5	4	3	2	1
2. Kitabın kapağı dayanıklıdır.	5	4	3	2	1
3.Kitap rahatlıkla taşınabilecek büyüklüktedir.	5	4	3	2	1
4. Konuları daha iyi anlayabilmem için kitapta yeterince resim, grafik, şema vardır.	5	4	3	2	1
5. Kitaptaki çizimler ve grafiklerin hepsi belli bir amaca hizmet ediyor.	5	4	3	2	1
6. Kitaptaki çizim ve grafikleri kolayca anlayabiliyorum.	5	4	3	2	1
7. Kitaptaki çok çeşitli sayfa düzenini ilgi çekici buluyorum.	5	4	3	2	1

5=Kesinlikle katılıyorum

4=Katılıyorum

3=Görüşüm yok

2=Katılmıyorum

1=Kesinlikle katılmıyorum

8. Kitaptaki renklerin kullanımını öğrenmemi olumlu yönde etkiledi.	5	4	3	2	1
9. Kitaptaki ana ve alt başlıklar iyi bir şekilde organize edilmiş.	5	4	3	2	1
10. Her ünite de aynı sayfa düzeni vardır.	5	4	3	2	1
II. İÇERİK					
11. Kitaptaki ünitelerin konularını ilginç ve eğlenceli buluyorum.	5	4	3	2	1
12. Kitaptaki konuların sıralanışı öğrenmemi olumlu yönde etkiledi.	5	4	3	2	1
13. Bu kitap benim seviyeme uygundur.	5	4	3	2	1
III. KELİME VE GRAMER					
14. Ünitelerde kelime ve gramer eşit ağırlıktadır.	5	4	3	2	1
15. Kelime ve gramer kitapta anlamlı bir şekilde sunuluyor.	5	4	3	2	1
16. Gramer konularının sayısını yeterli buluyorum.	5	4	3	2	1
17. Gramer konularının sıralanışı öğrenmemi olumlu yönde etkiledi.	5	4	3	2	1
18. Kitaptaki yeni kalıplar daha iyi pekiştirmem için daha sonraki konularda tekrar ediliyor.	5	4	3	2	1
19. Yeni kalıpların işlenişi ders dışında tekrar edilebilecek kadar açık ve yeterlidir.	5	4	3	2	1
20. Ders başına sunulan kelime sayısı öğrenebileceğim sayıdadır.	5	4	3	2	1
21. Yeni kelimeler pekiştirilmek için daha sonraki konularda tekrar ediliyor.	5	4	3	2	1

5=Kesinlikle katılıyorum

4=Katılıyorum

3=Görüşüm yok

2=Katılmıyorum

1=Kesinlikle katılmıyorum

22.Yeni kelimeler daha sonraki konularda değişik cümle ve kullanımlar içerisinde geçiyor	5	4	3	2	1
IV. AKTİVİTELER					
23. Kitapta yeterince değişik aktivite vardır.	5	4	3	2	1
24. Aktivitelerin başında verilen yönergeleri (Instructions) anlayabiliyorum.	5	4	3	2	1
25. Kitaptaki aktiviteleri seviyeme uygun buluyorum.	5	4	3	2	1
26. Kitaptaki aktiviteleri ilginç ve eğlenceli buluyorum.	5	4	3	2	1
27. Kitaptaki gramer ve dil becerileri (skills) aktivitelerinin sayısı dengelidir.	5	4	3	2	1
28. Kitaptaki aktiviteler konuyu daha iyi anlamama yardımcı oluyor.	5	4	3	2	1
29. Kitaptaki okuma aktiviteleri yeterlidir.	5	4	3	2	1
30. Kitaptaki dinleme aktiviteleri yeterlidir.	5	4	3	2	1
31. Kitaptaki konuşma aktiviteleri yeterlidir.	5	4	3	2	1
32. Kitaptaki yazma aktiviteleri yeterlidir.	5	4	3	2	1
33. Kitaptaki gramer aktiviteleri yeterlidir.	5	4	3	2	1
V. YARDIMCI KAYNAKLAR					
34. Kitaptaki tekrar (Consolidation) bölümleri daha fazla pratik yapmama olanak sağlıyor.	5	4	3	2	1
35. Kitaptaki tekrar bölümleri sınıf dışında çalışmama uygundur.	5	4	3	2	1
36. Kitabın sonundaki kaynak bölümü (Reference section) gramer ve dil kullanımını daha iyi anlayabilmem için faydalıdır.	5	4	3	2	1

5=Kesinlikle katılıyorum

4=Katılıyorum

3=Görüşüm yok

2=Katılmıyorum

1=Kesinlikle katılmıyorum

37. Alıştırma kitabı (Workbook) ek çalışma yapabilmem için faydalıdır.	5	4	3	2	1
38. Alıştırma kitabındaki aktiviteler çok çeşitlidir.	5	4	3	2	1
39. Alıştırma kitabındaki aktiviteler sayıca yeterlidir.	5	4	3	2	1
40. Alıştırma kitabındaki kelime listesi (vocabulary list) yeni öğrendiğim kelimeleri tekrar edebilmem açısından faydalıdır.	5	4	3	2	1

**APPENDIX C: TABLE 1 FREQUENCY ANALYSIS AND PERCENTAGES
OF TEACHER RESPONSES TO THE ITEMS**

**EVALUATION OF BASE 2
QUESTIONNAIRE FOR TEACHERS**

Experience in ELT:

Bilkent:

(Years)

Elsewhere:

Total:

Sex:

Female () Male ()

Nationality:

Turkish () British ()
American () Other () Please specify -----

Please circle the appropriate number using the following scale:

4=Excellent 3=Good 2=Adequate 1=Weak 0=Totally lacking

I. LAYOUT & PHYSICAL MAKE UP					
	<u>Satisfactory</u>		<u>Adequate</u>	<u>Unsatisfactory</u>	
	(Excellent/Good)			(Weak/Lacking)	
	Frequency	%	Frequency	Frequency	%
1. Is the look of the textbook in general attractive?	8	80	1	0	0
2. Is the cover of the textbook durable?	6	60	1	3	30

	<u>Satisfactory</u> (Excellent/Good)		<u>Adequate</u>	<u>Unsatisfactory</u> (Weak/Lacking)	
	Frequency	%	Frequency	Frequency	%
3. Does the size of the textbook seem convenient for students to handle?	2	20	2	7	70
4. Does the textbook contain enough pictures, diagrams, tables, etc helping the students understand the printed text?	8	80	2	0	0
5. Do the illustrations serve a function?	9	90	1	0	0
6. Are the illustrations clear and free of unnecessary details?	9	90	1	0	0
7. Is there a variety of design to interest the students?	4	40	2	4	40
8. Does the use of colour in the textbook serve a function?	8	80	2	0	0
9. Does the layout in the textbook have a motivating effect for the students to perform the tasks?	5	50	2	3	30
10. Are the main headings and subheadings in the textbook well-organised?	7	7	1	2	20
11. Does the textbook follow the same format in each unit?	9	90	1	0	0

II. AIMS & GOALS					
	<u>Satisfactory</u> (Excellent/Good)		<u>Adequate</u>	<u>Unsatisfactory</u> (Weak/Lacking)	
	Frequency	%	Frequency	Frequency	%
12. Do the aims and objectives of the materials in the textbook correspond to the needs and interests of the students?	7	70	1	2	20
13. Do the aims and the objectives of the material in the textbook correspond the course objectives?	9	90	1	0	0
14. Are the amount and type of the material to be covered realistic and adaptable toward the pace and time allocated for the course?	5	50	1	4	40
III. SUBJECT MATTER					
15. Are the topics of the units interesting for the students?	4	40	1	2	20
16. Is the ordering of the topics of the units organised in a logical fashion?	9	90	1	0	0
17. Is the textbook appropriate for Intermediate level students in general?	7	70	2	1	10
18. Are the texts in the textbook authentic?	8	80	2	0	0

IV. VOCABULARY & STRUCTURE					
	<u>Satisfactory</u> (Excellent/Good)		<u>Adequate</u>	<u>Unsatisfactory</u> (Weak/Lacking)	
	Frequency	%	Frequency	Frequency	%
19. Is there an even distribution of grammatical and vocabulary items among the units?	9	90	0	1	10
20. Are the linguistic items introduced in meaningful contexts?	9	90	1	0	0
21. Is the number of grammatical points appropriate for Intermediate level students?	8	80	1	1	10
22. Is the sequence of grammatical points appropriate for Intermediate level students?	8	80	2	0	0
23. Is the new structure repeated in subsequent lessons for reinforcement?	5	50	2	3	30
24. Is the new structure integrated in varying contexts and situations?	6	60	1	3	30
25. Are the presentations of new structure clear and complete enough for the students to review outside the class?	4	40	1	5	50

	Satisfactory (Excellent/Good)		Adequate	Unsatisfactory (Weak/Lacking)	
	Frequency	%	Frequency	Frequency	%
26. Does the vocabulary load (the number of new words introduced every lesson) seem to be reasonable for Intermediate level students?	3	30	1	6	60
27. Is the new vocabulary repeated in subsequent lessons for reinforcement?	7	70	2	1	10
28. Is the new vocabulary integrated in varying contexts and situations?	7	70	2	1	10
29. Are the presentations of new vocabulary clear and complete enough for students to review outside the class?	4	40	4	2	20
V. EXERCISES & ACTIVITIES					
30. Is there a variety of activities in the textbook?	6	60	3	1	10
31. Do the activities meet the aims and objectives of the course?	8	80	2	0	0
32. Are the instructions to the activities clear and appropriate for Intermediate level students?	8	80	1	1	10

	<u>Satisfactory</u> (Excellent/Good)		<u>Adequate</u>	<u>Unsatisfactory</u> (Weak/Lacking)	
	Frequency	%	Frequency	Frequency	%
33. Do the activities match the level of the students in general?	4	40	2	4	40
34. Do the activities match the interests of the students?	4	40	3	3	30
35. Is there a balance between the activities for language and activities for skills?	5	50	2	3	30
36. Do the activities require a variety of interaction patterns (pair work, group work, individual, etc)?	6	60	3	1	10
37. Do the activities promote critical thinking (i.e. interpretation, application, analysis, synthesis, & evaluation)?	7	70	2	1	10
38. Do the activities allow for enough free production	7	70	3	0	0
39. Do the situations in the activities promote meaningful learning and actual communication?	5	50	2	3	30
40. Are the reading activities adequate?	8	80	2	0	0
41. Are the writing activities adequate?	9	90	1	0	0

	<u>Satisfactory</u> (Excellent/Good)		<u>Adequate</u>	<u>Unsatisfactory</u> (Weak/Lacking)	
	Frequency	%	Frequency	Frequency	%
42. Are the speaking activities adequate?	4	40	2	4	40
43. Are the listening activities adequate?	8	80	2	0	0
44. Are the language activities adequate?	5	50	2	3	30
I. SUPPORTING SOURCES					
45. Do the consolidation parts of the textbook provide sufficient number of exercises to review the week?	8	80	2	0	0
46. Are the exercises in the consolidation parts appropriate for self-study?	7	70	3	0	0
47. Does the reference section of the textbook is useful for the students to revise the grammar, discourse and skills?	4	40	3	3	30
48. Is the workbook useful for the students for additional practice?	5	50	1	4	40
49. Does the workbook provide sufficient number of exercises?	5	50	2	3	30

	<u>Satisfactory</u> (Excellent/Good)		<u>Adequate</u>	<u>Unsatisfactory</u> (Weak/Lacking)	
	Frequency	%	Frequency	Frequency	%
50. Does the vocabulary list in the workbook allow the students to have useful practice in revising the new vocabulary?	4	40	4	2	20
VII. TEACHER'S MANUAL					
51. Is the layout of the teacher's manual easy to follow?	4	40	4	2	20
52. Does the manual help the teacher to understand the rationale of the textbook (objectives, methodology)?	6	60	2	2	20
53. Does it help the teacher with each new type of the lesson introduced?	8	80	1	1	10
54. Does it give advice on a variety of lesson presentation techniques?	5	50	3	2	20
55. Does it help the teacher review previous lessons?	4	40	2	4	40
56. Does it demand too much on teacher preparation?	5	50	3	2	20
57. Is the time specified for the activities in the teacher's manual realistic and appropriate?	6	60	1	3	30

	<u>Satisfactory</u> (Excellent/Good)		<u>Adequate</u>	<u>Unsatisfactory</u> (Weak/Lacking)	
	Frequency	%	Frequency	Frequency	%
58. Are the explanations on grammatical points appropriate for Intermediate students?	5	50	3	2	20
59. Are correct and suggested answers provided for all of the exercises in the textbook?	6	60	1	3	30
60. Are all the tapescripts given in the manual?	6	60	1	3	30
61. Does the manual include indexes locating the new vocabulary, structure and topics found in the textbook?	3	30	3	4	40

**APPENDIX C: TABLE 1 FREQUENCY ANALYSIS AND PERCENTAGES
OF TEACHER RESPONSES TO THE ITEMS**

**EVALUATION OF BASE 2
QUESTIONNAIRE FOR TEACHERS**

Experience in ELT:

Bilkent:

(Years)

Elsewhere:

Total:

Sex:

Female () Male ()

Nationality:

Turkish () British ()
American () Other () Please specify -----

Please circle the appropriate number using the following scale:

4=Excellent 3=Good 2=Adequate 1=Weak 0=Totally lacking

I. LAYOUT & PHYSICAL MAKE UP					
	<u>Satisfactory</u> (Excellent/Good)		<u>Adequate</u>	<u>Unsatisfactory</u> (Weak/Lacking)	
	Frequency	%	Frequency	Frequency	%
1. Is the look of the textbook in general attractive?	8	80	1	0	0
2. Is the cover of the textbook durable?	6	60	1	3	30

	<u>Satisfactory</u> (Excellent/Good)		<u>Adequate</u>	<u>Unsatisfactory</u> (Weak/Lacking)	
	Frequency	%	Frequency	Frequency	%
3. Does the size of the textbook seem convenient for students to handle?	2	20	2	7	70
4. Does the textbook contain enough pictures, diagrams, tables, etc helping the students understand the printed text?	8	80	2	0	0
5. Do the illustrations serve a function?	9	90	1	0	0
6. Are the illustrations clear and free of unnecessary details?	9	90	1	0	0
7. Is there a variety of design to interest the students?	4	40	2	4	40
8. Does the use of colour in the textbook serve a function?	8	80	2	0	0
9. Does the layout in the textbook have a motivating effect for the students to perform the tasks?	5	50	2	3	30
10. Are the main headings and subheadings in the textbook well-organised?	7	7	1	2	20
11. Does the textbook follow the same format in each unit?	9	90	1	0	0

II. AIMS & GOALS					
	<u>Satisfactory</u> (Excellent/Good)		<u>Adequate</u>	<u>Unsatisfactory</u> (Weak/Lacking)	
	Frequency	%	Frequency	Frequency	%
12. Do the aims and objectives of the materials in the textbook correspond to the needs and interests of the students?	7	70	1	2	20
13. Do the aims and the objectives of the material in the textbook correspond the course objectives?	9	90	1	0	0
14. Are the amount and type of the material to be covered realistic and adaptable toward the pace and time allocated for the course?	5	50	1	4	40
III. SUBJECT MATTER					
15. Are the topics of the units interesting for the students?	4	40	1	2	20
16. Is the ordering of the topics of the units organised in a logical fashion?	9	90	1	0	0
17. Is the textbook appropriate for Intermediate level students in general?	7	70	2	1	10
18. Are the texts in the textbook authentic?	8	80	2	0	0

IV. VOCABULARY & STRUCTURE					
	<u>Satisfactory</u> (Excellent/Good)		<u>Adequate</u>	<u>Unsatisfactory</u> (Weak/Lacking)	
	Frequency	%	Frequency	Frequency	%
19. Is there an even distribution of grammatical and vocabulary items among the units?	9	90	0	1	10
20. Are the linguistic items introduced in meaningful contexts?	9	90	1	0	0
21. Is the number of grammatical points appropriate for Intermediate level students?	8	80	1	1	10
22. Is the sequence of grammatical points appropriate for Intermediate level students?	8	80	2	0	0
23. Is the new structure repeated in subsequent lessons for reinforcement?	5	50	2	3	3
24. Is the new structure integrated in varying contexts and situations?	6	60	1	3	30
25. Are the presentations of new structure clear and complete enough for the students to review outside the class?	4	40	1	5	50

	<u>Satisfactory</u> (Excellent/Good)		<u>Adequate</u>	<u>Unsatisfactory</u> (Weak/Lacking)	
	Frequency	%	Frequency	Frequency	%
26. Does the vocabulary load (the number of new words introduced every lesson) seem to be reasonable for Intermediate level students?	3	30	1	6	60
27. Is the new vocabulary repeated in subsequent lessons for reinforcement?	7	70	2	1	10
28. Is the new vocabulary integrated in varying contexts and situations?	7	70	2	1	10
29. Are the presentations of new vocabulary clear and complete enough for students to review outside the class?	4	40	4	2	20
V. EXERCISES & ACTIVITIES					
30. Is there a variety of activities in the textbook?	6	60	3	1	10
31. Do the activities meet the aims and objectives of the course?	8	80	2	0	0
32. Are the instructions to the activities clear and appropriate for Intermediate level students?	8	80	1	1	10

	<u>Satisfactory</u> (Excellent/Good)		<u>Adequate</u>	<u>Unsatisfactory</u> (Weak/Lacking)	
	Frequency	%	Frequency	Frequency	%
33. Do the activities match the level of the students in general?	4	40	2	4	40
34. Do the activities match the interests of the students?	4	40	3	3	30
35. Is there a balance between the activities for language and activities for skills?	5	50	2	3	30
36. Do the activities require a variety of interaction patterns (pair work, group work, individual, etc)?	6	60	3	1	10
37. Do the activities promote critical thinking (i.e. interpretation, application, analysis, synthesis, & evaluation)?	7	70	2	1	10
38. Do the activities allow for enough free production	7	70	3	0	0
39. Do the situations in the activities promote meaningful learning and actual communication?	5	50	2	3	30
40. Are the reading activities adequate?	8	80	2	0	0
41. Are the writing activities adequate?	9	90	1	0	0

	<u>Satisfactory</u> (Excellent/Good)		<u>Adequate</u>	<u>Unsatisfactory</u> (Weak/Lacking)	
	Frequency	%	Frequency	Frequency	%
42. Are the speaking activities adequate?	4	40	2	4	40
43. Are the listening activities adequate?	8	80	2	0	0
44. Are the language activities adequate?	5	50	2	3	30
I. SUPPORTING SOURCES					
45. Do the consolidation parts of the textbook provide sufficient number of exercises to review the week?	8	80	2	0	0
46. Are the exercises in the consolidation parts appropriate for self-study?	7	70	3	0	0
47. Does the reference section of the textbook is useful for the students to revise the grammar, discourse and skills?	4	40	3	3	30
48. Is the workbook useful for the students for additional practice?	5	50	1	4	40
49. Does the workbook provide sufficient number of exercises?	5	50	2	3	30

	Satisfactory (Excellent/Good)		Adequate	Unsatisfactory (Weak/Lacking)	
	Frequency	%	Frequency	Frequency	%
50. Does the vocabulary list in the workbook allow the students to have useful practice in revising the new vocabulary?	4	40	4	2	20
VII. TEACHER'S MANUAL					
51. Is the layout of the teacher's manual easy to follow?	4	40	4	2	20
52. Does the manual help the teacher to understand the rationale of the textbook (objectives, methodology)?	6	60	2	2	20
53. Does it help the teacher with each new type of the lesson introduced?	8	80	1	1	10
54. Does it give advice on a variety of lesson presentation techniques?	5	50	3	2	20
55. Does it help the teacher review previous lessons?	4	40	2	4	40
56. Does it demand too much on teacher preparation?	5	50	3	2	20
57. Is the time specified for the activities in the teacher's manual realistic and appropriate?	6	60	1	3	30

	<u>Satisfactory</u> (Excellent/Good)		<u>Adequate</u>	<u>Unsatisfactory</u> (Weak/Lacking)	
	Frequency	%	Frequency	Frequency	%
58. Are the explanations on grammatical points appropriate for Intermediate students?	5	50	3	2	20
59. Are correct and suggested answers provided for all of the exercises in the textbook?	6	60	1	3	30
60. Are all the tapescripts given in the manual?	6	60	1	3	30
61. Does the manual include indexes locating the new vocabulary, structure and topics found in the textbook?	3	30	3	4	40

**APPENDIX D: TABLE 2 FREQUENCY ANALYSIS AND PERCENTAGES
OF STUDENT RESPONSES TO THE ITEMS**

BASE 2 KİTABININ DEĞERLENDİRİLMESİ

Kişisel Bilgiler:

Bölüm:

Cinsiyet: Kız ()

Erkek ()

Aşağıdaki ölçeği kullanarak size uygun olan seçeneği yuvarlak içine alınız.

5=Kesinlikle katılıyorum

4=Katılıyorum

3=Görüşüm yok

2=Katılmıyorum

1=Kesinlikle katılmıyorum

I. FİZİKSEL GÖRÜNÜM					
	<u>Satisfactory</u>		<u>No opinion</u>	<u>Unsatisfactory</u>	
	Frequency	%	Frequency	Frequency	%
1. Kitabın görünümü genel olarak çekicidir.	33	66	4	13	26
2. Kitabın kapağı dayanıklıdır.	28	56	5	17	34
3. Kitap rahatlıkla taşınabilecek büyüklüktedir.	8	16	3	39	78

	<u>Satisfactory</u>		<u>No opinion</u>	<u>Unsatisfactory</u>	
	Frequency	%	Frequency	Frequency	%
4. Konuları daha iyi anlayabilmem için kitapta yeterince resim, grafik, şema vardır.	26	52	12	12	24
5. Kitaptaki çizimler ve grafiklerin hepsi belli bir amaca hizmet ediyor.	27	54	11	12	24
6. Kitaptaki çizim ve grafikleri kolayca anlayabiliyorum.	35	70	9	6	12
7. Kitaptaki çok çeşitli sayfa düzenini ilgi çekici buluyorum.	24	48	5	21	42
8. Kitaptaki renklerin kullanımı öğrenmemi olumlu yönde etkiledi.	20	40	14	16	32
9. Kitaptaki ana ve alt başlıklar iyi bir şekilde organize edilmiş.	25	50	13	12	24
10. Her ünite de aynı sayfa düzeni vardır.	34	68	12	4	8
II. İÇERİK					
11. Kitaptaki ünitelerin konularını ilginç ve eğlenceli buluyorum.	18	36	10	22	44

	<u>Satisfactory</u>		<u>No opinion</u>	<u>Unsatisfactory</u>	
	Frequency	%	Frequency	Frequency	%
12. Kitaptaki konuların sıralanışı öğrenmemi olumlu yönde etkiledi.	15	30	12	23	46
13. Bu kitap benim seviyeme uygundur.	34	68	8	8	16
III. KELİME VE GRAMER					
14. Ünitelerde kelime ve gramer eşit ağırlıktadır.	23	46	8	19	38
15. Kelime ve gramer kitapta anlamlı bir şekilde sunuluyor.	22	44	9	19	38
16. Gramer konularının sayısını yeterli buluyorum.	29	58	9	12	24
17. Gramer konularının sıralanışı öğrenmemi olumlu yönde etkiledi.	28	56	9	13	26
18. Kitaptaki yeni kalıplar daha iyi pekiştirmem için daha sonraki konularda tekrar ediliyor.	27	54	11	12	24
19. Yeni kalıpların işlenişi ders dışında tekrar edilebilecek kadar açık ve yeterlidir.	30	60	12	9	16

	<u>Satisfactory</u>		<u>No opinion</u>	<u>Unsatisfactory</u>	
	Frequency	%	Frequency	Frequency	%
20. Ders başına sunulan kelime sayısı öğrenebileceğim sayıdadır.	18	36	8	24	48
21. Yeni kelimeler pekiştirilmek için daha sonraki konularda tekrar ediliyor.	27	54	10	13	26
22. Yeni kelimeler daha sonraki konularda değişik cümle ve kullanımlar içerisinde geçiyor	28	56	12	10	20
IV. AKTİVİTELER					
23. Kitapta yeterince değişik aktivite vardır.	26	52	7	17	34
24. Aktivitelerin başında verilen yönergeleri (Instructions) anlayabiliyorum.	36	72	6	8	16
25. Kitaptaki aktiviteleri seviyeme uygun buluyorum.	35	70	9	6	12
26. Kitaptaki aktiviteleri ilginç ve eğlenceli buluyorum.	14	28	11	25	50

	<u>Satisfactory</u>		<u>No opinion</u>	<u>Unsatisfactory</u>	
	Frequency	%	Frequency	Frequency	%
27. Kitaptaki gramer ve dil becerileri (skills) aktivitelerinin sayısı dengelidir.	22	44	7	21	42
28. Kitaptaki aktiviteler konuyu daha iyi anlamama yardımcı oluyor.	24	48	11	15	30
29. Kitaptaki okuma aktiviteleri yeterlidir.	24	48	4	22	44
30. Kitaptaki dinleme aktiviteleri yeterlidir.	26	52	3	21	42
31. Kitaptaki konuşma aktiviteleri yeterlidir.	12	24	11	27	54
32. Kitaptaki yazma aktiviteleri yeterlidir.	36	72	7	7	14
33. Kitaptaki gramer aktiviteleri yeterlidir.	32	64	4	14	28
V. YARDIMCI KAYNAKLAR					
34. Kitaptaki tekrar (Consolidation) bölümleri daha fazla pratik yapmama olanak sağlıyor.	25	50	12	13	26
35. Kitaptaki tekrar bölümleri sınıf dışında çalışmama uygundur.	25	50	10	15	30

	<u>Satisfactory</u>		<u>No opinion</u>	<u>Unsatisfactory</u>	
	Frequency	%	Frequency	Frequency	%
36. Kitabın sonundaki kaynak bölümü (Reference section) gramer ve dil kullanımını daha iyi anlayabilmem için faydalıdır.	31	62	5	14	28
37. Alıştırma kitabı (Workbook) ek çalışma yapabilmem için faydalıdır.	30	60	4	16	32
38. Alıştırma kitabındaki aktiviteler çok çeşitlidir.	25	50	11	14	28
39. Alıştırma kitabındaki aktiviteler sayıca yeterlidir.	24	48	9	17	34
40. Alıştırma kitabındaki kelime listesi (vocabulary list) yeni öğrendiğim kelimeleri tekrar edebilmem açısından faydalıdır.	37	74	8	5	10

**APPENDIX E: EXAMPLE CONSOLIDATION PART FOR UNIT 2 FROM
BASE 2**

CONSOLIDATION



VOCABULARY

- 1 Look at these 20 words from this unit. Can you remember what they all mean?
 Look back at the unit if you can't remember, ask your friend or look them up in your dictionary. Complete the table below with a ✓ (yes), a X (no), or a ? (don't know).

WORD	This word was important for me to understand this unit	I will probably use this word again in the future	I used this word when I was writing my essay	I want to learn this word
a believe				
b consumption				
c culture				
d decide				
e disappear				
f engaged				
g entertain				
h frightening				
i forbid				
j habit				
k harmful				
l national				
m notice				
n performance				
o prepare				
p respect				
q religious				
r sociable				
s spread				
t tradition				

- 2 Put these words in your vocabulary journal.



AN E-MAIL TO AHMET

Peter is Ahmet's friend and he works in Istanbul. Read the e-mail message that he has sent to Ahmet and fill in the blanks with the correct forms of the verbs:

Hi,

I received an e-mail from Bill yesterday and he told me that the company that you 1)..... (always/want) to work for

2)..... (offer) you a very good post in Japan!

Congratulations! A new job in a new country... It 3)..... (sound) really exciting.

I 4)..... (hope) I can see you before you leave. I

5)..... (go) on a business trip on June, 10th and my friend

from work 6)..... (get) married on the 20th. I 7).....

(think) I'll be able to come and see you after the wedding.

My Turkish 8)..... (improve) a lot since we last saw

each other and it 9)..... (get) better each day. At first I

thought of writing this e-mail in Turkish, but then I gave up

because it 10)..... (take) me a lot of time to make correct

sentences in this language and besides, I still 11).....

(not/know) that many words, but I 12)..... (enjoy) studying

it a lot.

I 13)..... (not/do) much work for the last couple of

weeks. I 14)..... (be) to the movies and 15).....

(visit) some friends. I 16)..... (find) it really difficult

to concentrate on my work as it 17)..... (get) warmer and

nicer outside. I 18)..... (think) I 19)..... (need) a

long holiday before the new season 20)..... (start).

I'd better stop here. The lunch break 21)..... (finish)

and I have to go back.

Hope to hear from you soon.

Peter



RELATIVE CLAUSES

1 Fill in the blanks with an appropriate relative pronoun in the following sentences:

- a Are you going to apply for the job..... was advertised in the Sunday paper?

- b People..... don't eat meat are called "vegetarians".
- c The Beatles, songs were popular all over the world in the 60s and 70s, have come together to make a new album.
- d What's the name of the city Atatürk was born?
- e The student car had broken down was late for the exam.
- f Can I talk to someone is responsible for this organisation?
- g I like films..... end in an unexpected way.

2 Combine the following sentences using relative clauses. If the relative pronoun can be left out, put it in brackets:

- a We met a woman yesterday. She works in the same company as my father.
.....
- b Have you seen the books? I borrowed them from the library.
.....
- c John's wife is Spanish. He speaks that language perfectly.
.....
- d We are going to the holiday village in Kemer. We usually spend our summer holidays there.
.....
- e My car broke down again. It was repaired last week
.....



ORDER OF ADJECTIVES

Read the paragraphs below and fill in the blanks using the appropriate adjectives. Be careful about the order of adjectives.

- a woollen plastic strange big brown old

Our neighbour, Mr. Smith is a(n) man. He leaves home very early every morning, carrying a(n) bag in his hand and he wears the same suit everyday.

- b dangerous ambitious well-known young
 international luxurious Italian big

This book is about a(n) business-woman who works for a (n) company. She lives in a(n) flat and she travels all around the world because of her job. One day she meets a(n) gangster and her life changes all of a sudden...

**APPENDIX F: EXAMPLE VOCABULARY JOURNAL PAGES TAKEN
FROM BASE 2**

UNIT-1:-UNIVERSITY-LIFE

1 Part of Speech

Using your exercise book, a dictionary or your own knowledge, add the part of speech (noun (n), verb (v), preposition (prep), adjective (adj) etc.) to these words. If the word has more than one part of speech for the same spelling, include all of the parts of speech.

ASSIGNMENT	()	EVALUATE	()	PASSIVE	()
BENEFIT	()	EXPAND	()	PREPARED	()
BOARD	()	EXPECTED	()	RELATIVELY	()
CAMPAIGN	()	GENERATE	()	RESPONSIBLE	()
CONTRIBUTED	()	GEOGRAPHY	()	SCHEME	()
DEFINITELY	()	INTERESTS	()		
ELECTION	()	LIMITED	()		
EMPHASIS	()	PARTICULAR	()		

2 Write Meaningful Sentences

If you are confident that you know any of the words below, write your own sentence to show your teacher that you can use the word. If you are not sure about any of the words, or if they are new to you, use your textbook or a dictionary to write a sentence.

ADULT (n) _____	EQUALLY (adv) _____
_____	_____
ADVICE (n) _____	KNOWLEDGE (n) _____
_____	_____
APPROACH (n) _____	PARTICULARLY (adv) _____
_____	_____
AVAILABLE (adj) _____	PRACTICAL (adj) _____
_____	_____
BALANCE (n) _____	PRESSURE (n) _____
_____	_____
CONFIDENCE (n) _____	RESPONSIBILITY (n) _____
_____	_____
DEGREE (n) _____	WELFARE (n) _____
_____	_____
DIRECTLY (adv) _____	WHETHER (conj) _____
_____	_____
DUTY (n) _____	



VOCABULARY JOURNAL

3 Word Study

Each of the following words have a number of different meanings. Use your dictionary to find the correct definition for each example. Write the definition in the space provided.

a CHANCE

i give new students the chance to meet others and make new friends.

ii I met her on the stairs quite by chance.

iii I'll save a lot of money if I go on the bus, but I might miss the interview and that's a chance I can't afford to take.

b POINT

i Brad: Okay, I take your point. I guess that would be different.

ii Now, another point - make sure that you know what to do / where to go if you become ill.

iii but all the time his eyes were fixed on a point ahead of him where four roads met.

iv He pointed to the furthest one as being their home and called it Orque.

v so the point of holistic medicine is it's looking at the whole person

c WORTH

i what I want to know is - is it all worth it in the end - I mean, I've finished school now, I've done the university entrance exam and I just have to wait and see if I have managed to get into Tourism or not.

ii The denim industry is worth \$850 million a year in the UK alone.

d TENSE

i Make up a grammar list of points to check, e.g., word order, tense, singular and plural etc.

ii The week before exams I always get tense and nervous.

Use your own ideas or suggestions from your teacher to group some of this week's words.

APPENDIX G: EXAMPLE REFERENCE PAGES TAKEN FROM *BASE 2*

REFERENCE SECTION

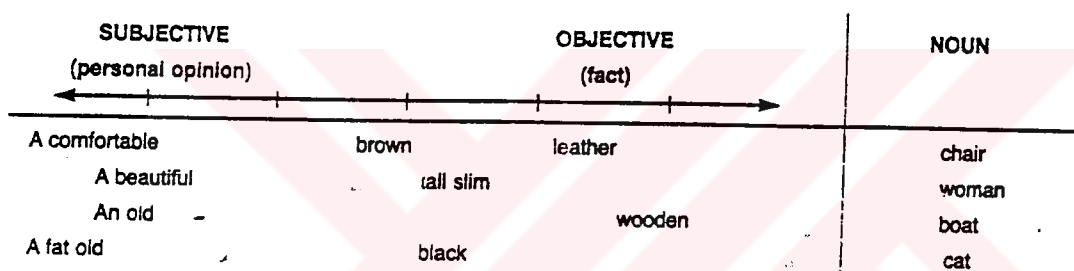
GRAMMAR AND FUNCTIONS

The following reference list is in alphabetical order. It contains the grammar points, and functions from the units as highlighted in the Study Boxes. Each point in the list is cross-referenced to the page where it can be found.

Adjective Order - see unit 2, page 59

Description: when more than one adjective comes before a noun, they are usually put in a special order. The more subjective adjectives (personal opinion) are usually mentioned first, followed by the more objective ones (facts).

Form and Examples:



Asking for and Giving Permission - see unit 3, page 99

Description: It is polite to ask in the following way, if you want to be allowed to do something.

Form and Examples:

Informal	Giving Permission	Refusing Permission
<i>Can I borrow your ISC booklet?</i>	<i>Sure.</i>	<i>No, (I'm afraid) you can't. I'm using it at the moment.</i>
<i>Is it alright if I borrow your Michael Jackson cassette?</i>	<i>Yes, of course.</i>	<i>No, (I'm afraid) it's not possible.</i>
<i>Do you mind if I have a look at your newspaper?</i>	<i>Go ahead.</i>	
Formal		
<i>May I use your phone?</i>	<i>Please do.</i>	<i>No, (I'm afraid) you can't because I'm waiting for an important call.</i>
<i>Could I ask you a question?</i>	<i>Certainly.</i>	
<i>Do you mind if I open the window?</i>	<i>No, not at all.</i>	<i>Yes, (I'm afraid) I do (mind).</i>
<i>Would it be possible for me to leave work early today?</i>		
<i>I wonder if I could borrow some money?</i>		

REFERENCE SECTION

Comparatives and Superlatives - see unit 4, page 111

Description: Comparatives and superlatives are used to describe the differences between things, people or places, in relation to each other.

Form and Examples:

—er than ...	Light-coloured clothes are <i>cooler than</i> dark ones.
more — than ...	Animal furs give <i>more</i> protection from the cold <i>than</i> plant materials.
the —est.	Furs are <i>the warmest</i> type of clothing.
the most —.	Modern materials mean that human beings can survive in even <i>the most extreme</i> temperatures.
... as ... as ...	Light colours don't get <i>as hot as</i> dark colours in the sun.

Comparison and Contrast Markers - see unit 4, page 121

Description: Markers of comparison and contrast are used when you want to talk about the similarities and differences between two things.

Form and Examples:

... difference(s) between ... and ...	Another noticeable <i>difference between</i> hot and cold countries is the colours that people wear.
... is / are different from ...	Human beings <i>are different from</i> animals because our bodies cannot cope with any great changes in temperature.
... whereas ...	People who live in hot places often wear light colours, <i>whereas</i> in cold places they wear dark coloured clothes.
... while ...	In hot countries, people wear loose-fitting clothes, <i>while</i> in cold countries people wear more close-fitting clothes.
... In contrast, ...	People from very cold countries wear animal furs. <i>In contrast</i> , people from hot countries wear clothes made out of plant material.
Both ... and ...	Human beings can survive in <i>both</i> the extreme heat of fires <i>and</i> the extreme cold of outer space.

Conditionals: Zero, First and Second - see unit 6, page 202 (zero and first); unit 8, pages 255 & 262 (second)

Zero Conditional

Description: The zero conditional is used to talk about actions or events that are generally true.

Examples: *If there is* a robbery in a bank, the staff *do not attack* the robbers.
If there are video cameras in a bank, they *film* everything that happens.

Form:

Both the verb in the main clause and the verb in the "if" clause are in the present tense.

The order of the clauses is not important.

i.e., If + present tense, present tense. OR Present tense, if + present tense.

1st Conditional

Description: The first conditional is used to talk about actions and events in the present or future which are quite probable or likely to happen.

APPENDIX H: SAMPLE SUPPLEMENTARY SPEAKING MATERIAL
STUDENT'S HANDOUT

ASKING FOR AND GIVING ADVICE.

1) List down the phrases/sentences you know to

ask for advice

give advice

2) a. Find an imaginary problem for yourself and try to make it as funny as possible. Write your problem on a piece of paper. Tell your problem to a friend and ask questions for advice. Also, give advice to his /her problem. Then exchange your problems and go to another friend to ask for and give advice. Try to hear as many problems as you can.

b. Now, write three problems that you heard including the advice given to each problem. Then choose the most interesting problem and advice you heard. Share it with the whole class.

Problem 1:

Advice:

Problem 2:

Advice:

Problem 3:

Advice:

3) a. Your teacher will give you one letter taken from a problem page of a newspaper. Work in groups to give advice to the writer of the letter.

Letter Number: .

His/Her Problem:

Advice:

b) Tell the other groups the problem in the letter and the advice you gave. Ask for different advice to the other groups. Then, decide on the best advice as a class.

c) After listening to all the groups, match the problem letters with the advice letters that your teacher will show you. Compare the advice that you made earlier with the ones on ohp.

APPENDIX I: TEACHER'S NOTES FOR THE SUPPLEMENTARY SPEAKING ACTIVITY

TEACHER'S NOTES

Task 1. Ask the students to list down the phrases that they know to ask for advice and give advice and get whole class feedback by writing the answers on board.

Task 2. a) Tell the students that you have a problem and you need advice. Write your problem on the board. The problem should be a ridiculous one to attract the students' interest. For example,

"This morning, I saw Michael Jackson dancing in my bathroom."

"I took a taxi and the driver was/is blind." etc.

"What would you do if you were me?"

Listen to the advice that the students make. Then ask the students to find funny problems for themselves. For this activity students need to stand up with the papers on which they have written their problems. Tell the students that they need to use the sentences written on board. Monitor the class.

b) Ask the students to write down the problems and the advice they remember in note form. The aim is to get the students to speak as much as possible. Ask them to report what they heard during the activity to whole class.

Task 3. a) Tell the students that they will be agony aunts and they will receive problem letters. Give one letter from the problem page to each group and ask the group to identify the problem first. After they identified the problem of the writer of the letter, ask them to discuss the kind of advice that they can give to help the person. For task b) tell the students that they need to listen to the other groups as they will need that information for the next activity. Students should not take notes, but they should just listen to their friends.

c) Photocopy the answers to the letters on an oht and ask the students to match the letters with the problem letters. (The problem page and the letters to the problems are taken from: Klippel, F. *Keep Talking . "Communicative fluency activities for language teaching"*. Avon: Cambridge University Press, 1991 (182-183))

Problem Page (1)

1 Will marriage bring love?

Dear

I recently broke up with a man I loved and he married another girl.

I have been going out with someone else ever since. He's 29 and I'm 26.

Now he has asked me to marry him and I suppose I would be mad to refuse.

But I don't love him, though I'm fond of him. I live in a small village so I'm unlikely to get another chance. I don't want to be left on the shelf.

My mother says love grows if you marry someone who is good to you. Do you think she's right?

Miss P. J. Suffolk

2 I'm restless

Dear

Six years ago, when I was 24, I married my first and only boyfriend.

We now have two lovely children and my husband is good and kind. I should be happy, but I'm not.

I feel that life is passing me by and that I'm married too young. And I am now building a fantasy world around a friend's husband. I suppose I should be ashamed. Can you help me?

(Mrs R. McC.)

Dear

3 I have been seeing a young man once or twice a week for the past year. I enjoy his company and have always regarded him as a good friend.

He has been very good to me and bought me anything I have asked for. But lately he has talked of marriage. He seems to assume that I am serious about him and will eventually settle down in some dull little semi in the suburbs.

But I have no intention of even contemplating marriage for years yet. And he isn't successful enough or rich enough to be the man I would choose.

I don't want to hurt him or frighten him off because he does give me a good time. But how can I get over to him that I am only prepared to allow him to be in my company and not my future husband.

(Miss R. W.)

Dear

4 I have been living with my boyfriend for two years. I am now pregnant and having a dreadful time with my family because they are trying to pressure us into getting married.

I cannot accept their reasoning that it would be for the good of the child.

By the time the baby is of school age, marriage will be a thing of the past anyway. When will people accept a more liberal outlook on life?

(Ms K. O.M.)

5 Two-timer

Dear

We work in the typing pool of a large London store and are very concerned for the welfare of one of our young colleagues.

She is only 19, unmarried, and has become very friendly with a young man who works in one of the departments of the store. He pops into the typing pool to see her and they hold hands, whisper and act as if we are not there. We know that he is engaged to a girl who lives near him.

We feel for the protection of the girl that we should complain to the general manager. But we wouldn't like anybody to get the sack.

(Four Worried Typists)

6 I don't want to be alone

Dear

I have been married for just over a year. We were lucky enough to buy a house, although we had to move away from both our families. It is very nice, but we have made very few friends. Now my husband's job is taking him up north for six weeks and I can't bear the thought of being on my own.

(Mrs T. E.)

I think she could be right but I wouldn't take any bets on it. And I certainly wouldn't bet on the success of a marriage that's based on the fear of never getting another chance.

It's pretty insulting to marry a man just because you're afraid no one else will ask you.

Imagine how you'd feel if the position was reversed - and he was willing to wed you as a last resort. Wouldn't you resent it?

Maybe you think he'll never realise the reason you accepted him, but he's bound to get the message, for no one can keep up a pretence of love for long.

You'd be far better off unwed than married to a man who might bore you or irritate you or even repel you.

Passionate love can overcome the minor irritations and often even the major ones.

Where there's no love, there really isn't much hope either.

Why don't you show a little enterprise and get out of your village? There's a big world waiting outside.

It sounds to me as if you need a new interest, and I don't mean another man. Everybody starts feeling restless now and again. But provided you are sensible it will pass.

I suppose it is difficult to tell a man who obviously loves you that all you want from him is what you can grab. You are not a fool and you know that sooner or later you are going to hurt him badly.

Be straightforward with him now. Think of him for once rather than of yourself and what you might be missing out on if he never saw you again.

You may be right about marriage being a thing of the past in a few years, but I wouldn't bet on it. Of course, you are entitled to live as you think fit. But I hope that when your child is old enough to think for himself, he agrees with your point of view. If he doesn't, then you are going to face a heap of problems.

My advice is simple - mind your own business. The girl is old enough to know what she is doing.

Why not find yourself a job to keep you occupied? You can keep in touch with him by telephone, if it's important to his job that he should work away from home for a few weeks, don't let him know the parting will upset you.

APPENDIX J: EXAMPLE SPEAKING ACTIVITIES TAKEN FROM *BASE2*

WHAT SHALL I DO?



- 1 Listen to your teacher for instructions.
- 2
 - a Fill in columns 1 - 4 in the table below with the problems you hear on the cassette.
 - b Give a piece of advice to solve the problem.
 - c Listen to the advice given on the cassette. If it is different from your advice, write it down.

	1	2	3	4
Problem				
Question	<i>What shall I do?</i>			
Advice (own)				
Advice (cassette)				

- 3 Think of a problem you have related to school / friends / family. Fill in the table below and ask some friends for advice. Write down the two best pieces of advice you are given.

Problem	
Advice 1	
Advice 2	

- 4 Complete the Study Box below.

STUDY BOX: Asking For and Giving Advice

Asking for advice	Giving advice
• What _____?	• Why don't you _____?
• What do you _____?	• You _____?
• What would _____?	• You'd _____?
	• If _____?

ANSWERS TO 4	
<p>Asking for advice</p> <p>What <i>shall I do</i>?</p> <p>What do you <i>think I should do</i>?</p> <p>What would you do if you were me?</p>	<p>Giving advice</p> <p>Why don't you ... ?</p> <p>You <i>should / ought to</i> ...</p> <p>You'd <i>better (not)</i> ...</p> <p>If I were you, I'd ...</p>

Tapescripts: WHAT SHALL I DO?

PROBLEMS

1. F. I'm really stuck. I can't find enough information for my ISC this week. What shall I do?
2. M. My car won't start when it's cold in mornings. It's really annoying. What do you think I should do?
3. F. Did I show you ring that Hakan gave me last month? It was really expensive and now guess what's happened. I've lost it. What shall I do? don't know whether to tell him or not.
4. M. I'm going mad! dormitories are so noisy at night with people shouting and playing music that I can't sleep. What would you do if you were me?

ADVICE

1. M. Why don't you try looking on Internet in computer centre?
2. M. You should park it in garage to keep it warm.
3. F. I think you'd better tell him as soon as possible.
4. F. I'd ask everyone to be quiet and to go to bed at 10 o'clock if I were you. That might not be very easy though.