A POST-USE EVALUATION OF AN EFL COURSEBOOK FROM THE
PERSPECTIVES OF PREPARATORY SCHOOL STUDENTS AND
INSTRUCTORS: A MIXED METHODS STUDY

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ABSTRACT

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The purpose of this convergent parallel mixed methods design study was to conduct a post-use evaluation of the coursebook *New Language Leader Intermediate* from the perspectives of students and instructors at a language preparatory school of a public university in Turkey. 202 students provided quantitative data about various aspects of the coursebook through a researcher-developed survey which also contained open-ended questions about the coursebook. 20 instructors completed the instructors' version of the same instrument which had some additional sections. The instructors' survey also had some open-ended questions which were used to collect qualitative data. In addition to the survey instrument, semi-structured interview protocols were utilized with students and instructors. Qualitative data were collected to find out what strengths and weaknesses participants attribute to the coursebook and what recommendations they make to increase the effectiveness of the coursebook. The quantitative and qualitative data were analyzed separately, and the combined results were interpreted in the discussion chapter.

Keywords: EFL textbook, textbook evaluation, post-use evaluation

ÖZ

YABANCI DİL ÖĞRETİMİNDE KULLANILAN BİR İNGİLİZCE DERS KİTABININ ÖĞRENCİ VE ÖĞRETİM GÖREVLİLERİNİN GÖZÜNDEN KULLANIM SONRASI DEĞERLENDİRİLMESİ: BİR KARMA YÖNTEM ÇALIŞMASI

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Bu araştırma yakınsayan paralel desenli karma yöntemli bir çalışma olup *New Language Leader Intermediate* ders kitabının kullanım sonrası değerlendirilmesi amacıyla yapılmıştır. Çalışmaya katılanlar Türkiye'de bir devlet üniversitesinin İngilizce hazırlık okulunda okuyup bu kitabı kullanmış olan öğrenciler ile bu öğrencilerin İngilizce derslerine giren öğretim görevlileridir. Öğrencilerden nicel veri toplamak amacıyla, araştırmacı tarafından kitabı çeşitli açılardan inceleyen bir anket geliştirilmiş ve bu anket aracılığıyla 202 öğrenciden veri toplanmıştır. Bu anket temelde aynı bırakılarak biraz daha kapsamlı bir hale getirilmiş ve 20 öğretim görevlisinden nicel veri toplamak amacıyla kullanılmıştır. Nitel veri ise hem öğrenci hem de öğretim görevlilerinin anketlerinde bulunan açık uçlu sorular aracılığıyla toplanmıştır. Nitel veri toplamak için ayrıca öğrencilerle ve öğretim görevlileri ile yarı yapılandırılmış sözlü görüşmeler yapılmıştır. Nitel veri katılımcıların kitabın hangi yönlerini güçlü ve zayıf bulduklarını tespit etmek ve kitabın daha etkili hale getirilmesi için katılımcılar tarafından sunulan öneriler

hakkında bilgi sahibi olmak için kullanılmıştır. Nicel ve nitel veri ayrı ayrı analiz edilmiş ve tartışma bölümünde bir araya getirilmiştir.

Anahtar kelimeler: İngilizce öğretiminde kullanılan ders kitabı, ders kitabı değerlendirme, ders kitabının kullanım sonrası değerlendirilmesi

To My Family

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CHAPTER 1

INTRODUCTION

1.0 Presentation

This chapter presents the background to the study, statement of the problem, purpose of the study and the research questions addressed. It also covers why the study is significant.

1.1 Background to the Study

The last few centuries have seen the rise of English as a global language as a result of political, economic, technological, and cultural factors (Crystal, 1997). The view has been further supported by Richards (2015) who stated that English has established itself as the world's 'lingua franca' thanks to the prominent role it plays in the international arena. Not only has English achieved a global status, but it has also managed to maintain its position as the major means of communication in key domains such as business, education, leisure, science, and technology (Crystal, 1997). Due to its ever-growing importance as an international language, the number of nonnative speakers of English has far surpassed the number of native speakers (Harmer, 2007). It is estimated that English language is spoken by approximately two billion people worldwide, with 380 million native speakers, 600 million second-language speakers, and another one billion who study English as a foreign language at some point in their lives (Richards, 2015).

Given the large number of English speakers in the world, it is hardly surprising that people learn English for various reasons, including gaining improved access to education and enjoying the benefits English brings in terms of science, business, politics and entertainment. English is also an essential tool for international communication, travel and publications (McKay, 2002). The whole phenomenon of globalization has contributed substantially to making English the most widely studied foreign language in the world (Richards & Rodgers, 2001). Today, English is taught as an integral part of the curriculum all over the world. In parallel with the growing needs of 21st century citizens, the scope of English language teaching has changed to include language programs that aim to equip learners with the necessary skills and competencies (Cameron, 2002; Richards, 2015; Riemer, 2002).

One of the most visible outcomes of the globalization of the English language has been the use of English as a medium of instruction in higher education institutions worldwide (Altbach & Knight, 2007). The study conducted by Wächter and Maiworm (2008) revealed that in the academic year 2006-2007, roughly 121,000 students were enrolled in English-medium programmes offered by 401 higher education institutions in Europe. The authors further inform us that the number of English-medium programmes more than tripled, from about 700 in 2002 to 2,389 in 2007, which is an indicator of the growing importance attached to English-medium instruction in higher education. Universities adopting English as a medium of instruction are more likely to attract international students and academic staff and improve the employment prospects of their graduates in the international market, thereby enhancing their prestige (Arkın, 2013).

In Turkey, as is the case around the world, the trend towards using English as a medium of instruction in higher education has gained popularity (Sert, 2008). According to the Council of Higher Education (CoHE, 2014), in recent years, there has been an enormous growth in the number of programmes which are delivered entirely in English. Although it is difficult to quantify the precise number of universities using a particular language for instruction because of widely varying practices, it is becoming increasingly evident that many higher education

institutions in Turkey are now adopting a mixed Turkish-English medium instruction policy at undergraduate level (British Council & The Economic Policy Research Foundation of Turkey [TEPAV], 2015).

At this point, it is worth noting that mixed-medium universities in Turkey differ in their practices with regard to the use of English as a medium of instruction. While some universities take a horizontal approach and offer parallel programmes taught both in English and Turkish, others follow a vertical approach, which means that these universities have programmes where only 30 percent of the courses are offered in English (British Council & TEPAV, 2015).

University entrants enrolled in programmes that are taught entirely or partially in English are expected to meet the language requirements imposed by the university they are attending so that they can cope with the demands of academic life. Before starting their studies, students must demonstrate the required level of English proficiency through an in-house assessment test or an internationally recognized English language exam (British Council & TEPAV, 2015). Those who fail to achieve the minimum standards are required to attend a language preparatory programme offered by the university. Language preparatory programmes aim to equip students with the skills they will need for academic studies and business life. Given the specific requirements of academic studies and the increasing demands of the business world (Doğançay-Aktuna, 1998), language preparatory schools are in more need than ever of delivering high quality English language programmes. However, several problems are encountered when teaching English in Turkey, including inadequate learning materials and resources, an unfavorable learning environment, the efficacy of language teachers and students' lack of interest in learning a foreign language (Aktaş, 2005; Soner, 2007).

One of the components that deserve careful consideration in the language programmes is materials (Dubin & Olshtain, 1986; Masuhara, 2011; Richards, 2013). In the specific context of language teaching, the term *materials* is used to refer to anything teachers or learners use to facilitate language teaching and learning

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(Richards & Schmidt, 2010). Among all kinds of print and non-print materials that can be used in language teaching, none is as commonly used as textbooks (Richards, 2014). Indeed, although textbooks are used in the teaching of various subjects at school, none of these subjects relies as heavily as language classes on textbooks (Appel, 2011). The main function of textbooks in the language classrooms is to provide content and relevant learning/teaching activities (Byrd, 2001). Content that might be in written or oral form not only provides the input required for language learning but is also used as the basis of learning and teaching activities. Other roles have also been attributed to coursebooks, including serving as a syllabus (Garinger, 2002; Harmer, 2001), as a tool for standardizing instruction (Graves, 2000; McGrath, 2013) and as a resource for self-access work (Cunningsworth, 1995; Hutchinson & Torres, 1994).

Not much attention was paid to language teaching and learning textbooks in the ELT research before the early nineties (Tomlinson, 2012). However, there has been a clear increase in interest in textbooks in the research literature recently (Garton & Graves, 2014a). Thus, the importance of textbooks in language teaching and learning has been well recognized in the ELT world (see, for example, Cunningsworth, 1995; Garton & Graves, 2014b; Harwood, 2010; Hidalgo, Hall, & Jacobs, 1995; McDonough, Shaw, & Masuhara, 2013; McGrath, 2002, 2013; Mishan & Chambers, 2010; Tomlinson, 1998, 2011). Research in this area mainly focuses on different aspects such as selection (Byrd, 2001; Cunningsworth, 1995; McGrath, 2002), development (Basturkmen, 2010; Harwood, 2010; Jolly & Bolitho, 2011); evaluation (Ellis, 1997; Litz, 2005; Sheldon, 1988) and adaptation (Dunford, 2004; McGrath, 2013; Yan, 2007).

One of these areas is textbook evaluation and it requires special attention due to several reasons. First of all, evaluation plays a crucial role in selecting coursebooks (Cunningsworth, 1995; McGrath, 2002, 2013) given the large number of textbooks available on the market (Littlejohn, 2011). Secondly, it assists users in making important decisions about whether the textbook needs adaptation (Littlejohn, 1992; Masuhara, 2006) and whether it can be used again (Awasthi, 2006). Textbook

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evaluation is also a means of professional development for teachers (Cunningsworth, 1995) since the textbook evaluation process raises their awareness about the principles that drive materials development (McDonough & Shaw, 1993). Considering all these reasons, it can be argued that just as textbooks, textbook evaluation is an indispensable part of the language learning and teaching process. Textbook evaluation is usually undertaken so as to assess the effectiveness of the textbook itself and to determine whether it is appropriate for a specific setting (Gholami, Noordin, & Rafik-Galea, 2017). While the former is a way to assess the potential value of materials themselves, the latter is carried out in order to figure out whether there is a match between the set of materials being evaluated and the context they are to be or have been used.

Textbook evaluation is not a straightforward process (Sheldon, 1988) and there are many different variables that need to be taken into account while evaluating textbooks. To begin with, textbook evaluation is not a practice that is independent of contextual factors such as the roles of teachers, learners and textbooks in the program and a textbook may be a good fit for one setting and a bad one for another (Richards, 2001). It is also very important to consider what criteria should be used in the evaluation of textbooks. The decisions about this issue may differ based on the concerns and perspectives of the stakeholders and the context-related factors (McDonough & Shaw, 1993; Richards, 2001). Finally, evaluators should take account of the purpose of the evaluation to make the right decisions in the process (Tomlinson, 2013). To illustrate, an evaluation carried out for selection purposes is expected to be different from an evaluation undertaken for adaptation purposes. All these variables and factors that are at play indicate that textbook evaluation is subjective in nature (Dougill, 1987; Sheldon, 1988).

In addition to these variables, timing of the evaluation plays an important role in the textbook evaluation. Indeed, there are three types of textbook evaluation based on timing of the evaluation, which are pre-use, in-use and post-use evaluation (Tomlinson, 2013). As the name suggests, pre-use evaluation is carried out before the actual use of a textbook in the classroom and aims to assess their potential and

determine if the textbook is suitable for the particular context in which the textbook is to be used (Ellis, 1997; McGrath, 2002). In-use evaluation refers to the evaluation of the textbook while it is still in use and carried out to find out if the textbook needs adaptation or supplementation (McGrath, 2002) by looking at users' responses to the material (Rea-Dickins & Germaine, 1993). Finally, post-use evaluation is the evaluation of textbooks after they are used and undertaken in order to identify strengths and weaknesses of textbooks and to determine whether they should be used again (Cunningsworth, 1995).

1.2 Statement of the Problem

Considering the growing importance of textbooks in the language classroom, it is no surprise that there has been a considerable increase in interest in the textbook evaluation research. As a result of this, a number of studies have addressed materials and textbook evaluation (see, for example, Cunningsworth, 1995; Ellis, 1997; McGrath, 2002, 2013; Rea-Dickins, 1994; Richards, 2001; Sheldon, 1988; Tomlinson, 2008, 2011; Ur, 1996, 2012). Nevertheless, the field remains under-researched (Garton & Graves, 2014b; Sheldon, 1988) and fails to take a systematic approach towards evaluation (McGrath, 2002) due to several reasons.

First of all, most of the published studies in the field tend to focus on such aspects as how evaluation is defined, why it is necessary and how it can be carried out (see, for example, Cunningsworth, 1995; McGrath, 2002; Tomlinson, 2003). These studies draw on previous research and theory, which is invaluable in that they guide researchers and evaluators through the evaluation process. However, it must be acknowledged that there is a lack of empirical research into textbook evaluation (Chapelle, 2009; Garton & Graves, 2014a) which might be used to support theory. This argument is supported by Tomlinson (2016) who states that it is only recently that the number of PhD students carrying out research into the field has seen an increase. Along similar lines, investigating the graduate theses on EFL coursebook

research in Turkey, Şimşek and Dündar (2017) found that there were only a few PhD students who studied textbook evaluation in their theses.

Secondly, although the importance of post-use evaluation is acknowledged by researchers (Ellis, 1998; Tomlinson, 2003) and this type of evaluation is expected to help users identify the strengths and weaknesses of coursebooks (Cunningsworth, 1995) and determine if they are worth using again (Ellis, 1997), the field seems to be lacking in empirical post-use evaluation research (Harmer, 2001; Mukundan & Ahour, 2010; Tomlinson, 2013). In fact, language coursebook evaluation research has consisted largely of pre-use evaluation studies (Ellis, 1997; McGrath, 2013) and there are relatively few studies in the literature that have undertaken post-use evaluation of coursebooks (see, for example, Ahour & Ahmadi, 2012; Alyousef, 2007; Litz, 2005).

Moreover, many coursebook evaluation studies fail to undertake a comprehensive evaluation because they do not involve the relevant stakeholders (Şimşek & Dündar, 2017). Various stakeholders such as students, teachers, administrators and publishers should take part in the textbook evaluation process since they play an active role in the teaching/learning or decision-making process (Nimehchisalem, 2018). Students, for example, should be involved (Harmer, 2001) because they are the target group who use the materials (Garayeva, 2001) and they are important stakeholders whose opinions are essential in monitoring and assessment processes (Harvey, 2001); teachers should be involved in the process due to the importance of their relationship with learners and materials (Bolitho, 1990) and be even trained to evaluate coursebooks (Hutchinson & Torres, 1994); administrators should be involved because in many cases they are the ones who choose the materials to be used (McDonough & Shaw, 1993) and they are the ones who are concerned with how the materials fit into the macro-state policies (Ansary & Babaii, 2002); and publishers should be involved because many coursebooks are essentially written based on the wants and opinions of publishers (Gray, 2010). However, the study by Dündar & Şimşek (2017) found that coursebook evaluation studies conducted in Turkey tended to employ teachers and students in primary and high schools, but

they did not involve undergraduate students and instructors as much. Also, stakeholders like administrators, publishers and authors were either underrepresented or left out.

Finally, how effective a coursebook will be for the learners cannot be considered independent of the context (Richards, 2001) because coursebook evaluation entails assessing whether the materials are appropriate for the specific context in which they are to be used. While evaluating coursebooks, factors related to institutions and language learning programmes need to be taken into account as they are context-specific. Thus, it can be argued that a coursebook might be a good choice for one context while it might not be so for another (Richards, 2001). Therefore, it is important to carry out coursebook evaluation studies in different contexts in order to understand for which contexts a particular coursebook is a good fit. However, a study of postgraduate theses showed that most studies conducted in Turkey focused on primary and high school contexts, resulting in little research in university contexts (Dündar & Şimşek, 2017).

1.3 Purpose of the Study

The purpose of this mixed methods convergent parallel study was to evaluate the coursebook *New Language Leader Intermediate* from the perspectives of students, instructors and an administrator at a language preparatory school of a public university in Turkey. The reason for employing a mixed methods design was to get a fuller account of the coursebook. For the same reason, students, instructors and one of the administrative staff members were included in the study. The quantitative data which were collected through a self-developed questionnaire aimed to investigate the perceptions of students and instructors regarding the effectiveness of the coursebooks in relation to certain aspects. The qualitative data which were gathered using the open-ended questions in the researcher-developed questionnaire and semi-structured interviews were aimed at identifying the strengths and weaknesses attributed to the coursebook by the participants. Also, it was through

the qualitative data that participants made recommendations on how to increase the effectiveness of the coursebook.

The following research questions guided the study:

1. To what extent do preparatory school students perceive the coursebook *New Language Leader Intermediate* to be effective with regard to
   a. topics?
   b. target-language culture?
   c. grammar and vocabulary?
   d. skills?
   e. activities?
   f. layout and physical makeup?
   g. practical considerations?

2. To what extent do preparatory school instructors perceive the coursebook *New Language Leader Intermediate* to be effective with regard to
   a. topics?
   b. target-language culture?
   c. grammar and vocabulary?
   d. skills?
   e. activities?
   f. layout and physical makeup?
   g. practical considerations?
   h. aims and objectives?
   i. the teacher's manual?

3. What are students', instructors' and the administrative staff member's perceptions of the strengths and weaknesses of the coursebook?

4. What are students', instructors' and the administrative staff member's recommendations to improve the effectiveness of the coursebook?

1.4 Significance of the Study

The current thesis may contribute to the empirical research on post-use coursebook evaluation literature, which seems lacking (Ellis, 1997), in several ways. To begin with, making an attempt to conduct empirical research on coursebook evaluation may prove valuable since little empirical research has been conducted into the area (Chapelle, 2009) and most studies have been how-to books explaining how evaluation should be carried out (McGrath, 2002). Similarly, carrying out a post-use evaluation study is important because coursebook evaluation studies in the literature have tended to focus on pre-use evaluation (McGrath, 2013), resulting in fewer post-use evaluation studies (Mukundan & Ahour, 2010).

Secondly, since the study involves various stakeholders instead of relying on one, it provides the opportunity to evaluate the coursebook from different perspectives. This is not only a way to conduct a more comprehensive evaluation of the coursebook, but also a way to understand whether stakeholders' opinions differed on the effectiveness of the coursebooks in relation to various aspects. It is likely that students, instructors and administrators will have varying opinions about what can be considered as effective materials and they might have different concerns about the materials to be used in the classroom. It is also possible that these parties might feel that they know one another's needs, wants and concerns, which, of course, may not be the case. Therefore, the present study may be useful in revealing what different stakeholders believe and want when it comes to coursebooks. This information might later be used to adapt or select materials, which might result in more satisfaction among these users.

Taking a mixed methods approach to the study is also considered a valuable endeavor because it might lead to a comprehensive evaluation and a more complete account of the coursebook. Using a mixed methods design, we can benefit from the advantages offered by quantitative and qualitative approaches, while avoiding their pitfalls (Johnson & Onwuegbuzie, 2004). This is significant because not many

coursebook evaluation studies in Turkey took a mixed methods approach to evaluation (İnal, Özdemir, Kıray, & Oral, 2016; Solak, 2014), so they did not achieve data triangulation (Dündar & Şimşek, 2017). Furthermore, the data collection instruments used in this mixed methods study can be used in future studies that undertake similar approaches, which may further validate the instruments. It is true that contextual factors play an important role in coursebook evaluation and it is likely that a different instrument is needed for each and every context, yet the instrument used in the current study was designed in a way that aimed to combine local and global criteria. It is especially important since there is no one agreed set of criteria that is followed worldwide in the evaluation of coursebooks (Sheldon, 1988) and the instruments in this study might be added to the database of instruments and can be used to evaluate coursebooks in similar settings.

Last but not least, since the study was carried out at a language preparatory school of a public university in Turkey, it might give researchers and educators an idea about some common needs and wants of students, instructors and administrators in similar settings. Thus, the data may inform future evaluation studies or coursebook selection procedures both in the institution where the study was conducted and in other settings that bear similar traits.

CHAPTER 2

LITERATURE REVIEW

2.0 Presentation

The present chapter begins with the definition and explanation of English Language Teaching (ELT) materials. Then, it provides an account of the role of textbooks in ELT, with particular focus on their advantages and disadvantages. The chapter goes on to describe textbook evaluation, the criteria used for it, characteristics of effective language learning materials and types of evaluation. Finally, it provides information about the studies on textbook evaluation.

2.1 Understanding and Defining English Language Teaching (ELT) Materials

Tomlinson (2001) defines the term *materials* as follows:

> 'Materials' include anything which can be used to facilitate the learning of a language. They can be linguistic, visual, auditory or kinesthetic, and they can be presented in print, through live performance or display, or on cassette, CD-ROM, DVD or the internet. They can be instructional in that they inform learners about the language, they can be experiential in that they provide exposure to the language in use, they can be elicitative in that they stimulate language use, or they can be exploratory in that they seek discoveries about language use. (p. 66)

The broad definition given above emphasizes that the term *materials* refers to anything that can be used to facilitate language learning. Materials can be instructional, experiential, elicitative or exploratory in nature and can serve different purposes. Another attempt to define *materials* has been made by Richards (2001) who viewed materials as an indispensable tool for providing the language input

learners need. He also suggests that materials can take different forms, namely printed materials such as textbooks and workbooks, non-print materials such as audio materials and videos and materials which contain both print and non-print components such as "self-access materials and materials on the Internet" (Richards, 2001, p. 251).

McGrath (2002) categorizes materials into four groups which are the ones specifically designed for language learning and teaching purposes such as textbooks and worksheets; authentic materials that can be used in the language learning process such as newspaper articles; materials that are created by teachers considering the needs of the learners; and materials that are produced by students themselves. He also suggests that materials can be classified based on other criteria such as the markets and audience they are intended for and linguistic focus (McGrath, 2013).

The views about the role of materials in the language classroom also differ. Allwright (1981) identifies two different views on the role of teaching materials. According to one of these views, the *deficiency view*, the role of teaching materials is to compensate for the deficiencies of teachers and to guarantee that the course syllabus is covered well. Since this view is based on the idea of deficiency, one might claim that textbooks are not for the 'good' teachers, but for the ones who lack in knowledge or skills required to teach. The other view, the *difference view*, does not suggest that teachers are deficient, but rather that teachers and materials writers are different in their expertise and that teaching materials are the carriers of decisions made by materials writers whose expertise better suit the purpose. According to what Allwright (1981) states, just as it can be argued that the difference view can reduce the role of the teacher to nothing more than a classroom manager, so it could be argued that it provides the teacher with the opportunity to develop the special skills and knowledge to deal with the practical issues in the classroom setting.

Although the deficiency and difference views seem to be based on different assumptions, they both start from the basic premise that important decisions must be made by those with the relevant expertise (Allwright, 1981). Murray and Christison (2011) comment on these views in their book, acknowledging that many educators agree that teaching materials should be designed in a way that anyone, regardless of expertise, could teach from them. However, they argue that material writers and teachers might have conflicting opinions about language teaching. Crawford (2002) touches upon the relationship between commercial teaching materials and the position of teachers, as well. According to what she states, many claim that both views on the role of teaching materials reduce the role of teachers to "classroom managers, technicians, or implementers of others' ideas" (p. 82). One of these claims belongs to Block (1991) who insists that the difference view is indeed the deficiency view in disguise and that both views tend to build an actual barrier between teaching materials and teachers who are supposed to be using them.

2.2 Role of Textbooks in English Language Teaching (ELT)

Among various materials used for language learning and language teaching, textbooks serve as a key component in most language programs (Richards, 2001), hence deserving further attention. Richards and Schmidt (2010) define "textbook" as a book that can be used to teach or learn a particular subject, especially in school. In their work, they refer to 'foreign language learning textbooks' as books which aim to teach a foreign language covering either one skill or multiple skills and are usually part of a graded series. An ELT Coursebook, on the other, is described as:

> a textbook which provides the core materials for a language-learning course. It aims to provide as much as possible in one book and is designed so that it could serve as the only book which the learners necessarily use during a course. Such a book usually includes work on grammar, vocabulary, pronunciation, functions and the skills of reading, writing, listening and speaking. (Tomlinson, 2011, p. xi)

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Modern coursebook is usually a part of a graded series and is accompanied by different materials such as a teacher's book, a student workbook, tests and digital resources (McGrath, 2013). Therefore, the term *coursebook* refers to a coursebook package in many cases. Although a coursebook is designed to be used as the main book in the language classroom, uses of coursebooks in a language program can vary, depending on a number of factors including the nature of the educational system, requirements of the syllabus, teachers' experience and command of English, learners' expectations, and availability of alternative resources (Cunningsworth, 1995). Gak (2011) agrees that there are many factors affecting the use of textbooks in the classroom, placing particular emphasis on the uniqueness of each setting and reactions of teachers and students to textbooks. Because of these wide-ranging factors, teachers vary in their use of textbooks. Ur (2012) states that although textbooks form the basis of courses in some situations, they may not be used at all in others. There is also a third option, she says, in which teachers make selective use of a textbook and supplement it with other materials.

Coursebooks remain the main resource for teaching English in many settings (Richards, 2014), no matter they serve as the basis of the course or are used selectively. This view is supported by Sheldon (1988) who claims that coursebooks represent the "visible heart of any ELT programme" (p. 237) and Byrd (2001) who argues that "few teachers enter class without a textbook" (p. 415). Appel (2011) highlights the importance of textbooks in the ELT world stating that none of the coursebooks that are on school subjects other than language teaching has as much impact on teaching/learning process.

Given that textbooks are among the most widely used materials in language teaching and learning, it is worth exploring the role of textbooks in the classroom dynamics. Hutchinson and Torres (1994) observe that textbooks are usually perceived as tools that provide input into lessons, referring to their passive role in the lesson. Allwright (1981), on the other hand, takes a different approach and views the lesson as a dynamic interaction between learners, teachers and materials. Along similar lines, McDonough et al. (2013) offer a framework for planning ELT

programmes. It is specified in this framework that ELT programmes must be shaped around goals which are set taking learners and educational setting into account. These goals, then, must inform the syllabus content and specification, and in turn the design and selection of tests and materials.

2.2.1 Advantages of textbooks

The important role coursebooks play in language teaching/learning has been recognized by noted researchers (e.g., O'Neill, 1982; Richards, 2001; Rivers, 1981; Sheldon, 1987, 1988). However, as Richards (2001) argues, whether a textbook would benefit learners depends on how it is exploited and the teaching context. One of the advantages of textbooks is that they provide learners and teachers with a variety of materials (Cunningsworth, 1995; Garinger, 2002; Graves, 2000; Ur, 1996) based on learning principles (Richards, 2001). These materials can be in written or oral form (Cunningsworth, 1995), can contain activities for practice (Ur, 2012) and interaction (Cunningsworth, 1995) and can provide language models and language input (Harmer, 2001; Richards, 2001). The materials provided by textbooks are not limited to the ones that are included in the student's book (Garinger, 2002) since student's books are usually a part of a coursebook package (McGrath, 2013). Coursebooks include supplementary materials such as teacher's books, student's workbooks, audio CDs, DVDs, tests for student assessment and online resources (Graves, 2000; McGrath, 2007).

One main function of using coursebooks is that they provide a framework on which the course can be built (Hutchinson & Torres, 1994; Richards, 2001; Ur, 1996, 2012). In this respect, researchers argue that a coursebook may serve as a syllabus (Cunningsworth; 1995; Garinger, 2002; Harmer, 2001; Richards, 2001; Ur, 1996, 2012), which informs its users about what to be learned and in what order (Graves, 2000). McGrath (2013) states that coursebooks do not only bring together a set of materials randomly, but they do so by merging theory and practice, so without a coursebook teachers may lack a coherent programme. The function of textbooks as

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a syllabus gives teachers and students a sense of structure (Tomlinson, 2001; Ur, 2012). Graves (2000) adds that students feel secure as they are presented with a road map that specifies what to expect and what is expected of them.

Hutchinson and Torres (1994) state that coursebooks should serve as a map that shows where individual lessons fit into the wider context of the learning programme. They emphasize that having a clear and complete map is crucial because it allows for negotiation, accountability and orientation, which are elements of teaching-learning process. Hutchinson and Torres (1994) describe these elements as the following: Negotiation is seen as an important element of classroom interaction and textbooks help achieve negotiation by providing teachers and learners with the content and strategies to negotiate about. Accountability is also achieved through textbooks as they inform stakeholders about the content covered in the course and classroom practices. Orientation is another important element in the teaching-learning process and it implies that it is necessary for teachers and students to know what is happening in other classrooms and what objectives need to be accomplished. Knowledge of common objectives to be achieved and standards to be reached helps standardize instruction across different classrooms and institutions (Graves, 2000; Hutchinson & Torres, 1994; McGrath, 2013; Richards, 2001). Standardizing instruction, in turn, results in standardization of assessment (McGrath, 2013; Richards, 2001).

Coursebooks benefit teachers in a number of ways. First of all, they reduce the time teachers prepare for lessons since they provide them with ready-made materials (Graves, 2000; Hutchinson & Torres, 1994; McGrath, 2013; O'Neill, 1982; Richards, 2001; Ur, 2012). Secondly, textbooks support and guide teachers, especially those who are less experienced or lack confidence in their teaching skills or knowledge of the language (Crawford, 2002; Cunningsworth, 1995; McGrath, 2013; Ur, 1996). It must be noted that not only student's books but also teacher's manuals are useful tools for guiding teachers (Harmer, 2001). Thus, when used with a teacher's manual, textbooks can serve as a teacher trainer for novice teachers (Richards, 2001). Donoghue (1992) reports that many teachers use teacher's

manuals at least a few times a week, suggesting that textbooks are "an essential source of information and support" (p. 35). Finally, coursebooks offer suggestions (Harmer, 2001) and encourage teachers to come up with classroom activities (Garinger, 2002).

Having a coursebook offers many advantages for learners, as well. To begin with, coursebooks act as a guide that learners can refer to when they need assistance with language features such as grammar, vocabulary and pronunciation (Cunningsworth, 1995). Another benefit of coursebooks is that they can be used for doing homework, preparing for exams and self-study (Hutchinson & Torres, 1994). Students can also use textbooks for preview and review purposes (Harmer, 2001; McGrath, 2013). O'Neill (1982) adds that if students miss the class, they can use their coursebooks to catch up. Thus, coursebooks provide confidence and security for students (Harmer, 2001; Hutchinson & Torres, 1994). Also, that units and books follow each other gives students a sense of progress (Harmer, 2001; Tomlinson, 2001). All things considered, while availability of textbooks may promote learner autonomy (Ur, 1996, 2012), lack of them may lead to an increase in students' reliance on teachers (Ur, 2012), by preventing students from taking control of their own learning (Crawford, 2002).

2.2.2 Disadvantages of textbooks

Although textbooks seem to offer many advantages, there has been ongoing debate as to the usefulness of coursebook-based teaching (McGrath, 2002). One central argument against the use of textbooks is that no single textbook can meet the unique needs of individual learners and classrooms (Gak, 2011; Richards, 2001; Tomlinson, 2001; Ur, 1996, 2012). One of these needs is the match between the level of the materials presented in the textbook and the level of students in the classroom. There might be a gap between the level of coursebook materials and students' proficiency in the classroom (Graves, 2000) since in most classes, students vary in their ability or proficiency (Ur, 1996, 2012). The argument as to

whether coursebooks can meet the needs of individual students can be extended to include the failure to cater for differences in learning preferences since textbooks tend to take it for granted that students learn in similar ways, which means that some learning styles are not taken into account even if they are preferred by many learners (McGrath, 2013; Ur, 1996). Thus, one might argue that certain learning styles and approaches are imposed on learners and teachers (Harmer, 2001; Tomlinson, 2001).

The impact of textbooks in the classroom environment is not limited to proficiency levels and learning preferences of students. In fact, opponents of textbook use claim that the influence of textbooks on the language classroom is a bigger one, arguing that textbooks dominate the language learning environment, stripping learners and teachers of power to make actual changes in the learning process (Harmer, 2001; Littlejohn, 1992, 2011). The nature of relationship between textbooks and teachers received particular attention in the literature. Researchers suggest that losing the power to make decisions and take action (McGrath, 2013; Tomlinson, 2001) leads to the deskilling of teachers and reducing their roles to that of a mediator or technician who is basically responsible for presenting the textbook content (Richards, 2001; Ur, 1996, 2012).

Another concern about the use of textbooks in the classroom is that since they are not specifically designed for each and every classroom, coursebook content may not be relevant to students and the learning context (Graves, 2000; Ur, 1996, 2012). Along the same lines, Block (1991) argues that the way the language is contextualized in most commercial materials is irrelevant to students, criticizing the use of fictitious facts and fictitious people for the contextualization of language. Irrelevance of the content and activities, in turn, leads to a lack of interest on the part of students (Block, 1991; Graves, 2000; Ur, 1996, 2012), and even a lack of what Block (1991) calls "personal touch", which, he claims, might be achieved by teacher-generated materials (p. 214). That materials in the textbook go out-of-date (Block, 1991; Graves, 2000; Ur, 2012) may cause students to find them uninteresting and irrelevant, as well.

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Another major issue of considerable concern is the gap between what research findings tell us about language acquisition and how this issue is approached in the textbooks (Littlejohn, 1992; Masuhara, Haan, & Tomlinson, 2008; McGrath, 2013; Sheldon, 1987). Researchers indicate that textbooks may hinder language acquisition in many ways some of which include providing inauthentic language (Richards, 2001), taking a forms-focused approach (Tomlinson, 2013), and overusing Presentation- Practice- Production (PPP) approach (Harmer, 2001; Tomlinson, 2008) "which simplifies language use and results in shallow processing" (Tomlinson, 2008, p.8). Moreover, textbook writers may tend to make the false assumption that learners' linguistic and intellectual levels are parallel, which result in materials that are likely to inhibit cognitive engagement, and thus, second language acquisition (Tomlinson, 2008, 2013). Last but not least, textbooks may not encourage learner interaction, which is viewed as an important part of second language acquisition (Littlejohn, 1992; Tomlinson, 2013).

How textbooks deal with culture has also received considerable attention in the literature. One drawback associated with textbooks is that they might offer content that is culturally inappropriate (Harmer, 2001), which students may find irrelevant or boring, and, in some cases, even disturbing (Ur, 2012). More specifically, textbooks may include stereotypical representations of genders, nations and cultures, as well as being biased against or in favor of certain groups in the society (Arıkan, 2005; Gray, 2000; Littlejohn, 1992; Richards, 2001; Singh, 1998). Gray (2002), on the other hand, claims that, in recent years, there have been attempts by the publishers to avoid stereotypes and to provide fair and balanced representations of gender, class and ethnic origin.

Although these efforts have improved textbooks in certain aspects, the issue of how reality is presented in the textbooks remains controversial. One argument is that textbooks may distort reality by depicting an idealized view of the world that is free of problems (McGrath, 2013; Richards, 2001). As Gray (2002) puts it, publishers are trying to whitewash textbook content for commercial purposes, which results in textbooks ending up being very similar to one another. He adds that textbooks are

sanitized by avoiding certain topics in order not to offend target customers. These topics include, but are not limited to, what is known as PARSNIP, which stands for politics, alcohol, religion, sex, narcotics, isms, and pork (Gray, 2002; Thornbury, 2010. As such, textbooks tend to offer bland and safe content (Gray, 2002; Thornbury, 2010), so they are unlikely to promote affective engagement which is crucial for second language acquisition (Scovel, 2000; Tomlinson, 2008, 2013).

Finally, research literature has addressed some practical concerns such as high cost of textbooks (Richards, 2001), timing suggested for completing the textbook or certain parts of it being unrealistic (Graves, 2000), units following the same pattern (Graves, 2000; Harmer, 2001; Ur, 1996) and lack of activities that require student creativity (Tomlinson, 2013). Sheldon (1987) mentioned some other problems including lack of guidance in teacher's manual, being vague about the level of target learners, making no mention of needs analyses upon which the textbook is built and lack of achievement and progress tests.

2.3 Textbook Evaluation

Given the variety of textbooks to choose from and ever-growing importance of textbooks in the classroom, there is an obvious need for evaluating textbooks. Mikk (2000) defines textbook evaluation as the assessment of the match between the characteristics of the textbook being evaluated and the characteristics that make up the ideal textbook. Tomlinson (2011) adds a different aspect to this definition, referring to evaluation as "the systematic appraisal of the value of materials in relation to their objectives and to the objectives of the learners using them" (p. xiv). On similar grounds, Littlejohn (2011) views evaluation as assessing the appropriateness of methodology and content of instructional materials for a specific context. Cunningsworth (1995) argues that textbooks can be evaluated for potential or suitability. Of the two options, the former is an attempt to assess the potential value of textbooks without having any predetermined use or context in mind and to identify what the textbook is good for and in what contexts it can be used. On the

other hand, when textbooks are evaluated for suitability, the evaluation focuses on the match between textbook materials and the objectives and background of a specific group of learners.

Textbook evaluation plays a major role in language teaching and learning. First of all, textbook evaluation is an important part of the textbook selection process (Cunningsworth, 1995; Fey & Matthes, 2018; McDonough et al., 2013; McDonough & Shaw, 1993; McGrath, 2002; Rubdy, 2003 etc.). As noted in the previous section, textbooks come with certain advantages and disadvantages, so it is important to consider the potential benefits and drawbacks of a particular textbook before using it. It is also worth restating that there are many textbooks and instructional materials to choose from (Richards, 2001) and that textbooks are usually part of a package which offers many additional materials such as workbooks, Teacher's books, CDs and DVDs (McGrath, 2007). The plethora of textbooks on the market and the availability of lots of materials in each textbook package make it even more important to choose the right materials, thus, necessitating making informed decisions about textbooks (Littlejohn, 2011; McDonough et al., 2013; Richards, 2001). Indeed, selecting a coursebook package is considered a key decision in the success of a language program and one that requires serious "professional, financial and even political investment" (Sheldon, 1988, p. 237).

Secondly, textbook evaluation is a useful tool for gaining insights into the strong and weak points of textbooks that are already in use and, thus, identifying whether there is a need for adaptation or supplementation (Awasthi, 2006; Cunningsworth, 1995; Littlejohn, 1992; Masuhara, 2006; McDonough et al., 2013). Decisions as to whether textbooks need to be adapted can be based on factors such as the match between materials and the learning goals (Kulm, Roseman, & Treistman, 1999), suitability of linguistic and thematic content (Byrd, 2001), and whether the textbook meets the needs of learners, teachers and the syllabus (Grant, 1987). In addition to serving adaptation and supplementation purposes, textbook evaluation may help determine whether the textbook is worth using again (Awasthi, 2006).

Textbook evaluation also brings many benefits to teachers. Being involved in the evaluation process itself helps them gain a better understanding of the nature of the material (Awasthi, 2006; Cunningsworth, 1995) and figure out what to focus on while adapting materials (Awasthi, 2006; McDonough & Shaw, 1993). A closer look at the teaching material by means of textbook evaluation can develop teachers' awareness of the principles on which textbooks are based (Gholami et al., 2017; McDonough et al., 2013; McDonough & Shaw, 1993) and give them a chance to keep up with the recent developments in the ELT world (McDonough et al., 2013; McDonough & Shaw, 1993).

Hutchinson (1987) details the ways textbook evaluation helps develop awareness. According to him, one way materials evaluation practices are useful in developing awareness is that noticing the principles and presuppositions in textbooks leads teachers to make comparisons between their theoretical knowledge about the nature of language learning and actual classroom practices, which might result in a better match between the two. Also, evaluating a large number of teaching materials requires teachers to set priorities because different sets of textbooks have different strengths and weaknesses and it is the teacher who needs to make informed decisions about what qualities to give more importance to than others and what compromises need to be made. Textbook evaluation can also be a topic for action research through which teachers can deal with certain problems and come up with possible solutions related to various aspects of textbooks that are in use (Awasthi, 2006; Ellis, 2011; Gholami et al., 2017). Considering the benefits of textbook evaluation for teachers, Cunningsworth (1995) argues that evaluation is an important means of teacher development. This argument is supported by the data from the teachers themselves. In an international survey into teacher preparation needs in TESOL, it was found that the item 'training in materials selection and evaluation' ranked as number two. Even more, this item ranked as number one among the respondents in the non-USA group (Henrichsen, 1983).

In addition to the above-mentioned advantages, textbook evaluation has a crucial role in the textbook production and development process and in the process of

official approval and recommendation of textbooks by education authorities (Fey & Matthes, 2018). The authors add that textbook evaluation may influence the practices of key decision-makers and benefit the larger context of education by improving the quality in general through the implications for educational policy, digitalization, systematization, and further research into education and materials.

Textbook evaluation and the role it plays in language learning and teaching cannot be considered separately from the specific context in which textbooks are used. Textbook evaluation can only be possible through knowledge of the learning context which can be obtained through identifying the role of learners, teachers and textbooks in the program (Breen & Candlin, 1987; Richards, 2001). Learner factors include such things as learners' needs, objectives, backgrounds and preferred learning styles (Tomlinson, 2013) while teacher factors are shaped by considerations such as teachers' experience, proficiency and whether they are actively involved in textbook selection (Richards, 2001). Masuhara (2011) lays special emphasis on teacher factors recognizing the importance of their needs and wants related to coursebooks. She states that it is possible to identify these needs and wants through different stages of textbook use and evaluation and recommends that teacher needs and wants should be among the factors informing materials development through collaborative work between materials producers and users.

As for the role of textbooks in the program, it is important to deal with questions such as whether it is the textbook that serves as a curriculum or there is a separate curriculum on which the course is built and whether the textbook is the core of the program or it is just one of the several books used in the program (Richards, 2001). Moreover, it is worth considering how teaching and learning take place in the classroom in order to fully understand the role of the textbook in the classroom setting (Breen & Candlin, 1987). The information on contextual factors would be incomplete without the mention of institutional factors and programme-related factors. These factors include, but not limited to, the level within the educational system (e.g. secondary, tertiary), whether the institution is in the public or private sector, how much time is available for studying the target language, aims of the

program and decision-making mechanisms in the institution (McGrath, 2002). Thus, all things considered, textbook evaluation is not merely about the textbooks themselves, but also about who uses them and how (Tomlinson, 2013). Therefore, while a particular textbook can be a good fit for one setting, it may be a bad choice for another (Richards, 2001).

Because of the various contextual factors at play in the classroom environment, no two classroom settings can be the same. As a result of this, no textbook can be a perfect fit for a language learning program (McDonough et al., 2013; Richards, 2001). However, as Grant (1987) puts it, although "the *perfect textbook* does not exist," "the *best* book available for you and your students certainly *does*" (p. 118). Finding the textbook that is best suited to a particular classroom necessitates evaluating textbooks. However, textbook evaluation is subjective in nature (Dougill, 1987; McDonough & Shaw, 1993; Sheldon, 1988) because of the reasons such as contextual differences in the classroom settings (Tomlinson, 2013), the evaluators' views about effective materials and textbook evaluation (Tomlinson, 2001) and because of a lack of a definitive evaluation system that is likely to fit each context (Johnsen, 1993; McDonough et al., 2013; Sheldon, 1988), all of which look intertwined.

2.3.1 Criteria for textbook evaluation

A review of the relevant literature shows that there are a large number of frameworks, all of which suggest different sets of criteria on how to evaluate textbooks (e.g. Byrd, 2001; Cunningsworth, 1995; Garinger, 2002). Although materials evaluation frameworks are useful in guiding the evaluator through the evaluation process, it must be acknowledged that most of them only provide a set of criteria without making explicit statements about the assumptions on which their suggested criteria area based (Littlejohn, 2011). Moreover, Sheldon (1988) argues that there is no general agreement on the criteria to be used for textbook evaluation and that textbook evaluation criteria are local, indicating that there is a lack of a

definitive set of criteria in the literature. However, she acknowledges that it is unlikely that a single list of criteria can apply to all the language teaching contexts around the world. This argument is supported by Nguyen (2015) who states that evaluation criteria may vary because of the circumstances prevailing in different teaching and learning contexts.

It is hardly surprising that a single set of criteria cannot be used for evaluating all different kinds of materials (Johnson & Johnson, 1999). However, despite the apparent lack of universally accepted evaluation criteria due to contextual factors, it is vital to base evaluation on a set of criteria that are established taking various factors into account and built around certain guiding principles (McDonough & Shaw, 1993; Sheldon, 1988; Tomlinson, 2001).

Breen and Candlin (1987) are among the researchers who make an attempt to establish guiding principles that could be used for materials evaluation and selection. In their widely referenced article, they offer a guide for materials users and designers to follow when they evaluate language teaching materials. The guide which they divided into two phases consists of questions that focus on different aspects of materials. Phase One is made up of questions that are designed to measure the usefulness of the materials by dealing with the aims and content of the materials, their function as a classroom resource and what are expected of teachers and learners who use the materials. Phase Two, on the other hand, is an in-depth analysis of the questions posed in the first phase and puts special emphasis on the classroom environment with the help of questions in relation to the needs and interests of learners, learners' approaches to language learning and the nature of the teaching/learning process in the classroom.

Another set of guidelines upon which specific coursebook evaluation criteria can be built was offered by Cunningsworth (1995). According to the four-item list the author proposes, coursebooks should meet the needs of the learners and there should be a match between coursebooks and the aims of the language program. Another guiding principle proposed by Cunningsworth (1995) is that coursebooks

should reflect the language content, skills and patterns of language use that are relevant to students, thanks to which students may be able to learn how to make effective use of the language for their own purposes. The third guideline states that instead of imposing a certain learning style on students, coursebooks should encourage learners to use their individual learning styles by offering them choice. Finally, coursebooks should provide support for learners and teachers alike by supplying the input and language models for students and by offering ready-made materials and a methodology for teachers. This guideline also emphasizes the mediating role of coursebooks between the target language and the learner.

As to what criteria should be used in coursebook evaluation, Richards (2001) argues that stakeholders might have different concerns about textbook such as what kind of syllabus the textbook is based on and how certain skills are covered. Therefore, he concludes that no fixed set of questions can be used without adaptation. He suggests that specific questions should be generated for different contexts based on the factors relevant to the situation. According to Richards (2001), the factors that should be taken into account while establishing textbook evaluation criteria are program factors, teacher factors, learner factors, content factors and pedagogical factors. While teacher factors, learner factors and program factors encompass the contextual factors in the language teaching classroom, content factors and pedagogical factors are related to the textbook itself. Content factors include the issues about the content and organization of the coursebook material and pedagogical factors are related to the principles that underlie the coursebook material.

Whether they made their guiding principles explicit or not, many researchers came up with different sets of criteria for evaluation purposes (e.g. Breen & Candlin, 1987; Cunningsworth, 1995; Sheldon, 1988; Ur, 1996). Littlejohn (2011), one of the researchers making his guiding principles explicit, proposed a framework that can be used to assess the methodology and content of the materials. He made it clear that his framework was not designed for evaluating the value of materials for a specific context. Instead, the purpose is to provide a basis for analyzing the

materials themselves from a pedagogic viewpoint. In an attempt to determine what aspects of materials should be examined, Littlejohn (2011) divided his framework into two main sections which are called publication and design. The section named *Publication* deals with physical properties of the material such as how durable it is or what other materials accompany it and organizational aspects such as how the material is divided into sections and subsections and whether the material has achieved coherence. The section named *Design*, on the other hand, is concerned with the idea behind the construction of materials. Thus, this section concerns such aspects as the aims of the materials, the nature of teaching and learning activities and the roles of teachers and learners.

Cunningsworth (1995) also offers some general criteria that can be used for textbook evaluation. The criteria he suggests are aims and approaches, design and organization, language content, skills, topics, methodology, teachers' books and practical considerations such as the price of the textbook and if it is easy to obtain. Cunningsworth (1995) created a checklist based on these criteria and in this checklist, he designed some questions that are expected to help the evaluator to make informed decisions about the materials. The author states that the checklist can be used with modification in different settings considering the needs and contextual factors.

A similar set of coursebook evaluation criteria was proposed by Ur (2012). The criteria on her list are a combination of her own ideas and suggestions made by other articles and books on the subject. Ur (2012) differentiates between what she calls 'general' and 'specific' criteria. General criteria refer to the criteria that can be applied to any language teaching materials while the specific criteria are used to determine if a certain set of materials are a good fit for a particular setting. The general criteria suggested by her are objectives, approach, layout, appearance, interest, variation, instructions, syllabus, organization, review and test, pronunciation, vocabulary, grammar, listening, speaking, reading, writing, learner independence, teacher's guides, audio recordings, visual materials, website, availability and price.

Despite arguing that it is impossible that a set of criteria can apply to all teaching situations and that textbook evaluation should reflect our priorities, Sheldon (1988) urges teachers to pay attention to certain aspects related to textbooks. These aspects include rationale of the coursebook, its availability and how it defines its target users. According to Sheldon (1988), the other points that need to be considered in the textbook evaluation process are layout and graphics, physical characteristics, accessibility, linkage, selection and grading, appropriacy, authenticity, sufficiency, cultural bias, educational validity, flexibility, practice and revision, overall value for money and guidance for teachers. What most of these aspects are interested in is clear, yet some require further explanation. One of these aspects, accessibility, refers to the ease of navigation around the textbook and whether the textbook can be easily used by students for revision and self-study. Linkage, on the other hand, is used to refer to how units and exercises connect in terms of topic, skills development and grammatical and lexical progression. Finally, sufficiency is about how complete the textbook is by itself and whether there is a need to supplement the coursebook material.

Dougill (1987) lists the main considerations reviewers need to take into account while evaluating coursebooks. According to the author, the main aspects to be evaluated are framework, units, topics, form and course components. Framework encompasses several areas which are progression, revision and recycling, skills and cohesion. Evaluating units is also a main consideration and it requires the evaluation of the length of unit, presentation, practice, variety and regularity and clarity of purpose. Topics is another major area of investigation and it deals with whether the coursebook is interesting and whether it is suitable for the age group. Evaluating the topics also requires how culture is presented in the coursebook. The aspect named 'Form' is about visual appeal, functions of the illustrations and whether the coursebook provides students with extra tables and lists that can be used for self-study. Finally, Dougill (1987) states that the materials accompanying the coursebook should be evaluated, as well. These materials include the class audio, tests, workbooks and the teacher's book.

In his article, 'What's underneath?: an interactive view of materials evaluation', Hutchinson (1987) acknowledges that when it comes to textbook evaluation, it is important to take account of practical factors like availability and price and the general suitability of the coursebook for students. However, he claims that these factors may not be indicators of the real value of the materials since evaluation of such features is carried out at a superficial level. Hutchinson (1987) urges the evaluation to be conducted at a deeper level to be able to figure out what views of language and learning underlie the materials. As for the issues related to language, evaluators try to identify what view of language the coursebook material puts forward and whether exercises and explanations have been successfully built around this view. How the coursebook deals with learning, on the other hand, can be evaluated by identifying the objective of the activities, looking at the match between the learning approach the coursebook claims to take and what is really there, what existing knowledge students should bring to the classroom and what roles teachers and students are expected to play in the learning process.

2.3.2 Characteristics of effective language learning materials

As mentioned in the previous section, it is very important to determine which aspects of the textbook should be evaluated and what criteria should be used doing this. However, textbook evaluation process would be incomplete without the mention of what specific characteristics textbooks should have in order to prove effective. Researchers have suggested a number of characteristics which should be found in effective language teaching materials and textbooks. It must be noted that these characteristics are mostly about the principles of learning and language acquisition. While some of these characteristics are present in most studies, the others can only be found in a few studies.

Effective language learning materials are likely to possess some common features such as contextualization of language, engaging learners in purposeful use of language, presenting them with realistic and authentic-like language, inclusion of an

audio-visual component, familiarizing students with various written and spoken genres, fostering learner autonomy, catering for individual and contextual differences and engaging learners affectively and cognitively (Crawford, 2002).

Richards (2014) summarizes what he considers to be some key features of an effective textbook as generating interest, recycling what they have previously learned, telling learners about new learning content, informing them about their future learning focus, setting clear learning objectives, introducing learning strategies for students, providing learners with opportunities for practice and enabling them to get feedback on their learning and to track their progress.

Tomlinson (2013) attaches great importance to basing materials evaluation on learning theory. The author states that materials evaluators need to consider the findings of research into learning and assess whether the implications of these findings can be found in the materials they are evaluating. In this respect, he suggests that materials that drive from learning theory should reflect the wants of the learners, engage them emotionally and help them make connections between the material and their own lives.

Second language acquisition research is another important area that should inform textbook evaluation. To begin with, Tomlinson (2010) proposes some qualities that effective materials should have in line with the second language acquisition research. According to the author, textbooks should contain large amounts of meaningful, comprehensible and authentic language input, engage learners affectively and cognitively, provide interesting and relevant materials, promote use of inner speech and visualization, help learners make discoveries about language and provide opportunities to use language for communicative purposes.

Tomlinson (2011) also draws on second language acquisition research and makes a comprehensive list of qualities that materials should have. He states that materials should help learners achieve impact through such features as interesting content, variety and achievable challenges, help learners develop confidence and feel

comfortable, provide what is relevant and useful, help achieve learner self-investment and expose learners to authentic input. The author also suggests that effective materials draw learners' attention to linguistic features of the input, present opportunities for learners to use the language for communication, take account of the delayed effect of instruction into account and cater for different learning styles and affective differences by offering variety. Moreover, Tomlinson (2011) proposes that materials should promote cognitive, aesthetic and affective engagement, provide opportunities for feedback on the effectiveness of the outcome and avoid heavy reliance on controlled practice.

2.4 Types of Textbook/Materials Evaluation

There are different kinds of materials evaluation (Gholami et al., 2017). Evaluation practices may differ in what the purpose is, who is carrying out the evaluation, how formal the investigation is and at what stage of materials use the evaluation is undertaken (Tomlinson, 2013). Each evaluation is a different combination of these variables. To illustrate, researchers (personnel) might carry out an evaluation by doing an empirical analysis of the data collected by the users (formality) after the materials are used (timing) in order to help make decisions about a publication (purpose) (Tomlinson, 2013). Cunningsworth (1995) also mentions this combination, stating that evaluation can be undertaken before, during or after a coursebook is used based on the purpose and context of evaluation. Following Cunningsworth's (1995) way of categorization, timing was used as the frame around which types of textbook evaluation were described in the current thesis because other qualities such as who carries out the evaluation or the purpose of evaluation may vary significantly.

2.4.1 Pre-use evaluation

Pre-use evaluation is the practice of evaluating textbooks or materials prior to their use in order to assess their potential value (Cunningsworth, 1995; Tomlinson, 2011). Pre-use evaluation is referred to as *initial evaluation* by Grant (1987), as *predictive evaluation* by Ellis (1997), *assessment* by Harmer (2001) and as *workplan* by Breen (1989). A review of literature suggests that pre-use evaluation is the most common type of evaluation (Cunningsworth, 1995; Ellis, 1997) and it is widely used for selection purposes (Grant, 1987; McGrath, 2002, 2013).

Cunningsworth (1995) proposes two different approaches that can be taken to pre-use evaluation which are impressionistic overview and in-depth evaluation. Impressionistic overview, which is also known as *flick test* (Matthews, 1985), gives evaluators a general impression of the materials being evaluated and involves reading the textbook blurb and the contents page as well as having a look at such features as organization, layout and visuals (AbdelWahab, 2013). Impressionistic overview might be useful for eliminating some of the possibilities and figuring out whether the textbook deserves further investigation especially when there are many options to choose from (Grant, 1987). However, it does not necessarily help evaluators make the final decision about textbook selection as it does not give enough detail about the textbook under investigation (Cunningsworth, 1995). Therefore, it is necessary to carry out an in-depth evaluation in which one examines whether what the textbook offers matches the needs of the students and the requirements of the language program (Cunningsworth, 1995).

Similarly, Harmer (2001) suggests a three-stage procedure that teachers can use in pre-use evaluation based on their own beliefs and the needs and circumstances of students. The first phase is selecting areas for assessment. Harmer (2001) exemplifies these areas mentioning aspects such as price, availability, layout and design, instructions, syllabus type, topics, cultural acceptability and Teacher's guide. However, he makes it clear that these features just serve as examples and

assessors need to come up with their own. After determining what features of the coursebook are to be examined, teachers should state their beliefs as to what constitutes good materials concentrating on the areas determined in the previous stage. In this second stage, teachers are advised to write down their statements individually and then work together with the other teachers in the institution and come up with an agreed set. In the third phase, teachers use the statements on this set to assess different coursebooks.

Grant (1987) mentions the difficulty of evaluating textbooks in a short time, especially when there are many textbooks to choose from and evaluators are under pressure to make a quick decision. The author proposes using a set of criteria at this stage so as not to make a hasty decision about the textbook by simply flicking through the pages, which might give the evaluators a misleading impression. Grant (1987) came up with his own set of criteria and designed the 'CATALYST' test, which stands for Communicative, Aims, Teachable, Available add-ons, Level, Your impression, Student interest and Tried and tested.

Ellis (1997) argues that there are two ways teachers can benefit from pre-use evaluation. In the first one, teachers do not play an active role in the evaluation. Instead, they rely on the evaluations published in the journals. However, the criteria used by the researchers to evaluate the textbooks may not be made explicit in the evaluation studies, which can make it hard for the teachers to truly benefit from the evaluation (Ellis, 1997). Also, the format of the reviews in these journals might make it difficult to draw a clear line between description and criticism, which makes it unlikely that these reviews have actual influence in coursebook selection (Sheldon, 1988). The second option put forward by Ellis (1997) is that teachers may carry out pre-use evaluation themselves following a specific set of criteria, which is useful in systematic evaluation of textbooks.

As it is also clear from the above-mentioned explanations, it is common to use checklists and specific criteria while carrying out pre-use evaluation of materials (Tomlinson, 2013). However, most of the criteria proposed in the literature seem

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too context-specific to be generalizable (Mukundan & Ahour, 2010). On the other hand, there is an obvious need for a match between the materials and the curriculum used in a particular setting (Byrd, 2001). Thus, despite the suggestions on how to carry out pre-use evaluation and the criteria that can be used to carry out such an evaluation, pre-use evaluation remains highly subjective (Ellis, 1997; Sheldon, 1988). Therefore, it is very important that in-use and post-use evaluations are undertaken, as well.

2.4.2 In-use evaluation

In-use evaluation is the evaluation of materials while they are being used (Cunningsworth, 1995). In-use evaluation is also known as *whilst-use evaluation* (Tomlinson, 2011, 2013). Grant (1987) suggests that after adopting a textbook, it needs to be constantly evaluated so that users can assess its real value and whether it actually works in the classroom. In this type of evaluation, learning and teaching practices during the time the textbook is used are described (Tomlinson, 2011). This description includes how learners and teachers use and respond to materials (Rea-Dickins & Germaine, 1993). Through in-use evaluation, one can not only assess how effective materials are (McGrath, 2002), but can also gain an understanding of how teachers use materials (Katz, 1996; Richards & Mahoney, 1996). Another reason for carrying out an in-use evaluation is to see whether the currently used materials need adaptation and supplementation (McGrath, 2002) or they need to be replaced in the future (Cunningsworth, 1995).

McGrath (2013) gives two reasons for undertaking in-use evaluation. The first reason he comes up with is that without proper evaluation, one cannot determine whether the selection of the textbook was a good choice. He also argues that this type of evaluation provides users with the information that can be used for further improvement of the materials and the ways they are used. Thus, it also assists teachers develop their own materials thanks to the insights gained in this process.

Tomlinson (2013) compares in-use evaluation to pre-use evaluation and argues that in-use evaluation seems more objective and reliable because it is based on observation rather than prediction. However, he cautions that this type of assessment is limited to observation, so it cannot measure the aspects of learning that are not observable. Tomlinson (2013) suggests that in-use evaluation can be used to measure various aspects of textbooks such as clarity of instructions and layout, comprehensibility of texts, practicality, flexibility, and teachability of the materials and whether they seem to facilitate short-term learning. The author states that such features should be evaluated by focusing on one criterion at a time and by making detailed notes of what is happening in the classroom related to the criterion that is focused on.

According to Masuhara (2011), in-use evaluation might be carried out by teachers or publishers. The data required for in-use evaluation can be obtained through teacher diaries, interviews and forums and classroom observation. She also advises that users note down any supplementation and adaptation practices undertaken during the time they use the coursebook. The data collected in the process is then subjected to quantitative and qualitative analysis depending on the type of data. Masuhara (2011) argues that both subjective data such as teachers' opinions about the materials and objective data such as whether supplementary materials have been used can be collected as part of in-use evaluation.

Another suggestion on how to carry out in-use evaluation comes from McGrath (2002). The author states that different kinds of data should be collected from users at different stages of coursebook use and both teachers and learners should be involved in the coursebook evaluation process, which makes triangulation possible. McGrath (2002) proposes that records of use and observations are the main sources of data collection at this stage. He suggests using specially designed instruments and comparing the records with other teachers in order to make record-keeping more systematic. These records could be used to indicate which parts of the coursebook were used without needing to make adaptation and supplementation and which parts required adapting and supplementing as well as mentioning the reasons

behind these decisions. Observation is also a way to collect data about the textbook while it is being used (McGrath, 2002). In order to make observations more systematic, Tomlinson (1999) proposed that teachers might use *observation sheets* in which students' reactions about particular tasks or instructions are noted down (as cited in McGrath, 2002).

2.4.3 Post-use evaluation

Post-use evaluation is the "evaluation of what happened as a result of using the materials" (Tomlinson, 2011, p. xiv). Ellis (1997) calls this type of evaluation *retrospective evaluation* and Breen (1989) calls it *materials-as-outcomes*. This type of evaluation can be used to identify strengths and weaknesses of the materials that have been used, which not only gives users the opportunity for further reflection, but also assist them in reaching a decision on whether to use the materials in the future (Cunningsworth, 1995). Although in-use evaluation may also be used for determining strengths and weaknesses of the materials, unlike post-use evaluation, it may not give evaluators the chance to detect the problems that might emerge over time (Cunningsworth, 1995).

Ellis (1997) recognizes the importance of post-use evaluation and argues that through this type of evaluation, one can gain information about which activities work, how materials can be adapted for future use and whether materials are worth using again. Furthermore, as the author states, post-use evaluation might be used to test the validity of pre-use evaluation and results of such a comparison might give way to improving the instruments used for undertaking pre-use evaluation. However, despite the significance of undertaking post-use evaluation, it is perhaps the least common type of textbook evaluation (Ellis, 1997; Harmer, 2001; Tomlinson, 2013). According to Ellis (1998), not many teachers take the time for carrying out systematic post-use evaluation as they seem to 'feel' that they know what worked and what did not work about the textbook.

Harmer (2001) offers three stages for coursebook evaluation. The first stage in coursebook evaluation is called 'Teacher record'. In this stage, teachers are expected to keep a record of different lessons and activities referring to certain advantages and disadvantages. Teacher records can be in forms of rating scales, reports or comments. The second stage is called 'Teacher discussion' and in this stage teachers get together and talk about various aspects of the coursebook they have been using. Finally, in the third stage, student responses are collected through written feedback. Harmer (2001) suggests that the questions should give the students the opportunity to reflect on what they liked and disliked about specific features. In addition, students are expected to evaluate their own performance since their performance will have an effect on how they evaluate the coursebook. These two forms of student evaluation should be compared to achievement test scores of students to make informed decisions as to whether the coursebook has lived up to the expectations and whether the results of the coursebook assessment and coursebook evaluation are compatible with each other.

As for how to carry out post-use evaluation, Masuhara (2011) states that post-use evaluation can be carried out impressionistically or systematically. Impressionistic post-use evaluation might be undertaken through use of questionnaires, interviews and diary or journal entries. On the other hand, she suggests making use of evaluation sheets for systematic post-use evaluation and proposes that the data collected from pre-use evaluation records should be validated at this stage.

McGrath (2002) states that it is important to involve different stakeholders in post-use evaluation. According to him, in the post-use evaluation process, the role of teachers is to assess the measurable learning gains such as structural accuracy and complexity of sentences as well as collecting data about observable changes in students' attitudes or interest, which McGrath (2002) calls softer measures. Students' opinions are also taken into account while carrying out post-use evaluation. Students' perceptions on the textbook they have been using can be elicited through questionnaires, discussions, interviews, diaries or self-evaluation. The coordinator in the institution is responsible for collating the data collected in

this stage and a teacher' meeting can be held to discuss the collated data and its implications and to revisit the criteria and procedures used in the textbook selection process.

Tomlinson (2013) attaches great importance to undertaking textbook evaluation because he views it as a way to measure both short-term and long-term effects of the materials. Short-term effects include motivation and achievability and long-term effects can be exemplified by durable learning, which are actual outcomes of using materials. He suggests using a variety of instruments in order to measure post-use effects of materials. These instruments include tests of what the materials have taught and what the students can do, questionnaires, interviews, post-course diaries and post-course reports on the learners by teachers.

2.5 Review of Related Studies on Textbook Evaluation

The studies on textbook evaluation research vary considerably in the type of evaluation they choose, the methodology they adopt, the instruments they use for data collection, the participants they include, the contexts in which they are undertaken and the purposes they have. Therefore, this section was designed to address the most relevant foreign and local studies in the literature.

2.5.1 Foreign studies

Litz (2005) carried out a case study at a university in South Korea in order to determine the overall pedagogical value of the textbook English Firsthand 2 and whether it is suitable for the language program in the institution. For this purpose, the researcher collected data from the 500 students who were enrolled in the language program and studied the textbook *English Firsthand 2* and 8 instructors who taught the textbook. In this post-use evaluation study, Litz (2005) collected data through self-developed teacher and student questionnaires, which were

basically made up of the same items on various aspects of the textbook such as practical considerations, subject content, activities and skills. In addition to this questionnaire, a student needs analysis was conducted to see if students' needs and goals of the program match. The findings of the study suggested that strengths of the textbook include useful supplementary materials, attractive and clear organization, successful integration of different language skills, covering the material with a variety of teaching and learning strategies and consistency with fundamental SLA principles. Moreover, according to the teachers taking part in the study, the textbook helped motivate students to study English. The weaknesses, on the other hand, were being repetitive, lack of meaningful practice and realistic contexts, failing to facilitate pronunciation skills and the mismatch between certain aspects of the textbook and needs and wants of the teachers and students. Litz (2005) concluded that the textbook had some shortcomings, but it can still be used with good teacher assistance.

In an attempt to evaluate the textbook *Summit 2B* for its suitability for university students in Iran, Ahour and Ahmadi (2012) carried out a post-use evaluation study. The data were collected from 140 undergraduate students and 10 instructors after studying the textbook for one semester. The researchers utilized surveys using a checklist and semi-structured interviews in order to collect data. For the survey which was used to gather student and instructor data, they utilized Daoud and Celce-Murcia's (1979) checklist which covered topics, vocabulary and structure, exercises, illustrations and physical make-up. The interviews, on the other hand, were only conducted with instructors through questions designed by the researchers. The overall results of the study showed that the textbook was suitable for the target group of learners. The shortcomings related to the textbook were basically related to the vocabulary and structures component and physical make-up component. It must be noted that while instructors were found to be satisfied with all the components investigated in the study with the exception of physical make-up for which they expressed moderate satisfaction, the students were moderately satisfied with all the aspects included in the checklist.

In his PhD thesis, Nguyen (2015) carried out an evaluation of the textbook *English 6*, which was used by grade 6 students in secondary schools in Vietnam. The study included both a theoretical evaluation of the textbook which was carried out by the researcher himself and an empirical evaluation which was conducted in secondary schools in the Mekong Delta in Vietnam. The purpose of the study was to identify the strengths and the weaknesses of the textbook and to provide suggestions about how to improve the textbook. The data were gathered from 313 students and 22 teachers at eight secondary schools in four different provinces of the Mekong Delta. The data for this mixed-methods post-use evaluation study were collected through questionnaires, semi-structured interviews, classroom observation and documents such as students' exam results and curriculum. Both students and teachers provided data for the questionnaires that were made up of closed- and open-ended questions focusing on such aspects as vocabulary and grammar, organization and structure, language level and activities. However, the only source of interview data was teachers. The results of the study indicated that both teachers and students expressed satisfaction with most aspects of the textbook and indicated that it was suitable for the learning context. However, it was suggested that the textbook should have more variety in terms of activity types, include free practice activities for increasing creativity and increase the quality of supporting resources.

In her PhD thesis, Chow (2004) investigated a number of textbooks from the perspectives of learners and teachers in Hong Kong secondary schools. The quantitative study aimed to assess the suitability of the textbooks based on the parameters established by the Textbook Evaluation Model which was introduced by the researcher. These parameters were chronological, prescriptive, psychological and sociological. The data were collected at the three key stages of the curriculum and 555 teachers and 2,535 students in 52 secondary schools took part in the questionnaires used in the study. The findings indicated that some aspects of the textbooks such as vocabulary build-up, grammatical competence and reading skills development were rated highly by both students and teachers. These stakeholders shared some dissatisfaction, as well and rated such aspects as usefulness, authenticity and relevance negatively. However, the overall results suggested that

while most teachers found the textbooks satisfactory, only less than half of the students shared this view. There were also some differences between male and female teachers in their perceptions of vocabulary, teaching approach and topics. Chow (2004) suggested that closer collaboration is needed among the stakeholders in textbook development and evaluation in order to increase textbook suitability and satisfaction.

In their study, Zare-ee and Hejazi (2018) compared the views of students and instructors on adopted EFL textbooks and locally-developed ones. The study employed 119 undergraduate EFL learners and 36 instructors at five Iranian universities. The data were gathered through a researcher-developed questionnaire which explored different aspects of the textbooks such as appearance of the books, quality of illustrations and language skills. The items in the questionnaire were developed based on the studies by Mukundan and Ahour (2010), Mukundan, Nimehchisalem, and Hajimohammadi (2011), Nation and Macalister (2010) and Razmjoo (2007). The results showed that the adopted textbooks had higher mean ratings than the locally-developed textbooks in regard to all the aspects that were evaluated in the study. The study also found that both types of textbooks were found effective in terms of content, grammar, appearance and learning activities while they received low ratings on language skills. The results of the Mann-Whitney U test indicated that the instructors rated the locally-developed textbooks significantly lower than the students. However, as for the international EFL textbooks that were adopted by the institutions, instructor ratings were significantly higher than that of students.

Wongsantativanich's (2011) master's thesis attempted to evaluate the first edition of the textbook *Language Leader Intermediate* retrospectively. The features included in the textbook evaluation included content, skills, tasks and exercises, physical characteristics and fit between the textbook and the curriculum. The data were collected from 300 first-year students who took an English course at Thai-Nichi Institute of Technology in Thailand. A questionnaire which included items on the above-mentioned features was used in the study. There was also an open-ended

question which was added so as to gather additional information. The findings of the study showed that most of the students were satisfied with the textbook *Language Leader Intermediate* because there was a match between the needs and interests of the students. Also, the textbook was a good fit to the curriculum adopted in the institution. The aspects that the students found positive included vocabulary load, grading, organization, up-to-datedness and fit to the curriculum. As for the weaknesses, the students indicated that vocabulary and grammar explanations were insufficient; vocabulary was not reinforced adequately; some of the topics were found irrelevant or boring and the textbook did not provide many opportunities for learning target-language culture.

2.5.2 Local studies

In her master's thesis Çakıt Ezici (2006) investigated the effectiveness of *New Bridge to Success 3*, an EFL textbook prepared by Ministry of National Education in Turkey, from the perspectives of students and teachers. 336 ninth-grade students and eight teachers in four high schools in Mersin, Turkey, took part in the study. Student data were collected through questionnaires that consisted of Likert-type items that investigated a variety of criteria including content, level, physical appearance, clarity of instructions, supporting resources and development of learner autonomy. Student questionnaire also contained an open-ended section that encouraged students to provide information about any aspect of the textbook. Teacher data were collected through interviews which included questions covering the criteria in the student questionnaire. The results showed that neither students nor teachers were satisfied with the coursebook in general. One weakness of the textbook was related to the vocabulary component. The findings indicated that there were too many unfamiliar vocabulary items in the reading passages; the number of vocabulary exercises was not sufficient and new vocabulary items were not recycled adequately in the subsequent units. It was also found that the level of the textbook was not suitable for the age group and the textbook failed to cater for different learning styles. As for the strengths, it was found that both students and

teachers expressed positive opinions in terms of illustrations, font size and durability. Furthermore, the level of speaking and writing activities was deemed appropriate by teachers and students alike.

Özdemir (2007) sought to find out how the fourth-grade students and teachers in public schools evaluated the coursebook *Time for English 4*. The textbook was assessed in relation to such aspects as approach, design, activities and exercises and supporting materials. 102 randomly selected students and 15 teachers provided data for the study through questionnaires. Six of these teachers took part in the interviews, as well. The overall results suggested that both the students and the teachers were satisfied with the coursebook although the students were more content with it than the teachers. More specifically, both the students and teachers thought that layout of the textbook and visuals were effective and suitable for the grade level. Moreover, the activities in the textbook as well as the revision parts in the textbook and the workbook were found effective by both the students and the teachers. There were, however, some differences between the students' and teachers' perceptions of presentation of the language and vocabulary items. While the items related to the presentation of the language and vocabulary received the highest ratings in the student questionnaire, the teachers were less satisfied with these aspects.

In her MA thesis, Özeş (2012) explored the students' and teachers' perceptions of the EFL textbook *Spot on 8* in terms of content, skills, activities, language type, layout and physical makeup and vocabulary and grammar. The participants were made up of 100 eighth grade students and 95 EFL teachers teaching eighth graders at public primary schools in Bursa, Turkey. The data were gathered through teacher and student questionnaires which consisted of Likert-type items. Also, interviews were conducted with ten teachers to enrich the quantitative data. The findings showed that students tended to be more positive about the textbook whereas teachers expressed more negative opinions. Students' and teachers' opinions differed in activities, layout and physical makeup and skills coverage, all of which were rated more positively by the students than the teachers. However, the students

and the teachers were in agreement that the topics were not interesting, and the textbook did not provide many opportunities for students to talk about their lives. The overall results suggested that the textbook had certain shortcomings and adaptations were needed in order to use it more efficiently.

In his study, Dülger (2016) aimed to find out the views of English teachers regarding the EFL coursebooks used in Turkish state schools. The researcher used a survey in order to gather data from 118 EFL teachers on the textbooks they use in their classes. The participants were teaching at primary, secondary or high schools. The instrument used in the study was the checklist developed by Mukundan & Nimehchisalem (2012) and was made up of two main categories which were called "general attributes" and "teaching-learning content". The items in the "general attributes" component were related to various aspects including syllabus and curriculum, methodology, suitability to learners, physical features and supplementary materials. "Teaching-learning content", on the other hand, included items related to the four language skills, grammar, vocabulary, pronunciation and exercises. The findings suggested that the teachers seemed content with the match between the textbook and the syllabus used in state schools. The items related to methodology and vocabulary also received ratings that are above average. However, the teachers did not find the textbooks effective in terms of the skills coverage, grammar, exercises and pronunciation.

Öztürk and Akkaş (2013) compared the two EFL textbooks from the perspectives of language preparatory school students at a public university in Turkey. Out of 488 students who took part in the study, 229 studied the textbook *Global* and 259 studied *Face2face*. The participants' language levels ranged from beginner to intermediate. The researchers employed the questionnaire developed by Çakıt Ezici (2006) after they made minor modifications to the instrument. The questionnaire was designed to collect information on various areas including selection and organization of content, activities, vocabulary, grammar and physical appearance. The overall results suggest that the students were more satisfied with the textbook *Face2face* than *Global*. While *Face2face* was found to be easy to follow and

suitable for the students' language level, *Global* was considered to be above the students' level and difficult to follow. The aspects that were found adequate in both textbooks were physical appearance and topics. It is also worth noting that there were significant differences in the opinions of the students in relation to participant characteristics such as gender, language level and being an undergraduate or graduate student.

Karakılıç's (2014) MA thesis was aimed at carrying out a post-use evaluation of *Language Leader* series from the perspectives of students who were enrolled at a language preparatory school of a university in Turkey. The data were collected from 203 students through a questionnaire which was developed by the researcher who based the items on the textbook evaluation checklists by Daoud and Celce-Murcia (1979) and Çakıt Ezici (2006). The questionnaire focused on seven components related to the textbook which are methodology, content, physical appearance, layout and organization, appropriacy, exercises and activities and cultural elements. The results of the study suggested that though students mostly expressed positive opinions about methodology, physical appearance and layout and organization components, they were skeptical about whether the coursebook was appropriate for their proficiency level. Also, the results showed that there was a mismatch between the students' linguistic level and language skills in the textbook.

CHAPTER 3

RESEARCH METHODOLOGY

3.0 Presentation

This chapter provides a detailed account of the research methodology on which the present study was based. First, research design, research questions, research setting, participants, and data collection instruments are described. Then, data collection and data analysis procedures are reported.

3.1 Research Design

The study utilized a convergent parallel mixed methods design informed by a pragmatic worldview. Mixed methods research, as Creswell (2014) defines it, is *"an approach to inquiry involving collecting both quantitative and qualitative data, integrating the two forms of data, and using distinct designs that may involve philosophical assumptions and theoretical frameworks"* (p. 4). The underlying premise of a mixed methods research design is that the combination of elements ofquantitative and qualitative approaches capitalizes on the strengths of both approaches, while minimizing their weaknesses (Johnson & Onwuegbuzie, 2004). Quantitative research enables researchers to work with huge amounts of statistical data based on which they can draw generalizations and conclusions (Rubin & Babbie, 2008). Qualitative research, on the other hand, has its merits in providing an in-depth analysis of the situation (Creswell, 2012) and helping discover new ideas and gain new insights into a complex phenomenon (Croker, 2009). With these advantages in mind, the author used quantitative and qualitative approaches in

combination to develop a fuller understanding of the research questions directing the thesis and to get a more complete picture of the topic studied.

Adopting a mixed methods approach in the present study was also an attempt to ensure triangulation and complementarity. Triangulation, according to Bryman (2006), is the act of combining quantitative and qualitative research results in order to provide mutual corroboration of findings. Complementarity, on the other hand, refers to the argument for bringing together quantitative and qualitative research to obtain a fuller account of what is being studied by looking at different aspects of a phenomenon (Greene, Caracelli, & Graham, 1989). With special attention devoted to triangulation and complementarity, the researcher took a mixed methods approach to this study in order to explore the perspectives of instructors and students with regard to the effectiveness of the textbook *New Language Leader Intermediate* and to identify any potential areas of improvement for the textbook.

The convergent parallel design was employed in this study. Following the data collection and analysis procedures outlined by Creswell and Plano Clark (2011), the researcher collected quantitative and qualitative data in the same phase of the research at roughly the same time. These two datasets were analyzed separately and then they were mixed during the interpretation of the results to see whether the findings supported or contradicted each other (Creswell & Plano Clark, 2011). The rationale for implementing the convergent parallel design in this study was to understand the research problem better by placing strong emphasis on both qualitative and quantitative data, each of which was expected to yield valuable results.

Pragmatism provided a philosophical basis for this study. As Reason (2003) puts it, pragmatism places action above principles and is characterized by its emphasis on the practicality and usefulness of ideas and practices. The importance of pragmatism for mixed methods research lays in the fact that it not only "offers an immediate and useful middle position philosophically and methodologically" (Johnson & Onwuegbuzie, 2004, p. 17), but it also promotes the use of

methodological mixes in such a way that can help researchers answer their research questions more effectively. Moreover, pragmatism deserves careful consideration because it gives researchers freedom from methodological and technical constraints (Creswell & Plano Clark, 2007; Feilzer, 2010) and allows them to be more flexible about the selection and implementation of different methods and research designs (Patton, 2002).

3.2 Research Questions

This study seeks to address the following research questions:

1. To what extent do preparatory school students perceive the coursebook *New Language Leader Intermediate* to be effective with regard to
   a. topics?
   b. target-language culture?
   c. grammar and vocabulary?
   d. skills?
   e. activities?
   f. layout and physical makeup?
   g. practical considerations?

2. To what extent do preparatory school instructors perceive the coursebook *New Language Leader Intermediate* to be effective with regard to
   a. topics?
   b. target-language culture?
   c. grammar and vocabulary?
   d. skills?
   e. activities?
   f. layout and physical makeup?
   g. practical considerations?
   h. aims and objectives?
   i. the teacher's manual?

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3. What are students', instructors' and the administrative staff member's perceptions of the strengths and weaknesses of the coursebook?

4. What are students', instructors' and administrative staff member's recommendations to improve the effectiveness of the coursebook?

3.3 Research Setting and Participants

3.3.1 Institution

The study was carried out at the English Preparatory School of a public university in Turkey. The university has varying practices regarding the use of English as a medium of instruction. Further examining the university policy on the implementation of medium of instruction, one finds that there are four different practices across departments. While some departments in the university have adopted English as their medium of instruction, Turkish is the only language used for teaching in some other departments. There is also a third type, in which the department takes a vertical approach and offers programmes where only 30 percent of the courses are taught in English. Finally, there are faculties that take a horizontal approach to medium of instruction and offer parallel programmes that are conducted either entirely in English or in Turkish.

Students who are enrolled in programmes where courses are offered entirely or partially in English must satisfy the English language requirements set by the university. To gain full admission to their degree programs, students are expected to demonstrate language proficiency in English through the in-house assessment exam or an internationally recognized language test. The school of foreign languages at this university offers a language programme for students who fail to meet the English proficiency requirements. The programme normally takes one academic year to complete and is intended to prepare students for academic studies by assisting them in acquiring the basic language skills. The Common European

Framework of Reference for Languages (CEFR) upon which the school curriculum was developed has played a major role in shaping the teaching and learning objectives of the school.

At the preparatory school, students are placed in classes based on their assessed language level. The assessment procedure begins with administering a language placement test which is a written test designed to assess students' basic reading comprehension skills and their knowledge on grammar and vocabulary. Students who pass the test are eligible to take the language proficiency exam administered by the school of foreign languages. Those scoring below the minimum entrance score and those who do not take the language proficiency exam are assigned to a class based on the results of the placement test.

The in-house language proficiency exam at the university attempts to measure students' ability to understand and use English for general and academic purposes. The test is comprised of four sections, each of which intends to assess one of the four language skills. Students whose exam scores are below the minimum requirement are not eligible to proceed with their academic studies and are grouped into classes on the basis of their assessed performance.

The preparatory school provides language instruction at different levels ranging from basic to proficient. Although these levels are in line with *CEFR levels* and descriptors, they go by different names. The equivalents to CEFR levels can be found in Table 1. The school curriculum is progressive in nature, enabling students to advance through levels and to build upon their current knowledge and skills. Student performance at each level is assessed through midterms, quizzes, portfolio tasks and online assignments. Students move on to the next level upon successful completion of each level. Those whose total scores fall below the minimum requirement are required to repeat the level of study.

At the time of the data collection, students received 21-23 hours of classroom instruction per week, with each period lasting eight weeks. There were a total of

745 students in 40 classes at the preparatory school in the last period of the spring term of 2016. 25 of these students were in A+ group, 62 of them in Repeat B group, 24 in B group, 190 in B+ group, 64 in Repeat B+ group, 352 in C group, 20 in C+ group, and 8 in C++ group. Please note that both C+ and C++ levels roughly corresponded to C2. However, they were given different names in the institution considering the level different students started at to avoid potential confusion.

Table 1

The course materials used in the institution in 2015-16

CEFR Levels	Institutional Equivalents of CEFR Levels	Course materials used at different levels
C2	C+/C++	*New Language Leader Upper Intermediate, Reading for IELTS, Listening for IELTS, Reading Explorer 3, Academic Writing Series 4, MyGrammarLab B1/B2*
C1	C	*New Language Leader Intermediate, New Language Leader Upper Intermediate, Reading Explorer 2, Academic Writing Series 3, MyGrammarLab B1/B2*
B2	B+	*New Language Leader Pre-intermediate, New Language Leader Intermediate, Reading Explorer 2, Academic Writing Series 3, MyGrammarLab B1/B2*
B1	B	*New Language Leader Elementary, New Language Leader Pre-intermediate, Reading Explorer 1, Academic Writing Series 2-3, MyGrammarLab A1/A2*
A2	A+	*New Language Leader Elementary, Reading Explorer 1, Academic Writing Series 2, MyGrammarLab A1/A2*
A1	A	*Speakout Starter, Academic Writing Series 1, MyGrammarLab A1/A2*

English language preparatory programme at in the institution focuses on the development of the four basic language skills (reading, writing, listening and speaking) in addition to improving students' grammar and vocabulary. Course

materials used in the programme included *Speakout Starter*, *New Language Leader* series, *Academic Writing* series, *MyGrammarLab* series, *Reading Explorer* series and the textbooks Listening for IELTS and Reading for IELTS. It must be noted that these were the materials used in the academic year 2015-16. Table 1 contains the list of books used at different levels. Among these books *New Language Leader* series standed out as the primary source of course content and acted as a coursebook since it covers all four skills and serves as a reference material for grammar and vocabulary development. The other books were basically used to supplement the course.

3.3.2 The textbook under examination: *New Language Leader Intermediate*

Among the textbooks in the *New Language Leader* series, *New Language Leader Intermediate* was specifically chosen for the study on the grounds that it was studied by the highest number of students belonging to a single group, which was expected to provide the researcher with rich data. Also, the students in this group had the highest proficiency level at school, excluding the small number of students in C+ and C++ groups. This was basically an effort to avoid bias in evaluating the textbook considering the fact that the students who started at lower levels got lower exam scores on average in a given period compared to those who started at higher levels, which might have a negative effect on students' motivation and attitudes towards English and the materials used for the course. The rationale for choosing only one textbook for evaluation, despite the fact that the survey designed for textbook evaluation could technically be used to evaluate any integrated skills book, was to limit potentially confounding variables such as different proficiency levels, use of different supplementary books and different curricular expectations from the students.

Written by Cotton, Falvey and Kent and first published by Pearson Education Limited in 2014, *New Language Leader Intermediate* (*NLL-I*) is one of the textbooks in the latest edition of *Language Leader*, a five-level textbook series

specifically designed to teach English to adults and young adults. *NLL* aims to improve both general and academic English with the help of language input and practice exercises. Like the other textbooks in the series, *NLL-I* takes an integrated-skills approach that combines the four skills of reading, listening, speaking and writing in every unit. The textbook also places particular emphasis on the development of vocabulary and grammar which are presented in context and followed up with exercises that enable students to practice what they have learnt.

NLL-I is comprised of twelve thematic units, each divided into five sections. Each unit starts with an introduction section where the unit topic and relevant vocabulary items are introduced through reading or listening. According to the teacher's manual, this section not only aims to activate students' previous knowledge and vocabulary, but it also attempts to set the stage for discussing the main themes of the unit. This section is followed by two input sections in which students are provided with reading and listening texts which also serve as tools to present new language. Particular attention is paid to grammar, vocabulary, pronunciation and skills work through a variety of activities. The fourth section in the textbook, the scenario section, presents students with a speaking task which is preceded by a listening activity introducing a key language part that is designed to draw students' attention to some key language points to be used in the production stage. The speaking task in this section is viewed as a final product that requires the integration of the new language points and skills studied in the previous sections in the unit. The last section of the unit, *Study and Writing Skills*, is split into two parts. The first part which is called *Study Skills* deals with skills related to language learning and aims to enhance students' self-study skills. The second part, *Writing Skills*, assists students in developing their writing skills by guiding them in writing texts of different genres. Appendices section includes the textbook contents as well as a sample unit from the textbook.

Each unit in the textbook is accompanied by either a "Meet the Expert" video or a video that is used to complement the Study Skills part. "Meet the Expert" videos contain interviews with professionals from different fields of expertise and aim to

help students gain a deeper understanding of the topic being studied. Study skills videos give tips on how to become a better learner and serve as a model for students to follow when trying to improve their academic skills. In addition to the twelve units in the textbook, students are provided with language reference and extra practice sections, communication activities, material accompanying Meet the Expert Videos and audio scripts at the back of the book. While language reference section includes a brief summary of the grammar points covered in the unit followed by reference lists for key language and target vocabulary items, extra practice section contains exercises for vocabulary and grammar consolidation. Students who buy the textbook are allowed access to *MyEnglishLab*, which is an online platform designed to enable students to practice English outside class through interactive tasks and exercises. The use of *MyEnglishLab* plays an important role in the institution because students are assigned online homework through the *MyEnglishLab* platform and graded based on their performance.

A brief analysis of the textbook blurb shows that the textbook is aligned with the Common European Framework of Reference for Languages (CEFR) and Global Scale of English (GSE). It proposes to take students from B1 to B1+ of the CEFR and from 42 to 57 on the GSE scale. The textbook also offers links to high-stakes language tests such as International English Language Testing System (IELTS) and Pearson Test of English – Academic (PTE-A). Tasks in the textbook have been mapped to the skills for IELTS and they correspond to IELTS Band 4 to 4.5.

NLL-I comes with a resource book for teachers which is called Teacher's Materials and offers teachers guidance on how to teach the content in the textbook. Teachers also have access to a resource website that consists of a testing and assessment package and detailed teaching notes. It has been explicitly stated in Teacher's Materials that the textbook takes a communicative approach to language learning and teaching, through contextualized and task-based language instruction.

3.3.3 Participants

3.3.3.1 Preparatory school students

The first group of participants in the study was the C level students studying at the preparatory school of the institution in the last period of the spring term of 2016. These participants took part in both quantitative and qualitative phases of the study. The criteria for choosing the student participants for the quantitative phase included currently being a regular C level student and having recently completed the textbook *New Language Leader Intermediate* at the time of the study. As previously explained in the section "The Textbook under Examination: *New Language Leader Intermediate*", the students in the C level made up the largest group in the preparatory school. Completing the textbook was also chosen as a criterion since completion of a few units in the textbook might not be adequate to make an overall judgment about the textbook.

Among the entire population of 745 students registered at the preparatory school at the time of the study, 47.25% (*n* = 352) of the students were studying in C level classes and had recently completed the textbook *NLLI*. Out of 352 students registered in C level, 87 (24.71%) students in five classes took part in the piloting study, so these students were excluded from the main study, leaving the target population to be made up of 265 students studying in 15 C level classes. Among this sample, 213 questionnaires were returned, establishing a high response rate of 80.38%. However, 11 of these questionnaires had more than 40% missing data, so these surveys were removed from the data analysis, leaving the researcher with a total number of 202 questionnaires to be used for data analysis. It must be noted that all 15 classes took part in the data collection process although there were 12 students who refused to take part in the study and there were 26 students who were not present on the days of data collection.

The demographic statistics revealed that 56.4% *(n=* 114) of the student participants who took part in the quantitative portion of the study were female while 43.6% (*n=* 88) were male. Students' ages ranged from 18 to 27, with an average of 19.21. The vast majority (96%) of the students fell between 18 and 20 years of age. The demographic data analysis also showed that the time students spent studying English outside the classroom ranged between zero to 20 hours a week with an average of 4.04 hours. 33 students (16.3%) who took part in the study reported that they did not study at all outside the classroom. More than half of the students (58.8%, *n=* 119) reported studying one to five hours a week. On the other hand, there were a total of 33 students (16.3%) who stated that they studied between 6 and 10 hours a week. The time spent by 14 students (7%) taking part in the study ranged between 11 and 15 hours per week. Two participants reported studying for 18 hours a week excluding the time they spent in the class and only one student reported spending 20 hours a week studying English outside the classroom.

In relation to undergraduate programs, students taking part in the quantitative phase were registered in 16 different departments. The participants registered in the faculty of law (*n=* 38, 18.8%) constituted the highest percentage. The number of participants registered in other departments was close to each other. There were 16 psychology students (7.9%) taking part in the study and faculty of medicine, and departments of mechanical engineering and management information systems each had 15 students. The third largest group was made up of materials engineering, electrical and electronics engineering, and international trade and business students, and within each group there were 14 participants (6.9%). The numbers of students registered in management, computer engineering, and political science and public administration departments were 12 (5.9%), 11 (5.4%), and 9 (4.5%) respectively. The next largest group of participants was registered in the department of public finance (*n=* 8, 4%) while there was a total of 7 students (3.5%) studying international relations. Also, 6 (3%) students studied economics and another 6 (3%) studied banking and finance. Finally, there were two history majors (1%) among the participants.

It must be noted that among 202 participants whose demographic information was reported above, 47 did not answer any of the open-ended questions in the survey, resulting in 155 participants who provided data for the open-ended questions in the survey. There were 66 (42.6%) male and 89 (57.4%) female students among these participants. Students were between the ages of 18 and 27, the average being 19.21. Almost all the students' (n= 148, 95.48%) ages were between 18 and 20 and one student was 27 years old. As for how much time students spent studying English except for classroom hours, the demographic data suggested that students answering the open-ended questions in the survey spent between zero to 18 hours a week with an average of 4.21. The number of students who reported that they did not spend any time studying was 23 (14.8%). The time 92 students (59.3%) students who answered the open-ended survey questions spent for studying at home ranged from one to five hours per week. The time spent by 25 (16.1%) students was within the range of 6 to ten. Finally, 13 (8.4%) of the students spent 11 to 15 hours a week studying and there were two students who indicated that they studied for 18 hours a week. The data about the demographic information of the student participants who answered the open-ended questions in the survey can be found in Table 2. The demographic information related to the undergraduate departments of these students can be found in the same table, too.

In addition to the open-ended part in the survey, qualitative data from the students was also collected through interviews. The student sample for the interviews conducted as part of the qualitative phase consisted of 20 participants, each of whom studied in a different C level classroom. All these participants took part in the first, quantitative phase of the study and answered the open-ended questions in the survey. The criteria for selecting these participants included being registered in as many different departments as possible, representing both genders in a way that resembles the sample used for the quantitative phase of the study, and having a variety of study hours per week.

The student participants who were interviewed as part of the qualitative phase were made up of 8 males and 12 females, which was similar to the ratio of student

genders in the quantitative part. The students taking part in the interviews were between the ages of 18 and 27, the average being 19.15. The time students spent studying English ranged from none to 14 hours per week, with an average of 6.9 hours a week, which is higher than the time students taking part in the quantitative phase invest in studying. Specifically, one of the students being interviewed in the qualitative part stated that she did not study at all outside the classroom. The time seven of the interviewees spent studying ranged between one and five hours weekly. Almost half of the participants ($n= 9$), on the other hand, invested a variety of hours ranging from six to ten in studying. Finally, one of the interviewees studied for 12 hours per week, and there were two who put 14 hours into study.

There were a total of twelve undergraduate departments where interviewees were registered. Three of the interviewees were registered in the department of management while the departments of electrical and electronics engineering, international relations, materials engineering, mechanical engineering, and political science and public administration as well as the faculty of law were each represented by two participants. The undergraduate departments represented by one participant included psychology, banking and finance, management information systems, and history as well as the faculty of medicine. The demographic data on the students who took part in the interviews can be found in Table 2.

Table 2

Demographic Characteristics of Preparatory School Students

Characteristics	Survey Participants (Quantitative) ($N= 202$) N (%)	Survey Participants (Qualitative) ($N= 155$) N (%)	Interview Participants (Qualitative) ($N= 20$) N (%)
Gender			
Male	88 (43.6%)	66 (42.6%)	8 (40%)
Female	114 (56.4%)	89 (57.4%)	12 (60%)

Table 2 (continued)

Characteristics	Survey Participants (Quantitative) (*N*= 202) *N* (%)	Survey Participants (Qualitative) (*N*= 155) *N* (%)	Interview Participants (Qualitative) (*N*= 20) *N* (%)
Age			
18	46 (22.8%)	37 (23.9%)	7 (35%)
19	94 (46.5%)	70 (45.2%)	10 (50%)
20	54 (26.7%)	41 (26.5%)	2 (10%)
21-27	8 (4%)	7 (4.4%)	1 (5%)
Study Hours per Week			
0	33 (16.3%)	23 (14.8%)	1 (5%)
1-5	119 (58.9%)	92 (59.3%)	7 (35%)
6-10	33 (16.3%)	25 (16.1%)	9 (45%)
11-15	14 (7%)	13 (8.4%)	3 (15%)
16-20	3 (1.5%)	2 (1.3%)	0 (0%)
Major			
Law	38 (18.8%)	32 (20.6%)	2 (10%)
Medicine	15 (7.4%)	9 (5.8%)	1 (5%)
Materials Engineering	14 (6.9%)	8 (5.2%)	2 (10%)
Computer Engineering	11 (5.4%)	9 (5.8%)	0 (0%)
Mechanical Engineering	15 (7.4%)	12 (7.7%)	2 (10%)
Electrical &Electronics e.	14 (6.9%)	10 (6.5%)	2 (10%)
Banking and Finance	6 (3%)	4 (2.6%)	1 (5%)
Management	12 (5.9%)	10 (6.5%)	3 (15%)
Management Info systms	15 (7.4%)	12 (7.7%)	1 (5%)
International Trade&busi	14 (6.9%)	12 (7.7%)	0 (0%)
Economics	6 (3%)	6 (3.9%)	0 (0%)
International Relations	7 (3.5%)	3 (1.9%)	2 (10%)
Public Finance	8 (4%)	7 (4.5%)	0 (0%)
Political Science&pub ad	9 (4.5%)	7 (4.5%)	2 (10%)
Psychology	16 (7.9%)	13 (8.4%)	1 (5%)
History	2 (1%)	1 (0.6%)	1 (5%)

3.3.3.2 Preparatory school instructors

The second main group of participants consisted of full-time English language instructors who were teaching C level students in the institution in the last period of spring term of 2016. At the time the study was conducted, there were a total of 71 instructors working at the preparatory school. 40 of these instructors were the main instructors of the regular groups, which meant each instructor was teaching a different class, and these classrooms ranged between A+ and C++ in level. 26 instructors, on the other hand, were either speaking instructors (n= 9) or partner instructors (n= 17), who assisted the main instructors in covering the course materials and were mainly responsible for teaching a different textbook. Moreover, three instructors were both the main instructors of the blended groups and worked as partner instructors to regular and blended groups. It must be noted that there were two other instructors who acted as both speaking instructors and partner instructors.

The criteria for selecting instructors for the quantitative phase of the study included having recently completed the textbook *New Language Leader Intermediate* at the time of the study, teaching the classrooms of the students who took part in the piloting or the main study, and being the main instructor of the aforementioned classrooms. The instructors teaching other groups did not take part in the study because of such reasons as teaching the textbook a long time ago, or not teaching it at all. Partner instructors who were teaching C level classes at the time of the study were also excluded from the study either because they only covered certain parts of the textbook or because they used supplementary materials instead of using the textbook *NLL-I*.

All 20 main instructors teaching the textbook *New Language Leader Intermediate* to the students in C level classes at the time of the data collection agreed to take part in the quantitative portion of the study. The demographic data collected at this stage showed that 16 (80%) of these instructors were female whereas there were four (20%) male instructors. The instructors' ages varied from 26 to 42, the mean being

31.95. Among this group, almost half of the instructors (*n*= 9) were aged between 26 and 29. There were seven instructors (35%) whose ages ranged between 32 and 35, and there were four instructors (20%) aged between 36 and 42. The demographic data also revealed that instructors taking part in the quantitative portion of the study had a minimum of three and a maximum of 18 years of teaching experience. The average year of experience was 9.15.

Demographic information on the educational background of the instructors indicated that 13 (65%) instructors obtained their undergraduate degrees from an English language teaching department while 3 (15%) of them studied English language and literature at university. Also, three instructors studied linguistics, and one instructor studied linguistics and cross-cultural communication. As for MA degrees, over half of the instructors (*n*= 11, 55%) reported that they did not hold a master's degree. Among those who have master's degrees, three had their degrees in English language teaching and there was another three instructors who majored in curriculum and instruction. The departments of educational administration and planning, translation studies, and medieval history each had one master's degree holder. Finally, the vast majority of the instructors (*n*= 18, 90%) stated that they did not have a PhD while one instructor had a PhD in Germanic languages and the other had one in curriculum and instruction department. Upon being asked if they received in-service training in language teaching, 80% (*n*= 16) of the instructors stated that they did not. Among those reporting that they had in-service training, two instructors held the DELTA qualification, one received a synchronous online training certificate, and one attended a two-week teacher training course.

It must be noted that out of 20 participants whose demographic information was reported above, two did not answer the open-ended survey questions, which means that there were 18 instructors who provided data for this section. Apart from the open-ended questions in the survey, interviews were used to collect qualitative data from the instructors. The criteria for choosing the interviewees included having recently completed the textbook *New Language Leader Intermediate* and taking part in the survey, which also means that the instructors expected to take

part in the study taught the students taking part in the surveys and hence the interviews.

One exception to the criteria was the selection of one of the administrative staff members at the preparatory school. Although the administrative member was not teaching a C level classroom at the time of the data collection and she did not complete the survey, she was included in the interview since she examined the textbook before and played an active role in the textbook selection process. Moreover, she received feedback on the textbook from the instructors and curriculum designers in the institution.

The instructors taking part in the interviews differed in age, experience, educational background, and the time they spent using the textbook. The rationale behind selecting participants with differing characteristics was the idea that instructors with different characteristics might provide a richer data and many different viewpoints.

3.4 Data Collection Instruments

A self-developed questionnaire was used to gather both quantitative and qualitative data from the respondents in the study. The questionnaire had two versions, one designed to gather information about the perceptions of students regarding the textbook *NLL-I*, and the other designed with the intention of gathering instructor data on the same topic. In addition to the survey, semi-structured interviews were conducted with both students and instructors to gather qualitative data on the students' and instructors' opinions on the textbook.

3.4.1 Textbook evaluation questionnaire

Textbook Evaluation Questionnaire (TEQ), the self-developed instrument used to collect all the quantitative data and some of the qualitative data in the study, was used to find out how the students and the instructors perceived the textbook *NLL-I*. Both student and instructor versions of TEQ basically investigated the same themes, yet the instructor version was developed after the development of student version by rewording the items on the student questionnaire. Also, some items were added to the instructor version of the questionnaire about the aims and objectives and teacher's manual. Both student and instructor versions of the questionnaire were employed since students and teachers might differ in their perceptions of various aspects of education and learning environment (Fraser, 1998; Könings, Seidel, Brand-Gruwel, & van Merriënboer, 2014).

3.4.1.1 Textbook evaluation questionnaire- students (TEQ-S)

TEQ-S had three main parts, the first of which was the demographics part. In this part, the students were asked to provide demographic data about themselves. Student participants were asked to give information related to their age, gender, undergraduate degree, and how much time they spend studying English each week except for the time they spend in the classroom.

The second part of the questionnaire consisted of 43 items which covered various aspects of textbook evaluation and were designed to measure students' perceptions regarding these aspects to determine how effective the textbook was based on students' views. The items were on a four-point Likert scale, which had the options 'Strongly Disagree', 'Disagree', 'Agree' and 'Strongly Agree'. The various aspects of the textbook that were examined in the questionnaire were topics (eight items), target-language culture (four items), grammar and vocabulary (eight items), skills

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(nine items), exercises and activities (seven items), layout and physical makeup (five items), and practical considerations (two items).

The third section in the survey was made up of four open-ended questions which allowed the participants to elaborate on their opinions of the textbook. In this section, participants were asked to provide qualitative data on the strengths and weaknesses of the textbook as well as making recommendations to increase the effectiveness of the textbook. The last question in the section asked studens if they wanted to make any further comments and recommendations or give feedback concerning the textbook.

3.4.1.2 Textbook evaluation questionnaire- instructors (TEQ-I)

The Textbook Evaluation Questionnaire for instructors was designed after the development of the student version. In developing the questions to be used for the instructors, the items in the student questionnaire were reworded without changing the essence of the items. However, some questions related to teacher's book and aims and objectives were added to the instructor version since this information was unavailable to students. Then, the open-ended part designed to collect qualitative information from the students was added to the instructor questionnaire without changing the meaning of the questions so that teacher and student answers were aligned with each other. Finally, the part seeking demographic information about the instructors were designed. The questions in this part were designed taking account of the characteristics specific to instructors.

The Textbook Evaluation Questionnaire which was designed for the instructors had three sections, as well. The first section was a compilation of questions seeking data about demographic qualities of the instructors. The questions in this section were about age, gender, educational background, the availability of an in-service training and English teaching experience.

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In the second section of the questionnaire, instructors were asked to respond to 56 items on a four-point Likert scale. This section was aimed at finding out about the instructors' opinions on various aspects of the textbook. Some of these aspects were the same as the ones that could be found in the student version of the questionnaire and were similarly grouped under six titles, which were topics (eight items), target-language culture (four items), grammar and vocabulary (eight items), skills (nine items), exercises and activities (seven items), layout and physical makeup (five items), and practical considerations (two items). In addition to these aspects written as 43 items, there were two aspects related to the textbook in the teachers' version of the questionnaire. One of these aspects was titled aims and objectives and the four items in this section asked about the objectives of the students and the institution and to what extent these two corresponded. The second and last aspect in this part was about the teacher's manual and included nine questions about how effective the teacher's manual was.

The last part in the TEQ-I was composed of four open-ended questions which were basically the English translation of the questions used in the student questionnaire. Therefore, just as the student version, it sought to gather qualitative data on the strengths and weaknesses of the textbook as perceived by the instructors. The questions included what recommendations instructors wanted to make and if they wanted to make any further comments and recommendations as well as giving further feedback.

3.4.1.3 Development of textbook evaluation questionnaire (TEQ)

A review of the textbook evaluation literature indicated that there was no single instrument available at the time of the study that would serve to cover all aspects of textbook evaluation. In fact, there were many instruments available. However, some of them were better suited for pre-use purposes, others were too specific to the situation, and still others were too detailed or not detailed enough, so were not suitable for the current study. Thus, in order to collect quantitative data on various

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aspects of the textbook, the researcher developed a questionnaire based on a review of literature on language textbook evaluation. The first step in the process of developing an English language textbook evaluation questionnaire was to review the literature to find out about the criteria proposed by the researchers. After reviewing the literature, a list of criteria has been developed based on the textbook evaluation frameworks created by Cunningsworth (1995), Garinger (2002), McDonough and Shaw (1993), Richards (2001), Sheldon (1988) and Williams (1983). The rationale for using the framework by these researchers were that they were comprehensive, and some common themes were present in them.

Following the determination of the criteria to be adopted in the textbook evaluation process, several checklists have been analyzed to see if they applied the criteria to be used in the current study. Among these checklists, two stood out. One of the studies examined and found relevant in the course of developing a questionnaire was the study by Skierso (1991). In her work, Skierso (1991) created a comprehensive checklist based on the criteria and checklists proposed by 65 different resources including Daoud and Celce-Murcia (1979), Dubin and Olshtain (1977) and Stieglitz (1982). The rationale behind benefitting from the checklist created by Skierso (1991) could be summarized as its extensive reference list and the extent of coverage of different aspects related to textbook evaluation.

Another study that was deemed relevant and important to this study was the case study carried out by Litz (2005) who designed two textbook evaluation questionnaires, one for the use of teachers, and the other for the use of students. The questionnaires used in Litz's study were generated considering the institutional needs at Sung Kyun Kwan University Science and Technology Campus in Suwon, South Korea. They also drew upon the suggestions of researchers including Brown (1995), Cunningsworth (1995) and Sheldon (1988) about what aspects of the coursebooks to evaluate and what criteria are important in such an evaluation. Thus, Litz's (2005) instruments were made up of questions related to such aspects as layout and design, skills, subject and practical considerations.

Both Skierso (1991) and Litz (2005) were contacted via email and asked for permission to use their checklists in the current study for adaptation or adoption. After receiving the necessary permissions, the researcher worked on the above-mentioned checklists to determine which items were developed based on the criteria set based on the research literature and were relevant to the purposes of the current study. Then, a tentative list of items was compiled by bringing together the items in these lists.

Following the specification of which aspects of the textbook were evaluated based on the pre-determined criteria and identifying the items that were suitable for this purpose, the researcher started working on these items so that they were suited to be used in a questionnaire. First, the checklist items originally written in question format in Skierso's (1991) checklist were written in regular sentence format. The reason for doing this was to provide the participants with a questionnaire on a Likert scale where they could express whether or not they agreed with the statements and to what extent. It must be noted that changing the items which were in the question form into regular sentences was carried out for all the questions in the checklist prepared by Skierso (1991). The four items borrowed from Litz (2005) were already in sentence format.

After the sentences in question format were written in regular sentence format, four different steps were taken. First, some of the items were reworded and simplified so that respondents can understand them easily and any possible misunderstanding could be avoided. At this point, infrequent words were changed with their frequent equivalents, technical terms were simplified and the words that were made redundant because of the process of transforming the questions into sentences were either omitted or altered so that it could enrich the meaning of the item. Secondly, some sentences which originally took part in the checklist designed by Skierso (1991) and made their way into the questionnaire were divided into two or more different items because they were aimed at measuring more than one thing. For example, one of the questions was designed so as to get information about the textbook's suitability for a variety of demographic qualities of the students

including their interests, age group, gender, and socioeconomic status. Since this question was gauging various features which were likely to yield different information, the question was divided into three different items, each of which was aimed at dealing with one single student characteristic that was relevant to the overall characteristics of the participants being studied.

The third step taken here was to adapt the items in a way that had a similar meaning to the original sentences, thus measuring the same concept or a similar one, but using different words and examples to ensure relevance. Finally, in some cases, the sentences in the original versions of the checklists that were read through during the literature review were used as a basis for adding some similar questions to the self-developed questionnaire. For instance, the question about the contextualization of the listening material in the textbook (Cunningsworth, 1995) was used as a basis to ask similar questions about the contextualization of different skills including reading, writing, and speaking. The only two items that were not changed at all in the entire pool of items were related to the practical considerations questions developed by Litz (2005) and were used with his permission.

Upon writing the closed-ended questions, four open-ended questions were added to the questionnaire to collect qualitative data. These questions required students to give their opinions on the strengths and weaknesses of the textbook as well as providing recommendations on how to improve the effectiveness of the textbook and writing down further comments and feedback.

After the completion of these steps and developing the items as explained above, one PhD student in ELT and one PhD student in the department of Measurement and Evaluation examined the checklists by Litz (2005), Skierso (1991) and Cunningsworth (1995) and the items on the self-developed questionnaire. In order to improve the items further, corrections and adjustments were made to the instrument by the researcher based on the feedback provided by the PhD students. Their feedback covered various aspects of the items including comprehensibility, clarity of meaning, item length, and the language. The researcher also consulted

with her thesis supervisor about the items and made some changes to the items based on her feedback.

After constructing the first complete draft of the questionnaire, the items were translated into Turkish and then back to English. Those involved in the translation and back translation process were the researcher, two EFL instructors working at a public university and a measurement and evaluation PhD student. It must be noted that the translations were independent from each other and everyone involved in the process completed the translation by themselves. They also provided feedback on the items in terms of ease of understanding and ambiguity of meaning. It was the researcher's job to examine the translations carried out by different people and come up with the best possible phrases and wording in each item. At this point, the researcher received help from her advisor and the aforementioned PhD candidate studying measurement and evaluation. After the questionnaire was ready for implementation, the questions seeking demographic information about the participants and open-ended questions that were aimed at collecting qualitative data were formed. Upon construction of the survey, two EFL instructors working at a public university, one of whom was holding a PhD in Cognitive Science and the other was a PhD candidate in the department of educational psychology, examined the items and gave expert opinion. The researcher did the necessary changes and adjustments on the items and asked her thesis supervisor for feedback.

After the approval of the thesis supervisor, a total of eight students from two different classrooms were asked to read the items in the Turkish version of the questionnaire. These students were omitted from the pilot study and the main study since their participation in research process was likely to affect the study results. These students were selected on a voluntary basis by the main instructors of their classes. The instructor first explained what they were expected to do and asked if there were any volunteer students. After seeing who volunteered, the main instructor tried to select the students with differing characteristics. These characteristics were their gender, age, perceived interest in learning English, midterm scores and active participation in the classroom. As a result of this, a

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meeting was arranged with these 8 students, three of whom were males. In this meeting which took almost 50 minutes, students were distributed the surveys and the aim of the survey was made clear to them. Later, they were asked to read the questions individually and take notes about the items which seemed ambiguous or somehow confusing. They were also asked to point to the items that they thought were irrelevant to them or they did not know how to reply to. They were also encouraged to write down any further comments related to the items. After students completed writing down their comments, they took turns and gave feedback about the items and the questions. They also discussed some of the items with their peers and made comments on each others' explanations from time to time. The researcher's role was to ask the students some questions about clarification when needed, take notes about their feedback and lead the discussions. After the meeting, the researcher made some adjustments to some of the items taking the oral and written feedback of the students into account. Then the two EFL instructors who provided expert opinion in the previous stage of the questionnaire development process and the thesis supervisor of the researcher checked the items. This was the last step before the researcher went over the items and finalized the instrument.

The next step in the development of the survey was to pilot the Turkish version of the survey instrument with the students. The purpose here was to identify the items that were not clear to the students and use this information to make the necessary modifications on the items. The survey instrument was piloted on 87 students in five classes in the aforementioned preparatory school in the last period of spring of 2016. Those taking part in the piloting were excluded from the main study. The data collected from the students was used to conduct reliability tests on SPSS 20.0. The overall reliability for the Textbook Evaluation Questionnaire- Students was calculated as .92, which indicated good reliability. The reliability tests were also conducted on the components separately. The topics, vocabulary and structures, and exercises and activities components had high reliabilities, all Cronbach's $\alpha = .79$. The skills and layout and physical makeup components had even higher reliability scores of Cronbach's $\alpha = .83$ and .80 respectively. However, the practical considerations component had low reliability, Cronbach's $\alpha = .31$. Despite the low

reliability score of the component, the items on the component were not omitted because low reliability was due to the fact that there were only two items in the component. Since there were no items that required modifications based on the internal consistency scores, no changes were made on the survey instrument before it was used in the main study.

Open-ended questions were also included in the pilot study. The purpose here was to find out if the wording of the questions was clear and if students clearly understood that they would be providing information about the textbook itself rather than general classroom characteristics, the system in the school, or the teacher. The feedback from the students and the analysis of the open-ended questions made it clear that the wording of the questions was clear enough for the students to understand and provide information on the topic under study.

After the finalization of the survey instrument to be used to gather information from the students, the items on the English version of the instrument were reworded to make them suitable for the instructors. It must be noted that these changes were small ones and they were changed in a way that would protect the meaning but were written so that the instructors could answer them. For example, there was an item on the topics component that read "The topics covered in the textbook are interesting to me." The item was reworded as "The topics covered in the textbook are interesting to the students." After all the items were changed in the way described here, two other components titled Aims and Objectives and Teacher's Manual were added to the survey. These two components were not added to the student version of the questionnaire because students did not have access to the teacher's book and they did not have enough information about the aims and objectives of the textbook and the preparatory school to be able to make informed decisions.

Following the completion of the instructors' version of the questionnaire, two PhD students who previously provided feedback on the student questionnaire read over the instructors' version and provided feedback on several aspects including language, clarity in meaning and comprehensibility. The researcher and her

supervisor reworded some of the items based on the feedback and finalized the questionnaire. Then, five EFL instructors who used the textbook in the previous period were asked to read the questionnaire and provide feedback on the questions. A few minor changes were made on the instrument based on their comments and the final version of the instructors' questionnaire was prepared.

3.4.2 Semi-structured interviews

The researcher designed semi-structured interviews to collect qualitative data from the students and instructors who took part in the study. The reason for using semi-structured interviews was to clarify the answers provided in the quantitative part, elaborate on these answers, and give the participants the flexibility to come up with their own ideas and concepts that were not present in the questionnaire or disregarded by the researcher, yet expected to help gain a broader understanding of the questions in the study, thus obtaining richer data that will help complement the study and give the researcher a broader perspective on the issue under study as well as helping get a fuller picture of the questions being investigated.

Semi-structured interview questions were formulated based on the main components in the questionnaire. Using the components in the survey, the researcher developed questions which required participants to explain what they thought about the effectiveness of different components. Also, participants were asked some follow-up questions through the interview in order to obtain extra information which was expected to compensate for any possible areas that were worth mentioning but not included in the questionnaire. The questions were designed in a way that would provide the participants the freedom to express their opinions by indicating whether they thought something was effective or not, which was considered a way to avoid bias.

At this point, it might be worth noting that four different semi-structured interviews were prepared considering the participant characteristics so that the textbook could

be evaluated from different perspectives yet protecting the core elements that would yield information about the effectiveness of the textbook through the use of specific criteria. The semi-structured interview questions planned to be used with the students were written in Turkish in an attempt to ensure that students could express their opinions without interference from the language deficiencies. On the other hand, semi-structured interview protocols prepared for instructors were written in English. After the questions were formulated, two EFL instructors who took part in the questionnaire development process examined the questions and provided feedback on the semi-structure interview protocol. Necessary changes were made to the semi-structured interview questions and the author's supervisor examined the instruments and provided feedback on the items that needed revising. Then, the instruments were finalized.

The interview protocol used to gather information from the students included questions on the following components most of which were also present in the Textbook Evaluation Questionnaire (TEQ) for students: topics, grammar, vocabulary, pronunciation, activities, target-language culture, layout and physical makeup, practical considerations and the online learning component. In addition to the questions grounded from the survey, the semi-structured interview was used to gather data on the actual use of textbook in and beyond the classroom, student experiences regarding the textbook and to have an idea of what makes up an effective textbook, which was learned through questioning students' suggestions on how to improve the textbook. These questions were aligned with the ones used in the open-ended section of the survey. The questions on the semi-structured interview were also helpful in collecting information about what can be done to increase the effectiveness of the textbook, what changes the students would make if they were given the opportunity, whether and how the textbook was adapted in the classroom, whether the students thought the textbook helped them improve their English level and in what ways, if the textbook met students' needs, whether the textbook helped students prepare for exams, and what strengths and weaknesses the textbook possessed. The instrument also had a part where demographic information

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about the participants such as age, major, the availability of an online learning platform to the students, hours of study etc.

The semi-structured interview protocol used to collect data from the instructors was based on the same criteria as the one developed for the students. The criteria used to gather data from student participants encompassed the criteria used here which were: topics, grammar, vocabulary, pronunciation, exercises and activities, target-language culture, layout and physical makeup, practical considerations and the online learning component. Other than these criteria which were shared with the semi-structured interview questions prepared for students, the semi-structured interview protocol prepared for the instructors had questions about how effective the teacher's manual was, whether the textbook met the needs of the students and the program, and whether and to what extent the instructors adapted the textbook in the classroom. They were also asked if they had any suggestions that might help increase the effectiveness of the textbook and if they were given the chance, what changes they would make to the textbook. The interview protocol prepared for the instructors also had a part where participants' demographic information on age, gender, educational background etc. was sought after.

3.5 Data Collection Procedures

After developing the quantitative and qualitative instruments to be used in the study, the researcher applied for permission from the METU Applied Ethics Research Center to conduct the study. Upon the approval of the instruments, the researcher obtained permission from the administrative office of the public university where the study was carried out. Finally, the administrative staff at the preparatory school in this university was contacted to request permission to conduct the study.

Both survey instruments and semi-structured interviews were administered in the same phase of the study at around the same time since the study undertaken had a convergent parallel mixed methods design.

3.5.1 Questionnaire administration

The first step in gathering data from the students was to contact the administrative staff members at the preparatory school and ask for their permission to administer the questionnaires in the classrooms. Next, the instructors teaching C level classes were contacted in person or by email and were informed about the study. Following this, the researcher and instructors decided on a date for administering the surveys in the classrooms. It must be noted that all the C level classes were included in the data collection process except for the ones that took part in the pilot study. After the exclusion of the five classes who took part in the piloting stage, fifteen classes remained, all of which provided data for the main study.

Group administration method was used to gather student data since it allowed the researcher to reach a large number of students in a short time. Also, since the data were collected by directly administering the instrument to the participants, turnout rate was expected to be high (Dörnyei, 2003). The questionnaire was administered by the researcher according to the schedule set by the instructors and the researcher. All the student participants were informed about the purpose of the study and were assured that all the information they were going to provide would remain confidential and would only be used for research purposes. The Turkish version of the questionnaire was used in the classroom in order to avoid language-related problems. The researcher was present in the classroom during the whole administration process to help clarify the points mentioned by the students if need be. It approximately took 15 minutes for the student participants to complete the survey. The student data was collected at one point in time and it took a total of two weeks to complete the student survey administration.

As for the instructor questionnaires, all 20 instructors teaching C level groups were invited to take part in the study. The instructors whose classrooms were excluded from the main study on the grounds that they took part in the piloting process were also included in the main study since they did not take part in the piloting process and in this way, the researcher had the opportunity to reach more instructors and had larger amounts of data. None of the C level instructors refused to be a part of the study, so they were all given the survey which was written in English. One-to-one administration method was used to collect information from the instructors because of the instructors' highly varying schedules. Therefore, the questionnaires were delivered to the instructors by hand and they were asked to submit the questionnaire to the researcher after completing it. Once the instructors received the questionnaire, they were informed about the purpose of the study and were ensured that the information to be provided by them would remain confidential and would not be used for any purposes other than research. All the instructors returned the questionnaires, which meant the response rate was 100%. It took three weeks for all the instructors to complete and submit the questionnaires. Upon submission of the questionnaires, the instructors were also asked to provide information about how long it took for them to complete the surveys and they reported that it took almost 20 minutes for them to complete the questionnaires.

3.5.2 Semi-structured interview protocols

While still analyzing the quantitative data collected from students and instructors, the researcher began conducting semi-structured interview protocols. The interviewees were contacted via e-mail and an interview schedule was formed taking the participants' timetables into account. Both student and instructor interviews were conducted at around the same time in the same phase of the study. In a period spanning three weeks all the interviews were conducted individually and face-to-face. It must be noted that all the interviews were recorded using an audio recorder with the permission of the participants so that they could be transcribed and analyzed later. The researcher also observed the interviewees and took notes

about these observations during the study. The aim of taking notes was to clarify some possible points that might confuse the researcher in the process of data analysis and benefit from non-verbal cues that might help explain some of the responses.

After the interviewees showed up in the venue where the interview would be conducted, they were informed about the interview procedures. To do this, they were provided with verbal explanation as well as being asked to read the informed consent form explaining the aim of the study and sign it if they agree to take part in the study. Moreover, the interviewer told the participants about the audio recording and asked them if they felt comfortable with it and if they consented to do the interviews under these circumstances. Interviewees were also informed that they did not have to continue the interview if they did not want to and can leave any minute in case they feel uncomfortable. After the signature of the informed consent form, the interviews began. All the interviewees agreed to be audio-recorded.

The interviews with the students were conducted in Turkish so that they could express themselves clearly and problems regarding language barriers could be avoided. First, students were asked to complete some demographic information about themselves regarding their age, gender, major and how much time they spend studying English outside classroom hours each week. Then, the researcher interviewed the participants asking the questions in the semi-structured interview protocol. When clarification or elaboration was needed, more questions were directed to the participants to elicit more detailed responses. Participants were informed that they were allowed to ask questions when they thought something was not clear enough for them to understand or when they did not have sufficient information about the context. A total of 20 students were interviewed during the data collection process and the length of the interviews ranged from 10 to 20 minutes, most interviews lasting between 10 and 15 minutes.

The interviews with the instructors were conducted in English. First, instructors were asked to complete some information about demographic variables about their

age, gender, educational background, experience and in-service training. Later, they took part in a semi-structured interview which allowed the researcher to ask further questions for clarification or elaboration when needed. Instructors were also allowed to ask questions about the points they found confusing and make extra comments. Eight instructors took part in the study as interviewees, one of whom was a member of the administrative staff and another a curriculum unit member who was also teaching at the same time. The interviews with the instructors took between 10 and 20 minutes with the exception of one interview which took 45 minutes.

3.6 Data Analysis Procedures

In alignment with the data analysis procedures in the convergent parallel mixed methods design, quantitative and qualitative data were analyzed separately, and merged later for corroboration and interpretation purposes.

3.6.1 Quantitative data analysis

The quantitative analysis procedure outlined by Creswell and Plano Clark (2011) was followed in the current study. First of all, in accordance with the steps offered by the researchers, all quantitative data were entered into the statistical analysis software SPSS, version 20.0 after the process of questionnaire administration was completed. This step involved assigning numeric values to the variables and transferring the raw data into these numeric values.

The second step included exploring the data visually and excluding the surveys that had more than 40% missing data. None of the instructor questionnaires were omitted because of missing data. On the other hand, 11 student questionnaires had to be excluded from data analysis because of this reason. Then, student and instructor demographic information was calculated using frequencies and

descriptive analysis on SPSS. Means, as well as minimum and maximum values were calculated for the demographic variables.

The next step required conducting an analysis on the data to see if the instrument can be established as a reliable tool. Thus, the questionnaire was examined for internal consistency by calculating Cronbach's alpha value for the overall questionnaire as well as separate components. Following the establishment of reliability of the questionnaire, descriptive analyses were conducted on each item and the component on both student and instructor questionnaires and means, frequencies, and minimum and maximum values were calculated.

3.6.2 Qualitative data analysis

Both student and instructor qualitative data was analyzed using MAXQDA 12. The first step of the analysis was to enter the open-ended question answers in the questionnaire to the computer. Then, the interview recordings of both students and instructors were transcribed. Both open-ended question answers in the survey and the interview transcriptions were transferred into the MAXQDA 12 software. Secondly, the data on the software was read back and forth to come up with initial codes. During this step, detailed memos were written next to the initial codes to assist the researcher in developing theme development in the further stages. It must be noted that student data and instructor data was analyzed separately. Also, the data from open-ended answers in the survey and the data from the interviews were analyzed separately.

After the initial coding process, codes were reread and analyzed utilizing constant comparison method (Fram, 2013). The codes were assigned labels, and then they were grouped into themes. As the analysis continued, the other codes that were deemed relevant to the theme were also grouped under these themes. During the data analysis, new categories emerged, their labels were changed, or they were deleted taking into account the new codes and information. This process resulted in

writing more memos and the memos written here were used to reconsider the emerging categories and themes as well as bringing the ones that were previously considered irrelevant to each other together. After the completion of assigning codes and labels, the themes were merged under overarching themes. The process applied to all the qualitative data, whether it belonged to students or instructors, and whether it was collected through open-ended items in the survey or interviews. It turned out that the same overarching themes were used in all types of data since they were measuring the same construct.

All student and instructor data were analyzed for finding specific codes that could be used to further explain the analysis and clarify and enrich the analysis. This was also used to address different themes in the study and reveal different perspectives on a given point.

CHAPTER 4

FINDINGS

4.0 Presentation

The aim of this chapter is to report the results of the data analysis from the current study in two main sections. In the first section, the quantitative findings based on student and instructor questionnaires are described in detail. The second section seeks to find answers to the qualitative research questions probed in the study. For this purpose, the results of the qualitative analysis of the open-ended questions in the questionnaires and the interviews are demonstrated.

4.1 Quantitative Findings

The quantitative items in the questionnaire investigated several aspects of the textbook from the perspectives of the students and instructors. These items were about topics, target-language culture, grammar, vocabulary, skills, activities, layout and physical makeup, practical considerations, aims and objectives and the teacher's manual. The items related to aims and objectives and the teacher's manual were only answered by the instructors who took part in the study since the students did not have enough information about these aspects. The overall results of the quantitative phase indicated that the participants were moderately satisfied with the textbook. However, both the students and instructors expressed dissatisfaction about the items related to practical considerations.
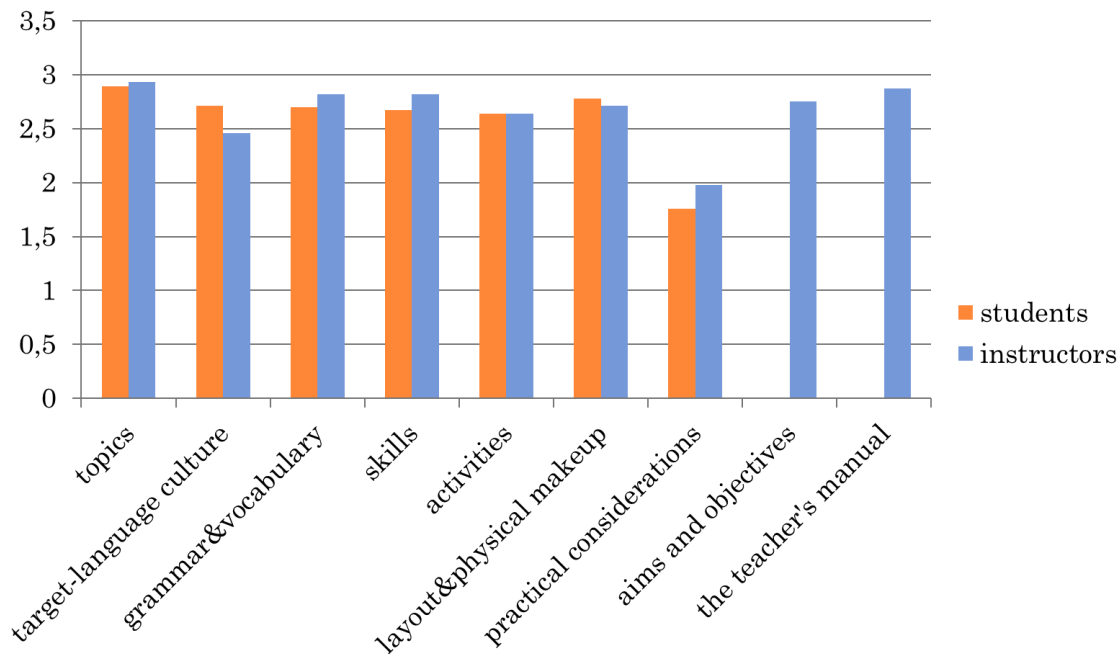
Figure 1. The Comparison of Students' and Instructors' Quantitative Results

4.1.1 Findings of the student questionnaire

To what extent do preparatory school students perceive the coursebook *New Language Leader Intermediate* to be effective with regard to

a. topics?

b. target-language culture?

c. grammar and vocabulary?

d. skills?

e. activities?

f. layout and physical makeup?

g. practical considerations?

In order to answer the first research question, descriptive analyses were conducted on student data. As previously stated in the methodology chapter, the closed-ended items in the questionnaire were rated by the respondents using a four-point Likert-type scale (1= Strongly Disagree, 2 = Disagree, 3 = Agree, and

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4 = Strongly Agree). Then, the items were analyzed using descriptive statistics and the results including the means, frequencies and standard deviations were reported based on the aspects addressed in the research question.

4.1.1.1 Findings in relation to topics

Table 3

Students' Opinions on the Topics Component

Items	Strongly Disagree	Disagree	Agree	Strongly Agree	*Mean*	*SD*
	n *(%)*	*n* *(%)*	*n* *(%)*	*n* *(%)*		
There is a sufficient variety of topics in the coursebook.	14 (6.9)	35 (17.3)	124 (61.4)	29 (14.4)	2.83	0.75
The topics covered in the coursebook are interesting to me.	23 (11.4)	52 (25.7)	103 (51)	24 (11.9)	2.63	0.84
The topics covered in the coursebook are suitable for my age.	14 (6.9)	27 (13.4)	120 (59.4)	41 (20.3)	2.93	0.78
The coursebook contains a sufficient variety of text types (e.g., dialogues, essays, poetry, drama, and folk tales).	21 (10.4)	60 (29.7)	92 (45.5)	29 (14.4)	2.64	0.85
The content of the coursebook is factually accurate.	4 (2)	32 (15.8)	122 (60.4)	44 (21.8)	3.02	0.68
The coursebook contains authentic materials (e.g., news reports and leaflets).	10 (5)	36 (17.8)	115 (56.9)	41 (20.3)	2.93	0.76
The coursebook material is up-to-date.	9 (4.5)	42 (20.8)	106 (52.5)	45 (22.3)	2.93	0.78
The coursebook is free of stereotypes (e.g., racial, sexual, and cultural).	4 (2)	16 (7.9)	119 (58.9)	63 (31.2)	3.19	0.66

Eight items on the questionnaire were designed to gauge students' opinions on the topics of the textbook. The results of the descriptive analyses suggest that the topics component had fairly high ratings with an overall mean of 2.89, indicating an overall satisfaction with topics. A closer look at the data reveals that the item which

investigated whether the coursebook was free of stereotypes such as racial, sexual, and cultural ones had a mean score of 3.19, which was the largest mean score for a single item in the entire questionnaire ($SD = 0.66$). The vast majority of the participants responding to the item expressed agreement with it, making the item by far the highest rated in the questionnaire ($n = 182$, 90.1%). It is also worth adding that a total number of 63 participants (31.2%) "strongly agreed" with the statement. On the other hand, almost 10 percent of the respondents ($n = 20$, 9.9%) declared that they did not agree with the statement. Four of these respondents said that they strongly disagreed with the item.

The item with the second largest mean score in the component was "The content of the coursebook is factually accurate." ($M = 3.02$, $SD = 0.68$). 82.2% of the participants responded to this item with some level of agreement (Agree: 60.4%, Strongly Agree: 21.8%). Another item which had a relatively high mean investigated whether the topics in the coursebook were suitable for students' age ($M = 2.93$, $SD = 0.78$). A total number of 161 students (79.7%) either "agreed" or "strongly agreed" with the statement while 41 students (20.3%) disagreed or strongly disagreed with it.

Two items in the component had the exact same mean score. One of these items was "The coursebook contains authentic materials (e.g., news reports and leaflets)." ($M = 2.93$, $SD = 0.76$). 156 participants (77.2%) taking part in the study indicated some form of agreement with the statement (Agree: 56.9%, Strongly Agree: 20.3%). On the other hand, 22.8% disagreed or strongly disagreed with the statement. The other item which had a mean score of 2.93 ($SD = 0.78$) investigated whether students believed that the coursebook material was up-to-date. The results show that a total of 151 students (74.8%) took the view that the coursebook was up-to-date whereas 25.3% opposed the idea that the coursebook included the latest information. The item exploring whether the coursebook provided an adequate variety of topics had a mean of 2.83 ($SD = 0.75$). 75.8% of the students ($n = 153$) expressed agreement with the statement while there were 49 students (24.2%) who disagreed with it.

Finally, one of the items with the lowest rating in this component was the item stating that the topics in the coursebook were interesting ($M = 2.63$, $SD = 0.84$), and 127 students (62.9%) said that they found the topics interesting, selecting "agree" or "strongly agree". 75 participants (37.1%), however, expressed disagreement with the statement. The other item was "The coursebook contains a sufficient variety of text types (e.g., dialogues, essays, poetry, drama, and folk tales)." ($M = 2.64$, $SD = 0.85$). 59.9% of the students ($n = 121$) responded with some level of agreement to the item while the variety of text types included in the coursebook was considered insufficient by 40.1% ($n = 81$), making it the least agreed upon item in the topics component. The summary of descriptive data analysis related to the topics component can be found in Table 3.

4.1.1.2 Findings in relation to target-language culture

The component labeled target-language culture consisted of four items which aimed to find out what students thought of the presentation of target-language culture in the coursebook. The items making up the component had an overall mean of 2.71, with individual item mean scores ranging from 2.61 to 2.80. The item with the highest mean score in the component was "The texts incorporate elements of British culture." ($M = 2.80$, $SD = 0.73$). Upon being asked to indicate their level of agreement with the statement, 138 participants (68.3%) said that they agreed or strongly agreed with the statement while a smaller number of participants ($n = 64$, 31.7%) expressed disagreement with it. There was a weaker agreement on the item stating that elements of American culture are integrated into the texts in the coursebook ($M = 2.69$, $SD = 0.72$). 128 respondents (63.4%) supported the idea in the statement, selecting one of the "agree" or strongly agree" options. On the other hand, there were 74 respondents (36.7%) who did not agree with the statement.

The rest of the items in the target-language culture component were specifically designed to investigate the integration of target-language culture into the exercises

in the coursebook. One of these items was about whether the exercises in the coursebook include elements of British culture and a mean value of 2.73 was calculated for this item (*SD* = 0.71). Among the participants indicating their opinions on the statement, 68.8% (*n* = 139) "agreed" or "strongly agreed" with the item whereas 31.1% (*n* = 63) "disagreed" or "strongly disagreed" with it. The other item was on whether the exercises in the coursebook incorporate elements of American culture and the mean score for the item was 2.61 with a standard deviation of 0.70. 61.4% (*n* = 124) responded with some level of agreement to the item whereas 38.6% (*n* = 78) shared that they did not agree with it. It must be noted that, on average, the items indicating that elements of British culture are integrated into texts and exercises had higher student ratings, with an overall mean of 2.77, compared to the items in which the integration of American culture into the coursebook is described, overall mean of these two items being 2.65. A summary of descriptive data analysis regarding students' opinions on target-language culture was provided in Table 4.

Table 4

Students' Opinions on the Target-language Culture Component

Items	Strongly Disagree N (%)	Disagree N (%)	Agree N (%)	Strongly Agree N (%)	*Mean*	*SD*
The texts incorporate elements of British culture.	7 (3.5)	57 (28.2)	107 (53)	31 (15.3)	2.80	0.73
The texts incorporate elements of American culture.	9 (4.5)	65 (32.2)	107 (53)	21 (10.4)	2.69	0.72
The exercises incorporate elements of British culture.	11 (5.4)	52 (25.7)	120 (59.4)	19 (9.4)	2.73	0.71
The exercises incorporate elements of American culture.	13 (6.4)	65 (32.2)	111 (55)	13 (6.4)	2.61	0.70

4.1.1.3 Findings in relation to grammar and vocabulary

The component labeled as 'Grammar and Vocabulary' was made up of items that investigated grammar and vocabulary coverage in the coursebook. There were a total of eight questions in this section, the overall score of which was 2.70. The items related to grammar and vocabulary were reported separately under this section.

How the coursebook covered grammar was assessed by five items grouped under the component named grammar and vocabulary. The items seeking to find answers to how students evaluated the grammar coverage in the coursebook had an overall mean score of 2.70. A look at the individual items about grammar coverage in the coursebook revealed that the item with the highest mean score was "The grammar points introduced in the coursebook are appropriate to my level." ($M = 2.92$, $SD = 0.62$). Among the 160 respondents (79.2%) rating the item positively, 65.3% agreed with the statement, 13.9% expressing strong agreement with it. Around one fifth of the respondents ($n = 42$, 20.8%), however, stated that the grammar points were inappropriate to their level.

The item focusing on the availability of a meaningful context for introducing grammar points had a mean value of 2.78 ($SD = 0.71$). Those who favored the statement constituted 70.8% ($n = 143$) of all the respondents while the rest of the students ($n = 59$, 29.3%) stated they "disagreed" or "strongly disagreed" with the item. The item "New grammar points are recycled adequately in the subsequent units." had a mean score of 2.73 ($SD = 0.72$). The majority of the students responding to the item ($n = 134$, 66.4%) indicated that the coursebook promotes adequate recycling of the new grammar points. 68 students (33.7%), however, were not in agreement with the idea that adequate recycling of new grammar points was provided in the coursebook.

The statement suggesting that the grammar points in the coursebook are presented clearly had a mean score of 2.68 with a standard deviation of 0.80. 63.4% ($n = 128$) of the students expressed agreement with the statement while 36.6% ($n = 74$) either "disagreed" or "strongly disagreed" with it. The item on whether the grammar points were presented thoroughly not only had the lowest mean value among the items related to the presentation of grammar, but also it turned out to be the only grammar-related item in the component that received less agreement than disagreement ($M = 2.37$, $SD = 0.80$). 40.1% ($n = 81$) said that the grammar points were presented thoroughly, but this opinion was opposed by 59.9% of the participants ($n = 121$) rating the item, with 23 of them (11.4%) strongly disagreeing.

The vocabulary-related items in the component were intended to find out how students assess the vocabulary coverage in the coursebook. These three-items in the component had an overall mean score of 2.71. The item stating that the amount of new words introduced in each unit is suitable for the level of the students was rated highly by the respondents ($M = 2.92$, $SD = 0.67$). The number of participants agreeing with the statement was as high as 158 (78.2%), with 32 strongly agreeing, and a much lower number of respondents ($n = 44$, 21.8%) expressed disagreement with the item. The other item in the component was in search of whether the coursebook provided meaningful contexts in which new vocabulary items were introduced. With a mean score of 2.77 ($SD = 0.70$), the item did not receive as much support as the item on the number of words introduced in each unit. 139 participants (68.8%) either "agreed" or "strongly agreed" with the statement, and there were 63 (31.2%) who did not agree with it. Finally, the item which was constructed so as to gather information on recycling of new vocabulary got a relatively low mean score of 2.44 with a standard deviation of 0.73 and resulted in more disagreement than agreement. Participants who agreed that recycling of new vocabulary items in the coursebook was adequate constituted 45.05% ($n = 91$) of all students responding to the item, and the ones who expressed disagreement with the item constituted 54.95% ($n = 111$). The summary of the findings in this section can be found in Table 5.

Table 5

Students' Opinions on the Grammar and Vocabulary Component

Items	Strongly Disagree N (%)	Disagree N (%)	Agree N (%)	Strongly Agree N (%)	*Mean*	*SD*
The grammar points introduced in the coursebook are appropriate to my level.	3 (1.5)	39 (19.3)	132 (65.3)	28 (13.9)	2.92	0.62
The grammar points are presented clearly.	16 (7.9)	58 (28.7)	102 (50.5)	26 (12.9)	2.68	0.80
The grammar points are presented thoroughly.	23 (11.4)	98 (48.5)	64 (31.7)	17 (8.4)	2.37	0.80
The grammar points are introduced in a meaningful context.	9 (4.5)	50 (24.8)	119 (58.9)	24 (11.9)	2.78	0.71
New grammar points are recycled adequately in the subsequent units.	9 (4.5)	59 (29.2)	111 (55)	23 (11.4)	2.73	0.72
The number of new words introduced in each unit is appropriate to my level.	5 (2.5)	39 (19.3)	126 (62.4)	32 (15.8)	2.92	0.67
The vocabulary items are introduced in a meaningful context.	7 (3.5)	56 (27.7)	115 (56.9)	24 (11.9)	2.77	0.70
New vocabulary is recycled adequately in the subsequent units.	16 (7.9)	95 (47)	78 (38.6)	13 (6.4)	2.44	0.73

4.1.1.4 Findings in relation to skills

Skills component was comprised of nine items developed to assess the effectiveness of language skills coverage in the textbook as perceived by the students. The overall mean for the skills component was 2.67. Three items in this component focused on emphasis on language skills and sub-skills and integration of different language skills. The item-by-item analysis of the responses to these statements in the skills component revealed that the highest mean score among them was obtained for the item "The coursebook pays attention to sub-skills (e.g., listening for gist, note-

taking, and skimming for information)" ($M = 2.81$, $SD = 0.72$). 72.3% of the respondents ($n = 146$) expressed agreement with the statement, compared to a smaller number of respondents ($n = 56$, 27.8%) who disagreed with it. The second highest mean score was obtained for the item "The coursebook promotes the integration of different language skills (e.g., reading-writing and listening/speaking)." ($M = 2.80$, $SD = 0.74$). The majority of the respondents ($n = 149$, 73.8%) were in agreement with the statement although 26.2% ($n = 53$) revealed that they either "disagreed" (19.8%) or "strongly disagreed" (6.4%) with the item. The item stating that all four language skills were equally emphasized in the coursebook had a relatively low mean score of 2.52 with a standard deviation of 0.89. 54% of the participants ($n = 109$) agreed with the idea that the coursebook lays equal emphasis on all four language skills (speaking, listening, reading, and writing). 46.1% ($n = 93$), however, thought that these skills were not emphasized equally.

Four items in this component were designed to assess what students thought of the way the coursebook deals with four basic language skills. The item which received the strongest support among these items was "The coursebook provides a meaningful context for the development of reading skills.". The item had a mean score of 2.97 ($SD = 0.65$), which means most of the participants were in agreement with the statement. To be more precise, 166 (82.2%) of the students seemingly believed that reading skills were developed through coursebook-created contexts while there were 36 students (17.8%) opposing the idea described here. The item with the second highest mean score was worded as "The coursebook provides a meaningful context for the development of listening skills." ($M = 2.75$, $SD = 0.69$). 70.3% of the students ($n = 142$) revealed that they were in agreement with what was proposed in the statement, with 9.4% strongly agreeing, whereas 29.8% ($n = 60$) thought that the coursebook does not provide a meaningful context for listening skills development. The other item focusing on how the coursebook treats the development of specific language skills investigated whether the coursebook provides a meaningful context for the development of speaking skills. The mean score for this item ($M = 2.48$, $SD = 0.80$) was lower than the mean scores of items

related to reading and listening skills. Over half of the participants ($n = 108$, 53.4%) expressed agreement with the statement and 46.6% ($n = 94$) disagreed with it. The item "The coursebook provides a meaningful context for the development of writing skills." turned out to be the least agreed upon item among the items focusing on four basic skills in the skills component ($M = 2.43$, $SD = 0.79$). The number of respondents who disagreed with the statement ($n = 102$, 50.5%) was slightly higher than the number of participants who were in agreement with it ($n = 100$, 49.5%), thus making it the only item focusing on a core language skill in the component that elicited more disagreement than agreement.

The last two items in the component dealt with the development of pronunciation skills. One of these items, "The coursebook emphasizes different aspects of pronunciation skills such as stress and intonation.", questioned whether the coursebook placed emphasis on different aspects of pronunciation skills and had a high mean score ($M = 2.90$, $SD = 0.69$). The students who agreed with the statement accounted for 76.2% of the participants ($n = 154$). On the other hand, there were 48 participants (23.8%) who disagreed with the statement. The other item in the component had a fairly low mean score, making it the item with the lowest mean score in the entire component ($M = 2.38$, $SD = 0.84$). This item was worded as "The coursebook provides a meaningful context for the development of pronunciation skills." 90 students (44.5%) said that the development of pronunciation skills took place in meaningful contexts provided in the textbook. This number was challenged by 112 students (55.5%) who expressed disagreement or strong disagreement with the statement.

Table 6

Students' Opinions on Skills Component

Items	Strongly Disagree N (%)	Disagree N (%)	Agree N (%)	Strongly Agree N (%)	*Mean*	*SD*
The coursebook places equal emphasis on the four language skills (speaking, listening, reading, and writing).	29 (14.4)	64 (31.7)	84 (41.6)	25 (12.4)	2.52	0.89
The coursebook promotes the integration of different language skills (e.g., reading-writing and listening/speaking).	13 (6.4)	40 (19.8)	123 (60.9)	26 (12.9)	2.80	0.74
The coursebook pays attention to sub-skills (e.g., listening for gist, note-taking, and skimming for information).	10 (5)	46 (22.8)	119 (58.9)	27 (13.4)	2.81	0.72
The coursebook provides a meaningful context for the development of listening skills.	10 (5)	50 (24.8)	123 (60.9)	19 (9.4)	2.75	0.69
The coursebook provides a meaningful context for the development of reading skills.	5 (2.5)	31 (15.3)	131 (64.9)	35 (17.3)	2.97	0.65
The coursebook provides a meaningful context for the development of writing skills.	26 (12.9)	76 (37.6)	88 (43.6)	12 (5.9)	2.43	0.79
The coursebook provides a meaningful context for the development of speaking skills.	25 (12.4)	69 (34.2)	94 (46.5)	14 (6.9)	2.48	0.80
The coursebook provides a meaningful context for the development of pronunciation skills.	30 (14.9)	82 (40.6)	73 (36.1)	17 (8.4)	2.38	0.84
The coursebook emphasizes different aspects of pronunciation skills such as stress and intonation.	6 (3)	42 (20.8)	121 (59.9)	33 (16.3)	2.90	0.69

4.1.1.5 Findings in relation to activities

The component labeled "Activities" consisted of seven items that were designed to find out students' views on how the coursebook dealt with activities. These items

had an overall mean score of 2.64, individual item mean scores being within a range between 2.39 and 2.81. The item with the highest mean score was the one asking students whether the instructions to the activities were clear to them ($M = 2.81$, $SD = 0.78$). 113 participants in the study (55.9%) agreed with the statement and 32 (15.8%) strongly agreed with it. On the other hand, 44 students (21.8%) disagreed with the item and 13 students (6.4%) expressed strong disagreement with it. The item "The activities facilitate the development of study skills, such as outlining and looking up words in the dictionary." had the second largest mean score ($M = 2.71$) in the component, with a standard deviation of 0.79. 68.3% of the participants ($n = 138$) responded with some level of agreement to the item, with 11.9% ($n = 24$) of them strongly agreeing, and the remainder ($n = 64$, 31.7%) did not seemingly believe that the activities facilitated the development of study skills. There was another item in the component that had a mean score almost as high as this one. The item was on whether the activities in the textbook developed critical thinking skills such as analysis and synthesis and had a mean score of 2.70 with a slightly higher standard deviation than the previous one ($SD = 0.81$). 67.8 percent ($n = 137$) rated the item as either "agree" or "strongly agree" and 32.2 percent ($n = 65$) as either "disagree" or "strongly disagree".

When asked if the coursebook provides an adequate balance of individual, pair, group, and whole-class activities, 127 students (62.9%) answered in the affirmative and 75 (37.1%) in the negative ($M = 2.66$, $SD = 0.80$). The item "The activities in the coursebook are appropriate to my level." had a similar mean score ($M = 2.65$, $SD = 0.76$). 129 respondents (63.9%) answered in the affirmative whereas 36.1% either "disagreed" or "strongly disagreed" with the statement. The item as to whether the activities in the coursebook encourage active student participation had a mean score of 2.55 and a standard deviation of 0.80, making it the item with one of the lowest mean scores in the component. Over half of the respondents ($n = 114$, 56.4%) had views in line with the statement and 43.6% ($n = 88$) chose not to agree with what was given in the statement. Finally, the item stating that the activities in the coursebook were interesting to the students had a mean score of 2.39 ($SD = 0.83$). 46.5% of the participants ($n = 94$) expressed agreement with the

statement, while over half of the participants ($n = 108$, 53.4%) did not seem to agree with the statement proposed in the item. A summary of the descriptive statistics written in prose in this section was provided in Table 7.

Table 7

Students' Opinions on Activities Component

Items	Strongly Disagree N (%)	Disagree N (%)	Agree N (%)	Strongly Agree N (%)	*Mean*	*SD*
The activities in the coursebook are appropriate to my level.	16 (7.9)	57 (28.2)	110 (54.5)	19 (9.4)	2.65	0.76
There is an adequate balance of individual, pair, group, and whole-class activities.	18 (8.9)	57 (28.2)	103 (51)	24 (11.9)	2.66	0.80
The activities encourage me to participate actively in class.	21 (10.4)	67 (33.2)	96 (47.5)	18 (8.9)	2.55	0.80
The activities promote critical thinking skills (e.g., interpretation, analysis, synthesis, and evaluation skills).	20 (9.9)	45 (22.3)	112 (55.4)	25 (12.4)	2.70	0.81
The instructions to the activities are clear to me.	13 (6.4)	44 (21.8)	113 (55.9)	32 (15.8)	2.81	0.78
The activities in the coursebook are interesting to me.	31 (15.3)	77 (38.1)	79 (39.1)	15 (7.4)	2.39	0.83
The activities facilitate the development of study skills, such as outlining and looking up words in the dictionary.	18 (8.9)	46 (22.8)	114 (56.4)	24 (11.9)	2.71	0.79

4.1.1.6 Findings in relation to layout and physical makeup

There were five items in the layout and physical makeup component, and these items were formed to elicit students' opinions on different aspects regarding the layout and physical makeup of the coursebook. The overall mean for the items

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making up the component was 2.78, with individual item mean scores between 2.68 and 2.94. The item holding the highest mean score read "The illustrations (e.g., pictures, diagrams, and maps) assist me in understanding the material in the coursebook." ($M = 2.94$, $SD = 0.70$). The majority of the students ($n = 154$, 76.2%) expressed agreement with the statement, with 19.8% strongly agreeing. On the other hand, 48 students (23.8%) did not agree with what was proposed in the statement.

The three items in the component had the same mean score of 2.76, with differing standard deviations. One of these items stated that the illustrations in the coursebook did not involve unnecessary details that might be confusing for the students ($SD = 0.74$). A total of 139 students (68.8%) revealed that they did not find the illustrations in the coursebook confusing. Nevertheless, it was not the case for 63 students (31.1%) who disagreed with the statement. The other item which had the same mean was the one saying that the coursebook was organized in such a way that made it easy to follow ($SD = 0.78$). The percentage of the students that believed that the coursebook had an easy-to-follow organization was relatively large ($n = 139$, 68.9%) compared to the percentage of those who expressed that the coursebook was not organized in a way that was easy to follow ($n = 63$, 31.2%). The last item sharing the same mean value with the two others investigated whether the illustrations in the coursebook were interesting to the students ($SD = 0.82$). Those in agreement with the statement accounted for 64.8% of the participants ($n = 131$) while 35.1% ($n = 71$) did not agree with the idea that the coursebook illustrations were interesting. The final item to be reported in this section was about whether the students found the physical appearance of the coursebook attractive and it had a mean value of 2.68, with a standard deviation of 0.87, which suggests that it was the item holding the lowest mean score in the component. Among 202 students who responded to the item, 132 (65.4%) were in agreement with the statement whereas there were 70 students (34.7%) who disagreed with it. It must be added that the highest number of students who strongly disagreed with an item in this component belonged to this statement, with 24 students (11.9%) expressing strong disagreement. Table 8 shows the summary of the descriptive statistics in relation to layout and physical makeup component.

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Table 8

Students' Opinions on Layout and Physical Makeup Component

Items	Strongly Disagree N (%)	Disagree N (%)	Agree N (%)	Strongly Agree N (%)	*Mean*	*SD*
The physical appearance of the coursebook is attractive to me.	24 (11.9)	46 (22.8)	102 (50.5)	30 (14.9)	2.68	0.87
The coursebook is organized in a way that is easy to follow.	14 (6.9)	49 (24.3)	110 (54.5)	29 (14.4)	2.76	0.78
The illustrations (e.g., pictures, diagrams, and maps) assist me in understanding the material in the coursebook.	4 (2)	44 (21.8)	114 (56.4)	40 (19.8)	2.94	0.70
The illustrations in the coursebook are interesting to me.	13 (6.4)	58 (28.7)	95 (47)	36 (17.8)	2.76	0.82
The illustrations are free of unnecessary details that may confuse me.	11 (5.4)	52 (25.7)	113 (55.9)	26 (12.9)	2.76	0.74

4.1.1.7 Findings in relation to practical considerations

The component that was aimed at eliciting student answers on practical considerations regarding the coursebook was comprised of two items. The component had an overall mean score of 1.76, resulting in the lowest overall mean score among the components in the questionnaire. The individual items in the component were also the ones which got the lowest mean values in the entire student questionnaire. The item suggesting that the coursebook was easily accessible got a mean value of 2.23 and a standard deviation of 0.95. 41.1% ($n = $ 83) of the students taking part in the study responded with some level of agreement to the item. On the other hand, the students who disagreed with the item accounted for a larger percent of the respondents ($n = 119$, 58.9%). The other item in the component was on the price of the coursebook. The item that read "The price of the coursebook is reasonable." had the lowest mean score not only in the

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component, but also in the entire questionnaire ($M = 1.29$, $SD = 0.60$). Among 13 (6.4%) participants who stated that the price of the textbook was reasonable, only 1 (0.5%) "strongly agreed" with the item. On the other hand, an overwhelming majority of 189 students (93.5%) revealed that the textbook did not have a reasonable price, with 158 of them (78.2%) strongly disagreeing with the item. A summary of the findings related to this component can be found in Table 9.

Table 9

Students' Opinions on Practical Considerations Component

Items	Strongly Disagree	Disagree	Agree	Strongly Agree	*Mean*	*SD*
	N *(%)*	*N* *(%)*	*N* *(%)*	*N* *(%)*		
The coursebook is easily accessible.	55 (27.2)	64 (31.7)	65 (32.2)	18 (8.9)	2.23	0.95
The price of the coursebook is reasonable.	158 (78.2)	31 (15.3)	12 (5.9)	1 (0.5)	1.29	0.60

4.1.2 Findings of the Instructor Questionnaire

To what extent do preparatory school instructors perceive the coursebook *New Language Leader Intermediate* to be effective with regard to

    a. topics?
    b. target-language culture?
    c. grammar and vocabulary?
    d. skills?
    e. activities?
    f. layout and physical makeup?
    g. practical considerations?
    h. aims and objectives?
    i. the teacher's manual?

4.1.2.1 Findings in relation to topics

Topics component, which was an 8-item-component, had an overall mean of 2.93. The item stating that the coursebook did not contain stereotypes like racial, sexual, and cultural ones had a large mean score of 3.35 ($SD = 0.67$), making it the item with the highest mean score in the entire component. Those expressing agreement with the statement accounted for 90% of all the instructors responding to the item ($n = 18$). It must be added that half of the respondents who stated that the coursebook did not contain stereotypes strongly supported this idea ($n = 9$, 45%). Only two instructors opposed the statement, making up of 10 percent of the instructors taking part in the questionnaire.

The results of the descriptive analysis show that two items in the topics component shared the same mean score of 3.20, making them the items with the second highest mean scores in the component. One of these items states that the coursebook offers a sufficient variety of topics ($SD = 0.41$). No instructor that took part in the study was in disagreement with the item. Among 20 instructors who responded to the item, 16 (80%) stated they "agreed" and 4 (20%) stated they "strongly agreed" with the item. The other item which also had a mean score of 3.20 was "The content of the coursebook is factually accurate." ($SD = 0.77$). 18 instructors (90%) responded with some level of agreement to the item, with 7 of them expressing strong agreement, while there was only one instructor who "disagreed" (5%) and one instructor who "strongly disagreed" (5%) with the item.

The mean of 3.10 was also shared by two items in the component. One of these items was on whether the coursebook material was up-to-date ($SD = 0.45$). The great majority of the instructors stated that the coursebook included the latest information ($n = 19$, 95%) and there was only one instructor disagreeing with the idea. The second item which had the same mean score as this one was "The coursebook contains authentic materials (e.g., news reports and leaflets)" ($SD = 0.72$). Half of the participants ($n = 10$) responding to the item said that they agreed

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with it and 30% ($n = 6$) of the respondents said that they "strongly agreed" with the item. On the other hand, there were 4 participants (20%) who said that they did not agree with what was proposed in the item. The item questioning whether the topics covered in the coursebook were suitable for students' age got a mean of 2.65 with a standard deviation of 0.67. The majority of the instructors responding to the item stated that they found the topics in the coursebook suitable for the age group ($n = 13, 65\%$). There were, however, seven instructors (35%) who did not think the topics were appropriate for the students' age group.

The item that read "The topics covered in the coursebook are interesting to the students." had a mean value of 2.55 ($SD = 0.51$). The item was rated as "Agree" by 11 instructors (55%) and as "Disagree" by 9 (45%). None of the instructors responding to the item expressed strong agreement or strong disagreement with the item. Finally, the item stating that there was a sufficient variety of text types in the coursebook such as essays, poetry, and folk tales had a mean of 2.30 ($SD = 0.73$), making the item the least agreed upon item in the component. 35 percent of the instructors ($n = 7$) expressed agreement with the statement whereas a larger percentage disagreed with it ($n = 13, 65\%$).

4.1.2.2 Findings in relation to target-language culture

The component named "Target-language Culture" consisted of four items investigating whether the coursebook incorporated British and American culture into texts and exercises. The overall mean for the component was 2.46. The items concerning the incorporation of British culture shared the same mean score and standard deviation value ($M = 2.65, SD = 0.49$) and had a larger mean score than the items on the integration of American culture. Both items dealt with integration of elements of British culture, one focusing on the texts and the other on the exercises. The number of instructors expressing agreement with the item was 13 (65%) for both items, just as the number of instructors who disagreed with it ($n = 7, 35\%$).

The items formed to collect information on the integration of American culture not only had lower mean scores than the ones concerning British culture, but there were also more instructors in disagreement with the items than the ones in agreement. The item stating that elements of American culture were integrated into the texts in the coursebook had a mean value of 2.30 with a standard deviation of 0.66. In comparison to eight instructors (40%) who told that they agreed with the statement, there were 12 (60%) who said they did not agree with it. With a mean score of 2.25 ($SD = 0.64$), the statement "The exercises incorporate elements of American culture." received a slightly lower support than the previous item. While there were seven instructors (35%) whose opinions were in line with what was stated in the item, a larger number of instructors ($n = 13$, 65%) did not agree with the statement.

4.1.2.3 Findings in relation to grammar and vocabulary

Eight items in the questionnaire were designed to collect information regarding the instructors' opinions on how the coursebook covered grammar and vocabulary. The overall mean score for these items was 2.82. The items on grammar and the ones on vocabulary were reported separately under this section.

Grammar coverage in the coursebook was assessed by five items in the component and the overall mean score for these items was 2.82. Two of the items shared the highest mean score among the items investigating grammar coverage in the coursebook. These items not only had the same score and standard deviation ($M = 2.95$, $SD = 0.60$), but also the same number of instructors who expressed agreement and disagreement with the items. 16 instructors (80%) acknowledged that the grammar points introduced in the coursebook were suitable for the students' level whereas four instructors (20%) said that they disagreed with this statement. The same applied to the item stating that new grammar points are recycled adequately in the subsequent units.

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The item that stated grammar was introduced through meaningful contexts provided in the coursebook had a mean value of 2.85, its standard deviation being 0.59. In comparison to a higher number of instructors who were in agreement with the statement ($n = 15$, 75%), there were only five (25%) who expressed disagreement. As for the item "The grammar points are presented clearly.", a mean score of 2.80 was calculated and the standard deviation was found to be 0.62. Those stating that the grammar points were not clearly presented ($n = 6$, 30%) were surpassed by a larger number of 14 (70%) who thought that the coursebook contained clear presentation of grammar points. The item which got the lowest mean score among the grammar-related items in the component was on whether the coursebook contained a thorough presentation of the grammar points ($M = 2.55$, $SD = 0.76$). Half of the instructors ($n = 10$) stated that the presentation of grammar points was detailed enough, while the other half ($n = 10$) said that the presentation of grammar points was not thorough.

Three items in the component were designed to gather information about how the coursebook dealt with vocabulary. The overall mean score for these items was 2.82 as well. The item stating that the vocabulary items were introduced in meaningful contexts had a mean score of 3.0, with a standard deviation of 0.46. The vast majority of the instructors taking part in the questionnaire expressed agreement with the statement ($n = 18$, 90%) and there were only two (10%) who disagreed with it. One of the other items in the component questioned whether the instructors thought that the number of words introduced in each unit was suitable for the students' level ($M = 2.85$, $SD = 0.49$). Out of 20 instructors responding to the item, 16 (80%) agreed that the amount of new vocabulary items presented in each unit was appropriate to the students' level while there were four instructors (20%) who disagreed with them. Finally, the item on recycling new vocabulary items had a mean score of 2.60 ($SD = 0.68$). The results of the descriptive/frequency analysis showed that a total of 10 instructors (50%) agreed with the statement that new vocabulary items were adequately recycled in the following units. However, there was another 10 instructors (50%) who did not consider vocabulary recycling adequate.

4.1.2.4 Findings in relation to skills

The component that was labeled "Skills" was made up of nine items which were formed to collect information on what the instructors think about the way the coursebook deals with skills. The overall mean of the individual items in the component equaled 2.82. Three of the items in the component were on emphasis on language skills and sub-skills and how different language skills were integrated. Among these three items, the highest mean score was obtained for the item about whether the coursebook promoted the integration of different language skills such as reading-writing and listening-speaking ($M = 2.90$, $SD = 0.55$). 16 instructors (80%) responded with some level of agreement to the item while four instructors (20%) revealed that they disagreed that the integration of different skills was promoted by the coursebook. The other two items to be reported in this section both had a mean of 2.75. They also had exactly the same standard deviation value of 0.55 and the same number of participants who expressed agreement and disagreement with the item. One of the items stated that all four language skills (speaking, listening, reading, and writing) were equally emphasized in the coursebook and the item sharing the same mean score and standard deviation value with this one was on whether the coursebook paid attention to sub-skills such as listening for gist and skimming for information. The number of instructors who expressed that they agreed with the statement was 14 (70%) and the number of instructors who did not agree with it was six (30%) for both items.

There were four items in the component that aimed to investigate how the instructors perceived the way the coursebook covered the four main language skills. The item which was used to gather information on whether a meaningful context was available in the coursebook for reading skills development had the highest mean score in the component ($M = 3.05$, $SD = 0.39$). Almost all instructors responded with some level of agreement to the item ($n = 19$, 95%) while only one instructor (5%) expressed disagreement with it. The individual item for which the second highest mean was obtained was the one saying that the coursebook provided

a meaningful context for speaking skills development ($M = 3.0$, $SD = 0.56$). Most of the instructors expressed that they either "agreed" or "strongly agreed" with the statement ($n = 17$, 85%) whereas there were only three instructors (15%) disagreeing with it.

The item as to whether the coursebook created a meaningful context for the development of writing skills had a mean of 2.80 and a standard deviation of 0.52. Three-fourth of the instructors reported that they were in agreement with the item, and five instructors (25%) stated they did not agree with the statement. The item "The coursebook provides a meaningful context for the development of listening skills." had a mean score of 2.75 and had a standard deviation of 0.64. 13 instructors (65%) said that they agreed that the development of listening skills was achieved through meaningful contexts provided by the coursebook and seven (35%) expressed disagreement with what was suggested in the item.

Finally, two items in the component were designed to collect data on the development of pronunciation skills. One of these items was the one that read "The coursebook emphasizes different aspects of pronunciation skills such as stress and intonation." ($M = 2.90$, $SD = 0.55$). The majority of the instructors responding to the item agreed that different aspects of pronunciation skills were emphasized in the coursebook ($n = 16$, 80%). There were only four instructors (20%) who did not seem to agree with the statement. On the other hand, the item suggesting that the coursebook created a meaningful context for developing pronunciation skills had a lower mean score of 2.50 with a standard deviation of 0.61. There were nine instructors (45%) who agreed with the statement while a slightly higher number of instructors disagreed with it ($n = 11$, 55%).

4.1.2.5 Findings in relation to activities

The component that was labeled as "Activities" was made up of seven items that were aimed at collecting data on how the coursebook dealt with activities as

perceived by the instructors. The overall mean score for the items was 2.64 and the individual item mean scores ranged between 2.15 and 2.85.

The highest mean score for a single item in the component was found 2.85, which was shared by three items in the component. The item worded as "There is an adequate balance of individual, pair, group, and whole-class activities." was one of these items ($SD = 0.59$). Three-fourth of the instructors ($n = 15$, 75%) responded with some level of agreement to the statement while the rest of them ($n = 5$, 25%) did not agree with the opinion stated here. Another item which had the same mean score was interested in finding out whether the activities in the coursebook facilitated the development of study skills such as outlining and looking up words in the dictionary ($SD = 0.75$). 15 respondents (75%) acknowledged that the development of study skills was facilitated by the activities in the textbook, with three of them expressing strong agreement. On the other hand, five instructors (25%) revealed that they did not think that the activities in the coursebook promoted study skills development. The item stating that the instructions to the activities are clear to the students had the same mean score of 2.85 ($SD = 0.67$). A total of 16 participants (80%) showed agreement with the item, two of whom expressing strong agreement. On the other hand, four instructors (20%) disagreed with the statement and one of these instructors expressed strong disagreement with it.

The item on whether students' critical thinking skills such as interpretation, analysis and synthesis were developed by the activities in the coursebook had a mean of 2.65 ($SD = 0.59$). The total number of instructors expressing agreement with the statement was 12 (60%), and there were eight (40%) who did not have the same opinion with these instructors. Two of the items in the component had a mean of 2.55. One of these items was the one that read "The activities encourage the students to participate actively in class." ($SD = 0.69$). The agreement rate for the item was 55 percent ($n = 11$) and the disagreement rate was 45% ($n = 9$). The other item which had the same mean score was the item that said that the activities are suitable for the students' level. 11 instructors (55%) agreed with the statement while nine instructors (45%) disagreed with it. The item with the lowest mean score in the

component was "The activities in the coursebook are interesting to the students". It must be noted that none of the instructors strongly agreed with the item and five instructors (25%) agreed with it. On the other hand, a total of 15 instructors (75%) disagreed with the item, two of whom expressing strong disagreement.

4.1.2.6 Findings in relation to layout and physical makeup

There were five items in the component labeled as "Layout and Physical Makeup" and as the name suggests, the items in this component were designed to find out how the instructors assessed several aspects related to the coursebook layout and physical makeup. The overall mean of the items in the component was 2.71, individual item mean scores ranging from 2.40 to 2.90. Three items shared the highest mean score in the component with a mean value of 2.90. Among these items two were also the same in terms of standard deviation (SD = 0.55) and the distribution of instructor responses. One of these items was "The illustrations (e.g., pictures, diagrams, and maps) assist students in understanding the material in the coursebook." and the majority of the participants (n = 16, 80%) agreed upon the item, leaving four (20%) in disagreement. The same numbers apply to the item stating that the illustrations in the textbook did not contain unnecessary details that might be confusing for the students. The item including the statement "The coursebook is organized in a way that is easy to follow." was the other item having a mean score of 2.90 (SD = 0.64). Most of the instructors responding to the item (n = 17, 85%) were in favor of the statement whereas three (15%) said that they did not agree with it.

The item which was intended to find out whether the instructors thought that the students found the illustrations in the coursebook interesting had a mean value of 2.45 with a standard deviation of 0.51. Nine instructors (45%) thought that the illustrations were interesting for the students, yet there were 11 instructors (55%) who did not feel that it was the case. Finally, the item as to whether the instructors believed that the physical appearance of the coursebook was attractive to the

students had a mean value of 2.40 (*SD* = 0.68). A closer look at the data reveals that 40% of the participants (*n* = 8) believed that the students found the physical appearance of the textbook attractive. This percentage, however, was challenged by a larger number of participants (*n* = 12, 60%) saying that the physical appearance of the textbook did not appeal to the students.

4.1.2.7 Findings in relation to practical considerations

The component that was aimed to elicit responses from the instructors on practical issues was composed of two items whose average mean score equaled 1.98, resulting in the lowest overall mean score in the entire questionnaire. The item with the higher mean score in the component was the one saying that the coursebook was within easy reach. This item had a mean score of 2.60 with a standard deviation of 0.94. 12 instructors responded with some level of agreement to the item, constituting 60 percent of all instructor respondents. On the other hand, there were eight instructors (40%) who opposed the idea that the textbook was easily accessible. The other item in the component was about the price of the textbook and it read "The price of the coursebook is reasonable." Descriptive analysis showed that the mean score for the item was 1.35 and the standard deviation value was 0.49, making the item not only the one with the lowest mean score in the component, but also the one with the lowest mean score in the entire instructor questionnaire. None of the instructors responding to the item agreed with the idea that the coursebook came with a reasonable price. More specifically, seven instructors (35%) "disagreed" with the statement and 13 (65%) "strongly disagreed" with it, resulting in a 100 percent disagreement rate.

4.1.2.8 Findings in relation to aims and objectives

Aims and Objectives Component, one of the two components in the questionnaire that were only included in the questionnaire designed for the instructors, aimed to

find out if the instructors believed that the aims and objectives of the coursebook matched the aims and objectives of the institution they were working at. The four-item component had an overall mean score of 2.75. Item-by-item analysis showed that the item which had the largest mean score in the component was the one suggesting that the coursebook was adaptable to the specific needs of the institution ($M = 3.0$, $SD = 0.46$). The vast majority of the instructors agreed that the coursebook can be adapted to satisfy learner-specific needs ($n = 18$, 90%) while two instructors (10%) stated otherwise. The item with the second largest mean score in the component was "The aims of the coursebook correspond to the objectives stated in the course syllabus.", with a mean value of 2.90 ($SD = 0.31$). 18 instructors (90%) who took part in the study were in agreement with the statement, yet there was two (10%) who expressed disagreement.

The item which was formed to find out if the aims of the coursebook corresponded to the needs of students got a mean value of 2.70 and a standard deviation value of 0.47. There were no "Strongly Agree" or "Strongly Disagree" responses for the item. Most of the instructors said that the aims of the coursebook were in line with the students' needs ($n = 14$, 70%) whereas there were six instructors (30%) who did not agree with them. Finally, the item investigating whether there was enough time for covering coursebook material in the time allocated for the course had a mean score of 2.40, with a standard deviation of 0.88. Thus, the item turned out to be the one with the lowest mean score and the only one in the component that received less agreement than disagreement. While there were nine instructors (45%) who thought that the time allocated for the course was enough for covering the coursebook material, 11 instructors (55%) did not agree that the coursebook material could be covered in the time allocated for the course.

4.1.2.9 Findings in relation to the teacher's manual

As the name suggests, this component was only present in instructors' questionnaire and was designed to gather information on various aspects of the manual prepared

for the instructors. With an overall mean score of 2.87, it can be claimed that the component had relatively high ratings. Two individual items which got the highest ratings in the component shared the same mean score and standard deviation value ($M = 3.15$, $SD = 0.49$). "The manual offers detailed advice for novice teachers to follow." was one of these items, and "The manual provides useful suggestions to help me introduce new lessons." was the other. Both items were agreed upon by almost all the instructors ($n = 19$, 95%) and disagreement rate was 5%, which corresponds to only one instructor disagreeing.

Two items in the component had the same mean score of 3.10 with their standard deviations differing. One of these items stated that instructors were provided with enough guidance in the teacher's manual on the teaching of vocabulary items ($SD = 0.45$). 95% of the instructors ($n = 19$) agreed that the guidance they received on vocabulary teaching was adequate, and only one instructor (5%) disagreed with this opinion. The other item having a mean score of 3.10 read "The manual provides enough guidance for me on the teaching of grammar points." ($SD = 0.55$). The results of item-based descriptive analysis show that the great majority of instructors ($n = 18$, 90%) declared that the teacher's manual offered them adequate guidance on the teaching of grammar points whereas there were two (10%) who did not find the guidance sufficient.

The item stating that the teacher's manual proved useful in helping instructors with the integration of different language skills had a mean score of 2.80 with a standard deviation of 0.62. 14 instructors (70%) acknowledged that the point made in the statement was right. There were six, however, who disagreed that the teacher's manual provided helpful advice on the integration of different language skills. The mean score and standard deviation values as well as the number of respondents who expressed agreement and disagreement for this item also applied to another item in the component. This item read "The manual provides sufficient information on cultural content presented in the textbook." The mean score of 2.80 was also shared by another item in the component, differing in its standard deviation value which was 0.70. This item was on whether the teacher's manual provided instructors with

helpful suggestions when it comes to review old lessons. A total number of 13 instructors (65%) seemed to believe that the manual was useful in helping them with the revision of old lessons while seven instructors (35%) revealed that they did not agree with this opinion.

The item developed to gather information on whether the instructors thought that the manual came up with effective solutions to potential problems in different areas such as grammatical and lexical ones got a mean score of 2.50, its standard deviation being 0.51. Half of the instructors agreed that the manual provided them with effective solutions whereas the other half revealed that the manual did not come up with effective solutions to potential problems. The last item to be described here had the lowest mean score in the component ($M = 2.45$, $SD = 0.69$). This item which investigated whether the manual offered useful suggestions on how to deliver lessons in different ways was agreed upon by nine instructors (45%), leaving a slightly larger number of instructors in disagreement with it ($n = 11$, 55%).

4.2 Qualitative Findings

What are students', instructors' and the administrative staff member's perceptions of the strengths and weaknesses of the coursebook?

What are students', instructors' and the administrative staff member's recommendations to improve the effectiveness of the coursebook?

In order to answer these research questions, qualitative data analysis was carried out. The results of the analysis have been reported under three main themes: strengths of the coursebook, weaknesses of the coursebook, and recommendations to increase the effectiveness of the coursebook. Each main theme has various sub-themes which were generated based on the qualitative data collected through open-ended questions in the survey and the interviews.

The results of the analysis showed that many different aspects of the coursebook were mentioned in the interviews and the open-ended section in the surveys. Most of these aspects were also included in the closed-ended section of the questionnaire. However, there were also some aspects that were not addressed in the closed-ended section. It must be also noted that participants in the study differed as to whether they considered a particular aspect a strength or a weakness.

4.2.1 Strengths of the coursebook

4.2.1.1 Strengths of the coursebook - students

Among the three overarching themes that emerged across the student dataset, "Strengths of the Textbook" was the one that received the most support. As the name suggests, the theme contained various aspects of the textbook that the students thought made it effective. The positive attributes regarding the textbook led to the emergence of a number of sub-themes on a variety of areas including the coverage of skills, topics and how the textbook is designed.

Table 10

Strengths of the Coursebook- Students

Themes	f
effectiveness in facilitating the development of the four language skills	430
effectiveness in improving vocabulary skills	166
careful selection of topics	145
systematic development of grammatical knowledge	119
carefully designed layout and physical makeup	111
inclusion of a well-designed online learning component	72
carefully designed exercises and activities	62
effective integration of cultural elements into the textbook	29
being readily available	11
Total	1145

4.2.1.1.1 Effectiveness in facilitating the development of the four language skills

The sub-theme "effectiveness in facilitating the development of the four language skills" was the one that got the most mentions by the students. An initial look at the results revealed that most students found some aspects of the textbook effective in terms of facilitating the development of the four language skills. The analysis of the student data regarding the sub-theme led the researcher to pay specific attention to each of the four language skills since students mentioned unique qualities regarding skills. In addition to the mention of these skills in isolation, students talked about the integration of these skills. In order to get a fuller picture of the student data on the coverage of the four language skills, data analysis on different skills were presented separately in this section.

Table 11

Effectiveness in Facilitating the Development of the Four Language Skills- Students

Codes	f
effectiveness in facilitating the development of reading skills	174
effectiveness in facilitating the development of listening skills	115
effectiveness in facilitating the development of speaking skills	92
Effective integration of different language skills	41
effectiveness in facilitating the development of writing skills	8
Total	430

4.2.1.1.1.1 Effectiveness in facilitating the development of the reading skills

There were many different codes that emerged under the category "effectiveness in facilitating the development of reading skills". These codes provided details on what qualities the students believed the textbook possesses to assist them in

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developing their reading skills. They also mentioned what the textbook does specifically to develop learners' reading skills.

Table 12

Effectiveness in Facilitating the Development of Reading Skills- Students

Codes	f
strong focus on developing reading strategies	53
providing sufficient reading input	38
inclusion of engaging reading texts	35
inclusion of stimulating reading exercises	16
strong focus on developing reading subskills	11
inclusion of reading texts that are at the right difficulty level	9
inclusion of a variety of reading exercise types	6
gradual increase in the difficulty level of reading texts	4
providing an adequate number of reading exercises	2
Total	174

One way the textbook improved students' reading skills was, according to what the students said, placing strong focus on developing reading strategies. Many students told that they improved their reading skills thanks to the textbook. Although most of the students talking about this point did not use the word "strategy", they gave specific details about their own levels and told that they now know what to pay attention to in order to comprehend the text. For example, ST13 (interview) mentioned that:

> When I started university, I read everything (in the passage), but it took a lot of time, because I used my dictionary again and again. When I didn't (use my dictionary), I didn't understand anything, but now I only use my dictionary when it is really necessary. I understand the text even if I don't know the word, so I keep reading.

Students reported that another point that contributed to their reading development was that the textbook provided them with sufficient reading input. One interviewee, ST14, told that "For me, the strongest feature of the textbook is that it included so many reading texts." Another student, ST1 (interview), told that: "My observation is the textbook emphasized reading. That is why there are many texts in the book."

Many students made it clear that inclusion of engaging reading texts in the textbook was a positive quality of the textbook. For instance, ST3 (interview) said that "Reading texts were fun," so she "enjoyed them". Another student (ST12, interview) said that "Reading texts motivated me, so I understood the texts better". The view was backed up by ST18 who mentioned in the interview that: "I think one strong point of the textbook was that the articles we read, I mean, the texts we read were not boring."

4.2.1.1.1.2 Effectiveness in facilitating the development of the listening skills

The subtheme 'effectiveness in facilitating the development of listening skills' was the one that got the second highest number of mentions under the theme "effectiveness in facilitating the development of the four language skills". The subcategories in this section were about how the textbook proves effective in developing students' listening skills.

Many students mentioned that the textbook placed strong focus on developing listening subskills, which was obviously one of the strengths of the textbook according to the students. As for the subskills, students talked about a broad range including listening for gist and inferring meaning. ST3 (interview) was one of the students who talked about one of these subskills, namely listening for details:

> Now, I can understand what one says in the conservation. I don't understand everything, of course, but I can do the exercise because I know what I'm looking for. Erm, let's say the question is about the man's job. I listen to that part more carefully.

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ST13 (interview) also indicated that her/his listening level improved and eloborated on the topic using the following sentences:

> … and in listening, yes. I can comprehend it (what I hear) much better now, so I suppose it is a good thing. Back in high school, I didn't focus on anything while listening to something. In this book, we… I mean, we listen to the recording many times. For me, the first time is very useful, because there is a general question. For example, they ask a question about where they are or what the problem is etc, so I understand what is happening in the talk. I mean, not everything, but the general stuff.

Another point brought up by the students was related to the provision of sufficient listening input. One of the students talking about this in the interview was ST5 who said that "We did listening almost every day, so it was sufficient." Another student who took part in the interview, ST16, said that "There is an adequate number of listening texts. I never felt it was not enough for us." ST8 (interview) also mentioned this, talking about how receiving sufficient input affected him/her:

> In the classroom, we do listening all the time. (Therefore,) my listening level is getting better and better. I can say this, because in every period we study a new (higher) level of the textbook, so I know what I'm listening to and I know I can still comprehend what I hear.

Inclusion of stimulating listening exercises was another quality of the textbook that made it effective based on what the students said. ST20 (interview) said that "The listening activities were very good; I enjoyed them". A more detailed and enthusiastic answer comes from ST10 who took part in the interview, as well: "I think one of the strongest qualities of the textbook is the listening activities that motivate us to listen. Those questions are really good."

The students that took part in the study also mentioned that the textbook provided exposure to a range of accents, and it was a positive quality they attributed to the textbook. One argument supporting this belongs to ST7 (interview) who said that: "Hearing different accents is very useful, because when we hear people from different countries… For example, a British person sounds different from an Irish speaker, so I can learn all of them."

ST9 mentioned the importance of being exposed to different native accents, making the following argument:

> Well, I think it (the use of a variety of accents in listening sections) is a good thing. Sometimes, I notice that there are different accents in listening. I think it is great, because English is not only spoken in England or the United States. We will use English to communicate in other countries as well. I mean, if we are familiar with some other accents, we might benefit from it in the future when we go to Australia, for example.

Table 13

Effectiveness in Facilitating the Development of Listening Skills- Students

Codes	f
placing strong focus on developing listening subskills	31
providing sufficient listening input	25
inclusion of stimulating listening exercises	20
delivery of listening materials at an appropriate pace	14
providing exposure to various accents	8
providing an adequate number of listening exercises	6
inclusion of audio scripts in the textbook	4
appropriate length of listening texts	3
inclusion of a variety of listening text types	2
providing exposure to authentic language	2
Total	115

4.2.1.1.1.3 Effectiveness in facilitating the development of the speaking skills

The students answering the open-ended questions and taking part in the interviews mentioned different qualities of the textbook that they thought contributed to the development of students' speaking skills.

Table 14

Effectiveness in Facilitating the Development of Speaking Skills- Students

Codes	*f*
inclusion of stimulating speaking activities	28
helping develop learners' oral fluency	24
providing opportunities to improve pronunciation skills	14
providing personalized speaking activities	11
encouraging learner-to-learner interaction	9
providing an adequate number of speaking activities	6
Total	92

To begin with, several students indicated that the textbook had stimulating speaking activities. To illustrate, ST8 (survey), ST41 (survey) ST105 (survey) all wrote that one strength of the textbook was the inclusion of "fun speaking activities". ST10 (survey) was also in favor of this idea and told that "the speaking activities are very interesting" and he/she "really liked most of them." ST7 (interview) made a similar yet more detailed explanation about the point: "If the purpose is to make the student speak, it is the speaking activity that has to make the student speak. They are, I mean, the speaking activities, are interesting, and since they grab your attention, they make you speak."

As a benefit of the textbook, students indicated that the textbook assisted them in developing their oral fluency. One of these students, ST1, said in the interview that his/her speaking skills are "much better now" and he/she "can speak fluently". ST5 (interview) was another student who benefitted from the textbook in terms of developing oral fluency. He/she said that:

> It did (The textbook improved my speaking skills). When I first started university, a foreign student asked me where his classroom was. Although I understood the question, I couldn't explain him where the classroom was. If he asked me now, I would explain it right away and easily. I wouldn't have to think much about my answer.

"Providing personalized speaking activities" was another positive attribute of the textbook as perceived by the students. ST3 (interview) was one of the students who mentioned the importance of personalized speaking activities and how they helped her/him improve his/her speaking:

> We can actually speak. For example, there was this activity a while ago... It was about… your favorite TV show… We were supposed to tell one of our friends about what happened in the show or something like that. I think such topics make us speak because everyone has a favorite TV show, you know, so you talk.

4.2.1.1.1.4 Effectiveness in facilitating the development of the writing skills

One positive quality attributed to the writing component in the textbook was inclusion of stimulating writing tasks. One of the students who was for the argument was ST7 (interview) who said that he/she found the writing tasks "engaging" and they "helped him write better". ST1 (interview) and ST17 (interview) also told that writing activities were interesting and useful.

It must be noted that only a few students thought that the textbook was effective in facilitating the development of writing skills. One reason students did not find the writing sections effective might result from the fact that students used another book to study writing and most of the writing activities in the textbook was optional, so they did not do most of the activities in the textbook.

4.2.1.1.1.5 Effective integration of different language skills

The data analysis revealed that in addition to the mention of different skills in isolation, the students talked about the integration of different language skills. The answers related to this sub-theme indicate that the textbook integrated different skills in an effective way as perceived by the students.

Table 15

Effective Integration of Different Language Skills- Students

Codes	*f*
different language skills complementing each other	18
engaging learners through integration of different skills	14
placing equal emphasis on the four language skills	9
Total	41

The responses by the students answering the open-ended survey questions and those who answered the face-to-face interview questions indicate that students thought that the textbook integrates different language skills in a way that skills effectively complement each other. ST58 (survey) gave a specific example about this integration, saying that "listening and speaking sections complement each other very well". ST111 (survey) also mentioned this as a positive feature, and when asked to write down what the strongest points of the textbook are, he/she said that "it is great to have grammar, reading, listening, and vocabulary parts in one textbook".

ST10 (interview), one of the supporters of the idea of an integrated textbook, talked about a possible outcome of this integration, which was engaging learners through integration of different skills. He/she said:

> I think it is better to present the skills together because if I speak for myself, I get bored when I spend lots of time working on a single thing. It is really hard for me. I get distracted. That is why I think integration is better for me to focus on what we are learning.

ST9 (interview) agreed with ST10 (interview) on the importance of presenting different skills in integration, but also emphasized some new points:

> We usually use the textbook in the classroom. However, since the textbook includes a variety of different skills, it is not monotonous. For example, if there is a speaking activity, there is a different atmosphere in the classroom, and if there is a reading text the atmosphere changes. Or we study vocabulary items and then do some vocabulary exercises. All in all, the textbook includes so many different skills

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and activities and this makes me feel that we are not studying the textbook all the time; we are just learning different things.

ST15 (interview) agreed that the integration of skills in one textbook was useful and explained why it was important to integrate different skills:

It would be boring if the skills were (presented) in separate textbooks. Then, nobody would study them. In fact, it is good to have all skills in one textbook. Actually, it encourages you to study. Because the textbook is integrated, there are activities and texts that are not too long. And when you finish them quickly and see the results of what you have done immediately, you want to do the next exercise or reading. You demand it, so the textbook is good this way.

4.2.1.1.2 Effectiveness in improving vocabulary skills

The results of the qualitative data analysis showed that many students perceived the textbook as an effective tool that helped improve their vocabulary skills. Student interviewees' responses and the answers belonging to the students who answered the open-ended questions in the questionnaire indicated that there were several students who thought that the textbook provided a meaningful context for vocabulary learning. ST152 (survey), for example, referred to this point saying that "introducing vocabulary items in texts contributes to" his/her learning. ST14 (interview) was another student who believed that it is useful to provide a meaningful context for learning words and explained how this actually helps students:

I learned most of the vocabulary items I learned through the reading or listening text I saw (or heard). Also, for example, when I look up the dictionary, I see that there are many different meanings of a single word. When I look at the text, I can say which meaning is used and with what purpose. Well, you have an example in front of you. This book is not a book that simply gives us a list of words and moves on to the next list. Oh, we learn the vocabulary items like it is in real life, so I think because of that the textbook is good in terms of teaching vocabulary.

Another positive feature attributed to the textbook by the students was exposing learners to vocabulary on a wide range of topics. Both interview data and open-ended data in the survey supported this argument. ST123 (survey) was, for example, one of the students who mentioned that "there are a wide range of vocabulary

items" in the textbook. Similarly, ST130 (survey) perceived "the variety of vocabulary items" as a positive attribute.

The interview data revealed similar, yet more detailed accounts of the issue. ST7, for instance, told in the interview that:

> The textbook is rich in terms of vocabulary because… Well, it contains a lot of vocabulary items on a variety of topics. I mean, for example, about health and business… The textbook is pretty rich when it comes to vocabulary items on different topics.

The results of the qualitative data analysis indicate that the textbook provided opportunities for the recycling of vocabulary, which could be reported as another category emerging from both open-ended survey and interview data. At this point, it is important to report that students mentioned many different types of recycling ranging from recycling vocabulary items in the subsequent lessons and in context to providing separate vocabulary exercises for recycling. For example, ST38 (survey) said that the textbook is "suitable for recycling of vocabulary" and ST131 (survey) mentioned that "thanks to the vocabulary revision section," students can "recycle the words they have learned before."

ST14 gave a detailed account of the issue in the interview, explaining what approach the textbook takes to recycle the words and why it is important to recycle them:

> The textbook recycles the vocabulary items learned before. Actually, what I like most about the textbook is we can see the words we have learned in a unit later in another unit, say unit 5. I think it is good. As I've just said, what I like most about the textbook is recycling of words, because when we see a vocabulary item only once and never see it again, we cannot remember the word.

Another category brought up by the students taking part in the study was the "inclusion of a target vocabulary list" in the textbook. Students said that this part was particularly useful for revising the words later on. They also mentioned that having a target vocabulary list helps them study for exams. ST15 (interview) explained why he/she was in favor of inclusion of a target vocabulary list in the textbook:

Well, the teachers tell us that it is enough for us to learn the words here, at the back of the textbook, to study for exams. Well, of course, it is good that the textbook pays particular attention to the words we need to learn because there are too many words in a text that we don't know. Therefore, instead of making a vocabulary list that contains hundreds of pages, it makes more sense to learn the words the [text]book gives us, because I understand that they are important words.

Table 16

Effectiveness in Improving Vocabulary Skills- Students

Codes	f
providing a meaningful context for vocabulary learning	62
providing opportunities for the recycling of vocabulary	27
exposing learners to vocabulary on a wide range of topics	24
inclusion of a target vocabulary list	18
introducing frequently used words	12
introducing a reasonable number of target words per unit	10
providing an adequate number of vocabulary exercises	8
encouraging dictionary use	3
introducing lexical chunks	2
Total	166

4.2.1.1.3 Careful selection of topics

The sub-theme "careful selection of topics" was another important sub-theme that emerged from the student data. The emergence of this as a sub-theme indicates that the students who took part in the interviews and answered the open-ended questions in the survey perceived it as a strength of the textbook.

Table 17

Careful selection of topics- Students

Codes	*f*
covering a wide range of topics	50
featuring engaging topics	42
avoiding bias in presenting topics	19
covering up-to-date content	10
building on learners' prior knowledge	9
increasing learners' world knowledge	9
organization of units around central themes	6
Total	145

The students in the study reported that the textbook covered a wide range of topics, which was one of the strenghts of the textbook. ST18 (survey) and ST140 (survey) were two of the students who indicated that "covering a variety of topics" was a strength of the textbook. ST8 (interview) agreed that the textbook covered a wide range of topics and explained why this was a good thing:

> The topics are actually good. Well, I mean, we learn about almost every field even if it is not in detail. Well, for example, there was sports. There was something about travel. There are also units about business, engineering, and art. I think it is good that there are such different topics in the textbook.

The student data also revealed that there were many students who considered the topics as engaging. The students in favor of this argument include ST27, ST58 and ST137, who all wrote in the open-ended part of the survey that "the topics in the textbook were interesting". Similarly, when asked what strengths the textbook possessed, ST20 (interview) said that "the strongest point of the textbook is its interesting topics". ST12 (interview) also talked about the topics in the textbook and told that: "I liked the topics in the textbook. They are good and they encourage you to actively participate in the lesson. They are not boring. I think the textbook was good."

The qualitative analysis demonstrated that there were some students who told that the textbook build on learners' background knowledge, and it is perceived as a good thing by the students. ST10 was one of the students talking about this during the interview:

> … some topics… Well, they increase the number of students who participate in the lesson. For example, there was this topic about trends. On that topic, the participation in the lesson was almost 100% because we know about the topic.

ST4 also agreed on the importance of building on students' knowledge when it comes to introducing new topics:

> … in short, they are the topics that we, students, have an idea about, so when we read something in English, for example, even though we don't know all the words in the text, we could understand what the reading was about since we were familiar with the topic. So, as I said, this happened because we knew about the topics.

Finally, there were students who said that the way the topics were presented in the textbook was free from bias. ST3 (interview) made a clear point about in what way he/she thought the textbook was free from bias:

> I think the textbook is not biased because, for example, there was this text about mixed-gender classrooms and single-sex classrooms, in which there were many different opinions about the subject. I mean, it gave everyone a chance to express their own opinions instead of saying one of them is bad. So, about that, it is not biased.

4.2.1.1.4 Systematic development of grammatical knowledge

Both the answers to the open-ended survey questions and the answers to the interviews indicate that there were students who found the textbook effective in terms of developing grammatical knowledge. Providing a clear and concise presentation of grammar points was one of the grammar-related strengths the students attributed to the textbook. ST9 told in the interview that grammar points are clearly presented:

> I think the grammar section is good because grammar explanations are clear. I mean usually we read the grammar explanations before our teacher explains the

topic to the classroom. Oh, when I think about it now, I already understand the grammar point when I read it. I mean, even before the teacher explains it.

ST9 (survey) said that "the grammar explanations are clear and concise". ST7 (interview) also commented on the issue and said that:

> Grammar sections are usually short. Grammar explanations are also a little short, but they are clear. I mean they are not very short of course. They are long enough for me to understand the grammar points.

Another positive quality attributed to the grammar coverage in the textbook was the inclusion of a concise grammar reference section. Both ST109 (survey) and ST127 (survey) said that "inclusion of a grammar summary at the back of the textbook" was one of the strengths of the textbook. ST10 (interview) said that:

> While studying grammar, I never look at the grammar parts in the unit that we study in the classroom. There is a grammar section at the back of the textbook. That section is very good. I study that section. I mean, I never look at the grammar section in the unit because I see the key grammar points at the back of the textbook. Besides, it provides example sentences for the grammar points studied. That is why I don't need to open the grammar section in the unit for studying.

ST12 (interview) agreed that the language reference section in the textbook was quite useful for revising for exams:

> I study the grammar points from the grammar sections at the back of the textbook. It doesn't take so much time to study these sections. For example, if I need to study a grammar point, this section at the back of the textbook is adequate for me because it is a summary section and we have already learned these grammar points in the classroom. (Therefore) This section is both a summary and a section that focuses on the exactly most important points in a topic, so we don't have to study anything that is not important. Since it emphasizes the most important topics only, it is not a waste of time and it helps me succeed in exams.

Table 18

Systematic Development of Grammatical Knowledge- Students

Codes	*f*
inclusion of a concise grammar reference section	31
providing a clear and concise presentation of grammar points	29
providing opportunities for the recycling of grammar	25

Table 18 (continued)

Codes	*f*
increasing grammatical awareness	20
providing an adequate number of grammar exercises	6
appropriate sequencing of grammatical structures	5
presentation of grammar points in a meaningful context	3
Total	119

4.2.1.1.5 Carefully designed layout and physical makeup

The next sub-theme to be reported in detailed here is entitled "carefully designed layout and physical makeup". The categories under this sub-theme focus on the design of the textbook and they indicate that many students thought that the design and the physical makeup of the textbook could be recognized as strengths of the textbook.

First of all, students in the study mentioned that one positive feature of the textbook is that it contains illustrations that are visually appealing to them. The students who stated that they found the illustrations in the textbook appealing include ST48, ST92, ST115, and ST154. All these students wrote that "illustrations" were one of the strongest points of the textbook. ST1 (interview) was another student who found the visuals in the textbook appealing:

> The pictures are both colorful and attractive and there is nothing boring about them. I mean, when a student opens the book, he/she shouldn't get bored. He/she should enjoy studying the textbook, so in that respect, the textbook has been designed very well thanks to these pictures. Colorful and beautiful, attractive pictures are used (in the textbook).

The other category which was considered as equally important was "effective use of visuals for presentation of the content". ST6 (survey), one of the students who wrote about this in the open-ended section of the survey, said that one strength of

the textbook is that "the visuals are used for reinforcing meaning". Another student who mentioned that the visuals were used effectively in the textbook was ST3 (survey) who said that he/she liked the fact that "the visuals were used to support texts and promote learning". Students taking part in the interviews also mentioned the importance of effective use of visuals in the textbook. For instance, ST4 said that:

> For me, it is a good thing that the textbook contains pictures. If you ask why, when I look at the picture before reading a text, or even before listening to something, I understand the text better. After all, our teacher always wanted us to look at the pictures, for example, before we start reading a passage and it was very useful.

Table 19

Carefully Designed Layout and Physical Makeup- Students

Codes	f
effective use of visuals for presentation of the content	38
containing illustrations that are visually appealing to learners	34
attractiveness of page layout	13
clarity of page layout	9
clarity of unit layout	7
use of good quality printing paper	6
ease of navigation around the textbook	4
Total	111

4.2.1.2 Strengths of the coursebook – instructors

One of the three main themes, strengths of the textbook, got the second highest number of mentions based on the qualitative analysis of the data collected from the instructors. As it is clear from the title, the theme strengths of the coursebook was used to bring the positive attributes made by the instructors together. It must be

noted that both open-ended survey questions and the interview data were used to draw the conclusions arrived at here.

Table 20

Strengths of the Coursebook – Instructors

Themes	*f*
effectiveness in facilitating the development of the four language skills	68
careful selection of topics	41
supporting instructors through a comprehensive teacher's manual	37
carefully designed layout and physical makeup	28
effectiveness in improving vocabulary skills	24
systematic development of grammatical knowledge	22
inclusion of a well-designed online learning component	6
carefully designed exercises and activities	6
effective integration of cultural elements into the textbook	4
bridging the gap between general English and EAP	4
allowing for adaptation to suit learner needs	4
being readily available	3
providing good value for money	2
Total	249

4.2.1.2.1 Effectiveness in facilitating the development of the four language skills

The sub-theme "effectiveness in facilitating the development of the four language skills" was the one that received the highest number of mentions by the instructors as for the strengths of the textbook. Four specific categories emerged under the sub-theme after analyzing the open-ended survey data and interviews with the instructors. The categories under the sub-theme were entitled as effectiveness in

facilitating the development of reading skills, effectiveness in facilitating the development of speaking skills, effectiveness in facilitating the development of listening skills and effective integration of different language skills.

Table 21

Effectiveness in Facilitating the Development of The Four Language Skills- Instructors

Codes	*f*
effectiveness in facilitating the development of reading skills	22
effectiveness in facilitating the development of speaking skills	20
effectiveness in facilitating the development of listening skills	15
Effective integration of different language skills	11
Total	68

4.2.1.2.1.1 Effectiveness in facilitating the development of the reading skills

The category with the highest number of mentions by the instructors under the sub-theme was titled "effectiveness in facilitating the development of reading skills". The comments under this category suggested that there were several things the instructors liked about reading skills coverage in the coursebook. First of all, the data suggested that there were instructors who thought that the textbook provided students with sufficient reading input. INS2-Female (survey) said that one positive quality that can be attributed to the textbook was that it contained "a lot of reading texts". INS8-Female (survey) said that "The number of reading texts is enough". Similarly, INS7-Female (interview) said that: "I think the [text]book puts more emphasis on the reading skills than the others. If there are five lessons in one unit, three of them include reading texts, so I think students receive sufficient input."

"Strong focus on developing reading subskills" was another subcategory that emerged under the sub-theme. INS4-Male (interview) said that "a variety of

subskills in terms of reading are covered", which is one of the strengths of the textbook. INS1-Female (interview) said that: "The textbook guides students to practice reading subskills through questions and activities. We help students go through these activities and explain them what to do if necessary."

There were another subcategory entitled "inclusion of a variety of reading exercise types", which means that there were some instructors who believed that the textbook included various reading exercise types. INS6-Female (survey) said that one strength of the textbook is that it included "different types of reading activities". INS3-Female, one of the instructors who took part in the interview, said that: "There is variety in terms of tasks like true-false, multiple-choice, bla bla bla. There is variety in terms of reading exercises."

Another subcategory was titled "inclusion of a variety of reading text types". INS14 (survey) said that "there was a good variety of reading texts in the textbook", which was one of the strengths in the textbook. INS3-Female (interview) said that: "And reading, reading is OK because there are a variety of texts like web pages, you know, extracts from books, articles… There is variety in terms of that."

Table 22

Effectiveness in Facilitating the Development of Reading Skills- Instructors

Codes	*f*
providing sufficient reading input	5
strong focus on developing reading subskills	4
inclusion of a variety of reading exercise types	3
inclusion of a variety of reading text types	3
inclusion of reading texts that are at the right difficulty level	3
inclusion of stimulating reading exercises	2
strong focus on developing reading strategies	2
Total	22

4.2.1.2.1.2 Effectiveness in facilitating the development of the speaking skills

The category "effectiveness in facilitating the development of the speaking skills" was another category regarding the development of the four language skills. Several subcategories emerged under the title. One of these subcategories was entitled "providing an adequate number of speaking activities". INS1-Female (interview) said that "there are many speaking activities in the textbook". INS3-Female (interview) said that: "As for speaking, yeah, every part is full of speaking activities. There are lots of speaking activities in the book. It is good for speaking."

"Inclusion of stimulating speaking activities" was another subcategory. INS7-Female (interview) said that: "There are many interesting speaking activities in the textbook. It is good to talk about these topics in the classroom."

INS1-Female (interview) said that: "I think students mostly like the speaking activities in the textbook, because speaking topics were good. They chose topics which students can talk about."

Table 23

Effectiveness in Facilitating the Development of Speaking Skills- Instructors

Codes	f
helping develop learners' oral fluency	5
providing an adequate number of speaking activities	4
encouraging collaborative learning through scenario sections	4
inclusion of stimulating speaking activities	3
providing a meaningful context for the development of speaking	3
providing personalized speaking activities	1
Total	20

4.2.1.2.1.3 Effectiveness in facilitating the development of the listening skills

The category "effectiveness in facilitating the development of the listening skills" was another category that emerged from the qualitative instructor data. Several subcategories emerged under the category. One of these subcategories was entitled "providing exposure to authentic language". INS16 (survey) said that one of the strengths of the textbook was that "it uses authentic video materials". Similarly, INS10 (survey) said that "students get exposed to authentic language through a variety of authentic materials". INS5-Female (interview, administrative staff) said that: "I think the fact that the textbook has video materials is a positive thing since our students are given a chance to hear authentic language."

Another subcategory to be reported here is entitled "strong focus on developing listening subskills". INS4-Male (interview) said that the textbook covers "a variety of subskills in terms of listening", which is a positive attribute related to the textbook. INS2-Female (interview) said that: "The textbook places emphasis on a variety of listening subskills including [listening for] main idea and details. I think it is very important for the students to improve their listening skills."

Table 24

Effectiveness in Facilitating the Development of Listening Skills- Instructors

Codes	*f*
providing exposure to authentic language	6
inclusion of stimulating listening exercises	5
delivery of listening materials at an appropriate pace	2
placing strong focus on developing listening subskills	2
Total	15

4.2.1.2.1.4 Effective integration of different language skills

Another strength of the textbook, as reported by the instructors, was effective integration of different language skills. Several instructors indicated that the skills in the textbook complemented each other, which they referred to as a strength of the textbook. INS5 (survey) and INS13 (survey) both said that one positive attribute of the textbook was the "integration of four skills". INS7-Female (interview) also mentioned this in the interview:

> One thing I really like about the textbook is integration of different skills. It is good to talk about the topics that students read about. This example applies to everything, I believe. This also gives them a chance to use what they have learned, both in terms of grammar and vocabulary, of course.

Similarly, INS1-Female (interview) said that:

> Integration of different skills is very important and useful, I think. This way students read about something and write about the same topic. They have some background information this way. They also learn some words and key language. Or students listen to a recording, then speak or write about it. They can practice the things they learn. It is also more fun, and you know, meaningful.

4.2.1.2.2 Careful selection of topics

The sub-theme "careful selection and organization of topics" was the sub-theme which received the second highest number of mentions when it comes to the strengths of the textbook as perceived by the instructors. First of all, the instructors indicated that the topics in the textbook covered a wide range of areas. INS6 (survey) said that one of the strengths of the textbook is that it included "many different topics". INS7-Female (interview) said that she thinks "there is enough variety of topics in the book". INS3-Female (interview) said that:

> We have a diversity of themes in the textbook, [so] if they [the students] get bored in one lesson, they don't get bored in the other, you know. It's not, erm, possible to attract the interest of all students in the class. That's quite natural, so I think the textbook is doing a great job here by covering many different topics.

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The second category to be reported here is entitled "featuring engaging topics". After being asked what strengths the textbook has, INS8 (survey) said that "its content" is one of its strongest points because "the textbook offers interesting content". INS5 (survey) said that the textbook provides the students with "interesting topics". INS6-Female (interview) said that: "The topics in the textbook are very good at engaging most of the students in the classroom, so the textbook is successful in increasing student motivation."

Table 25

Careful Selection of Topics- Instructors

Codes	f
covering a wide range of topics	23
featuring engaging topics	11
covering up-to-date topics	2
organization of units around central themes	2
avoiding bias in presenting topics	1
building on learners' background knowledge	1
increasing learners' world knowledge	1
Total	41

4.2.1.2.3 Supporting instructors through a comprehensive teacher's manual

The sub-theme "supporting instructors through a comprehensive teacher's manual" was another sub-theme that emerged from the study. According to the data, one way the textbook supported instructors was through offering practical suggestions for classroom activities. INS17 (survey) said that "the Teacher's Manual is detailed enough, and it guides teachers through the activities done in the classroom". INS4-Male (interview) said that: "It was really helpful. I remember using it when I first

got started as an English teacher and it was very explanatory. I learned what to do in the classroom thanks to this book."

INS6-Female (interview) said that:

> Teacher's Manual… It is good enough for offering suggestions about what to do in the classroom. It is especially good for the instructors who have just started working. I was one of these novice teachers myself. The textbook gave me many suggestions about the activities in the classroom.

Another category that emerged from the study was entitled "providing instructors with useful additional materials". As it is clear from the title, the instructors considered it a positive thing that the teacher's manual came with some additional materials. INS7 (survey) said that one strength of the textbook was the "photocopiable activities" that were provided with the Teacher's Manual. Similarly, INS17 (survey) said that "the photocopiables in the textbook are very good".

The category "guiding instructors through different stages of the lesson" was another category that emerged from the qualitative data analysis. INS8-Female (interview) said that "Teacher's Manual offers extra exercises we can use as warm-up". INS7-Female (interview) said that:

> I sometimes use it [Teacher's Manual] to get some ideas on how to start the lesson and for warm up activities. Yeah, it is especially good about warm up activities I guess. Also, there are some suggestions about during and after the activity. I don't like to get stuck in the middle of an activity, so I look at the Teacher's manual and take short notes on the book.

Table 26

Supporting instructors through a comprehensive teacher's manual- Instructors

Codes	F
offering practical suggestions for classroom activities	12
providing useful additional materials	10
guiding instructors through different stages of the lesson	8
providing additional homework ideas	3
providing assistance with the cultural content of the materials	2

Table 26 (continued)

Codes	*F*
availability of an easy-to-follow answer key	1
containing specifications about lesson objectives	1
Total	37

4.2.1.2.4 Carefully designed layout and physical makeup

Table 27

Carefully Designed Layout and Physical Makeup- Instructors

Codes	*F*
effective use of visuals for presentation of the content	9
attractiveness of page layout	6
ease of navigation around the textbook	6
containing illustrations that are visually appealing to learners	4
clarity of unit layout	3
Total	28

The next sub-theme to be described in detail here was entitled "carefully designed layout and physical makeup".

The first category to be described here in detail was entitled "effective use of visuals for presentation of the content". INS3-Female (interview) said that "there are lots of visuals in the book, which enable students to talk." INS1-Female (interview) said that: "I really like the visuals in the textbook. They (visuals) help students differentiate activities from each other."

Another category was entitled "ease of navigation around the textbook". As it is clear from the title, there were some instructors who indicated that the textbook was

designed in a way that was easy to move around. Both INS5 (survey) and INS13 (survey) said that the textbook was designed in a way that is "easy to follow". INS3-Female (interview) and INS-Female (interview) also said that "it was easy to follow", which helps them a lot.

4.2.1.2.5 Effectiveness in improving vocabulary skills

The sub-theme "effectiveness in improving vocabulary skills" was one of the sub-themes that emerged from the study. Related to this sub-theme, several instructors indicated that the textbook provided a meaningful context for vocabulary learning. INS12 (survey) said that "vocabulary activities are presented in a meaningful context", which is a positive attribute regarding the textbook. INS8 (survey), similarly, said that "contextual presentation of vocabulary items" was a strength of the textbook.

Based on the data provided by the instructors, another positive thing about the presentation of vocabulary in the textbook was exposing learners to vocabulary on a wide range of topics. INS3-Female (interview) said that "there is variety in terms of vocabulary". INS4-Male (interview) supported this opinion saying that: "In terms of content, I would say the set of vocabulary within the book is great because you can see that there are lots of different vocabulary items from various fields."

Another category that emerged from the data was titled "providing opportunities for the recycling of vocabulary". INS9 (survey) said that one strength of the textbook was "recycling of vocabulary items". INS1-Female (interview) said that:

> Another good thing [about vocabulary] is that it [the textbook] recycles vocabulary items in the reading or listening texts, which is good, I think. You know, we study some words in a unit, and then two units later, or in the next unit, you can see some of these words in a text and the others in an exercise etc.

Table 28

Effectiveness in improving vocabulary skills- Instructors

Codes	f
providing a meaningful context for vocabulary learning	11
exposing learners to vocabulary on a wide range of topics	3
providing opportunities for the recycling of vocabulary	3
providing an adequate number of vocabulary exercises	3
introducing frequently used words	2
introducing a reasonable number of target words per unit	1
introducing lexical chunks	1
Total	24

4.2.2 Weaknesses of the coursebook

4.2.2.1 Weaknesses of the coursebook – students

Table 29

Weaknesses of the Coursebook – Students

Themes	f
ineffectiveness in facilitating the development of the four language skills	255
ineffectiveness in developing grammatical knowledge	106
high cost of the textbook	62
inadequately designed exercises and activities	56
ineffective selection of topics	51
ineffectiveness in improving vocabulary skills	40
inadequately designed layout and physical makeup	17
inclusion of an inadequately designed online learning component	16
ineffective integration of cultural elements into the textbook	11

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Table 29 (continued)

Themes	f
not being readily available	7
lack of opportunities for meaningful use of English outside the class	5
Total	626

The overarching theme "Weaknesses of the textbook" was the one that got the second highest number of mentions by the students. The theme contained negative attributes about the textbook which were described in detailed in this section. The negative qualities attributed to the textbook basically covered such areas as presentation of the four language skills, topics, exercises and activities and the price of the textbook. It must be noted that most of these areas were in parallel with the ones students mentioned as strengths of the textbook.

4.2.2.1.1 Ineffectiveness in facilitating the development of the four language skills

The sub-theme "ineffectiveness in facilitating the development of the four language skills" was the sub-theme that got the highest number of mentions by the students when it comes to the weaknesses of the textbook. The data analysis revealed that most students identified some weaknesses related to the development of the four language skills. Based on the student data from both open-ended part of the survey and the answers to the interview questions, four separate categories were identified under the sub-theme which were ineffectiveness in facilitating the development of listening skills, ineffectiveness in facilitating the development of speaking skills, ineffectiveness in facilitating the development of reading skills, and ineffectiveness in facilitating the development of writing skills. In addition, there was one category about the emphasis on different skills.

Table 30

Ineffectiveness in Facilitating the Development of the Four Language Skills- Students

Codes	*f*
ineffectiveness in facilitating the development of listening skills	88
ineffectiveness in facilitating the development of speaking skills	85
ineffectiveness in facilitating the development of reading skills	37
ineffectiveness in facilitating the development of writing skills	35
not placing equal emphasis on the four language skills	10
Total	255

4.2.2.1.1.1 Ineffectiveness in facilitating the development of the listening skills

The category "ineffectiveness in facilitating the development of the listening skills" was formed based on the student data and included a number of codes that shed light on what qualities of the textbook made the textbook ineffective in terms of developing listening skills.

Based on the qualitative data analysis, one point students considered as a weakness related to listening was "failure to help learners develop effective listening strategies". The subcategory indicated that the textbook was not effective in terms of aiding learners in developing effective listening strategies. ST148 (survey) said that "the listening sections are weak [because] they did not teach" him/her "how to do listening". One view supporting this argument came from three different students who completed the open-ended part of the study. These students, namely ST13 (survey), ST14 (survey), and ST59 (survey) all replied by simply saying "lack of listening strategies" when they were asked to write down the weaknesses of the textbook.

ST19 (interview) was another student who thought that the listening section did not help him/her develop effective listening strategies to be used while listening to a piece of recording:

> Actually, the textbook was not very good in terms of developing listening. I don't think my listening skill has really improved this year. I wanted to be better at listening, but I didn't know how to do that. There weren't any explanations in the textbook that gave me some clues about what to be careful with while listening or how to answer the questions asked in the [text]book and listen at the same time.

Another reason why the students found the textbook ineffective in terms of listening was "delivery of listening materials at fast speech rates". One of the students mentioning this was ST130 (survey) who said that one weakness of the textbook was the fact that "the listening texts were not easy to comprehend because of their fast speed". Another student, ST147 (survey) said that "the level of the listening texts was higher than the level of" the student himself/herself "when it comes to the speed of the recordings". Finally, ST20 (interview) said that "the listening texts were so fast that most of the students in the classroom had difficulty comprehending them" including him/her.

Another weakness of the textbook, according to the students, was "lack of sufficient listening input". ST145 (survey), for example, said that "there were not enough listening materials". Similarly, ST40 (survey) told that "the number of listening texts is definitely not enough". ST13 (interview) mentioned that:

> I wanted to improve my listening skills. However, I didn't come across that many listening texts and sections, so I feel that I am not good enough when it comes to listening. As I've said, I believe there aren't sufficient listening texts in the textbook.

There were several students who indicated that the textbook exposed them to unfamiliar accents and that they found it difficult to comprehend the audio when they were not familiar with the accent of the speakers. To illustrate, ST124 (survey) said that one weakness of the textbook was the "unintelligible pronunciation of the people recording the listening passages". Similarly, ST3 (interview) said that: "Oh, British accent… It really gives me a hard time. It is so… I mean I cannot really

understand what they are saying, so considering what I've just said, I don't think listening sections are very effective."

ST7 (interview) was another student who referred to being exposed to the accents that learners are not familiar with as a negative attribute:

> It is very difficult for me to comprehend the listening text if there are some texts…
> I mean, the listening texts which have speakers with different accents are hard to
> understand. I am not talking about British accent here. I am OK with accents like
> British accent, Scottish accent, and Irish accent maybe, so they are not what I'm
> having trouble with. Accents like, I don't know, the accent of someone from Dubai,
> for example, is my real problem. People whose native language is not English.

Table 31

Ineffectiveness in Facilitating the Development of Listening Skills- Students

Codes	f
failure to help learners develop effective listening strategies	21
delivery of listening materials at fast speech rates	15
lack of sufficient listening input	14
exposure to unfamiliar accents hindering listening comprehension	13
lack of variety in types of listening exercises	13
lack of stimulating listening exercises	5
lack of engaging listening texts	4
inadequate number of listening exercises	3
Total	88

4.2.2.1.1.2 Ineffectiveness in facilitating the development of the speaking skills

The second category to be reported under the sub-theme "ineffectiveness in facilitating the development of the four language skills" is "ineffectiveness in facilitating the development of the speaking skills". In this category, students talked about why they did not find the textbook effective in terms of developing speaking skills.

According to the students, there is a lack of opportunities in the textbook to improve pronunciation skills, which is one of the weaknesses of the textbook. ST16 (interview) said that he/she thought that "the textbook did not properly deal with pronunciation".

ST14 (interview) went into detail:

> I don't think the textbook helped improve my pronunciation. That is why our teacher used a dictionary to show us how certain words are pronounced. We basically studied the pronunciation of the words that way. The textbook was not good in that respect.

Another problem indicated by the students was the textbook's "failure to develop learners' oral fluency". ST55 (survey) said that "the textbook was not helpful" for students "to speak fluently." ST11 (interview) made a more detailed explanation about the issue:

> To be honest, I don't think the speaking sections are very useful. My speaking skills haven't improved much. For example, I am in C level now, but I have to say that as for speaking skills, I'm nowhere as qualified as a true C level student.

Another category under the sub-theme "ineffectiveness in facilitating the development of speaking skills" was "lack of stimulating speaking activities". One of the students who wrote about the issue was ST15 (survey) and he/she said that "the speaking activities in the textbook were boring". ST141 (survey) also mentioned that the speaking activities were not stimulating. His/her exact words were "speaking activities do not encourage you to speak". ST3 (interview) said that he/she "did not like the speaking activities because they were not interesting enough and the activities did not motivate the students to express their opinions".

Table 32

Ineffectiveness in Facilitating the Development of Listening Skills- Students

Codes	f
lack of opportunities to improve pronunciation skills	28

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Table 32 (continued)

Codes	*f*
failure to develop learners' oral fluency	25
inadequate number of speaking activities	15
lack of stimulating speaking activities	12
inappropriate sequencing of speaking activities within units	5
Total	85

4.2.2.1.1.3 Ineffectiveness in facilitating the development of the reading skills

The category "ineffectiveness in facilitating the development of the reading skills" also got some mentions by the students. As the title suggests, the category mentioned here reported the qualities of the textbook that made the textbook ineffective in terms of developing reading skills. First of all, students thought that there was a lack of variety in types of reading exercises in the textbook. ST13 (interview) mentioned the issue in the interview:

> I think one problem with the textbook is that, for example, summary questions, sentence insertion questions and so on and so forth are not available in the textbook. I couldn't see those activities in the textbook. What I see is the repetition of the same exercises over and over again.

The second sub-category that could be grouped under the sub-theme was "lack of sufficient reading input". ST3 (interview) said that:

> It seems to me that only a small portion of the textbook was used to study reading. I am basically talking about the number of reading passages in the textbook. I think the number of reading texts given in the textbook is not sufficient. Also, the texts weren't very long. I mean it would be long enough if we studied B level, but for this level, I don't think it is enough.

The qualitative data also revealed that there were students who did not find the reading exercises in the textbook stimulating. ST62 (survey) said that "some of the reading exercises in the textbook did not make any sense". ST5 (interview) agreed

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that "the reading exercises were just a waste of time". ST9 (interview) also mentioned this issue during the interview:

> Oh, in my opinion, reading questions in the textbook are not really good. I mean, I really don't see the point of answering some of the reading questions in the textbook because for example, the textbook provides us with a text and then asks us to answer the questions. The problem is this activity only requires us to copy the answers from the text.

Table 33

Ineffectiveness in Facilitating the Development of Reading Skills- Students

Codes	f
lack of variety in types of reading exercises	11
lack of sufficient reading input	7
lack of stimulating reading exercises	6
an overemphasis on developing reading skills	5
inadequate number of reading exercises	4
lack of engaging reading texts	4
Total	37

4.2.2.1.1.4 Ineffectiveness in facilitating the development of the writing skills

The category "ineffectiveness in facilitating the development of writing skills" was the least mentioned category that was grouped under the sub-theme "ineffectiveness in facilitating the development of the four language skills". According to the students, one weakness of the textbook was that it failed to meet the academic writing needs of students. ST123 (survey), ST134 (survey), and ST146 (survey) all mentioned that "academic writing skills were not covered thoroughly in the textbook". Similarly, ST9 (interview) said that:

> As for writing skills, I think the textbook does not promote writing skills development. That is why we use another book to improve our writing skills. This

book focuses on academic writing. Without that book, I would have never learned how to write a well-organized paragraph.

As reported by the students, another quality that made the textbook ineffective in terms of improving writing skills was "lack of meaningful writing tasks". One of these students was ST73 (survey) and he/she said that "the writing tasks in the textbook are quite limited in scope" and "it discourages you from writing". ST8 (interview) agreed with the idea that the writing tasks in the textbook were not meaningful:

> The textbook usually requires us to write a short paragraph or to answer a question and write something based on that question. The problem is that I don't have to do lots of thinking to answer the question. Even when I do, I don't see the point of the activity most of the time. I just write for the sake of writing.

4.2.2.1.1.5 Not placing equal emphasis on the four language skills

Besides mentioning how the textbook dealt with each of the four skills separately, the students talked about how much emphasis the textbook put on these skills as a whole. The students indicated that the textbook did not place equal emphasis on four language skills, which they considered as a weakness of the textbook. According to ST60 (interview), one weakness of the textbook is that "it doesn't equally focus on the four main language skills". ST7 (interview) said that: "It is good that all the skills are integrated in one textbook. However, as a result of this maybe, I don't know, the textbook fails to cover the skills in depth."

ST9 (interview) said that:

> One thing that I really don't like about the textbook is that its scope is not large enough at times. For example, listening section is very short in some units, or reading section in the others. It seems that the textbook takes the "a little about this and that" approach, so the problem is that instead of sparing a full page for a specific skill, there are shorter sections. And when this happens, skills are not thoroughly covered and their importance is disregarded.

4.2.2.1.2 Ineffectiveness in developing grammatical knowledge

The sub-theme "ineffectiveness in developing grammatical knowledge" was the sub-theme with the second highest number of mentions as for the weaknesses of the textbook as perceived by students. The students mentioned a number of points that they thought had a negative effect on developing grammatical knowledge. First of all, they told that the grammar presentation in the textbook was not as comprehensive as they expected. ST12 (survey) was one of the students who mentioned the issue and according to him/her, one of the weaknesses of the textbook was "the fact that grammar points were not presented in enough detail". ST10 (interview), one of the students that were interviewed, talked about this issue as well:

> It is not possible for me to study the grammar explanations in the grammar section of the textbook and learn the grammar points. If I'm not already familiar with the topic the first time I see the explanations in the textbook, I cannot answer the practice questions because I think many details about the grammar point are missing in the textbook. They just don't teach them. Therefore, I have difficulty learning the points because I cannot find a complete presentation of all the important aspects of the topic.

Based on the qualitative data collected by the students, another weakness of the textbook related to grammar was "inadequate number of grammar exercises". In the open-ended part of the survey, both ST10 and ST57 told that "the number of grammar exercises in the textbook is not sufficient". One argument supporting the previous ones comes from ST11 (interview) who said that: "

> Honestly, I don't think there are enough grammar exercises in the textbook. There is only one or, if we think about the whole grammar section, two exercises per unit, so in my opinion it is not enough.

According to some students, the textbook did not provide a meaningful context for the presentation of grammar. For example, ST10 (interview) said that:

> I don't think this section [grammar section] is good. I mean it is not right. When I learn something, whether it is a grammar point or anything else, I want to see the topic in a format that I can study and comprehend. I actually want to read or see a story that tells me what is what, so I can complete the blanks in my mind. However, it is not what I found in the book.

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Table 34

Ineffectiveness in Developing Grammatical Knowledge- Students

Codes	*f*
lack of a comprehensive presentation of grammar points	41
inadequate number of grammar exercises	21
not presenting grammar points in a meaningful context	15
failure to provide a clear presentation of grammar points	8
lack of opportunities for the recycling of grammar	7
lack of variety in types of grammar exercises	6
an overemphasis on grammar	4
an incomprehensive grammar reference section	4
Total	106

4.2.2.1.3 High cost of the textbook

The sub-theme "high cost of the textbook" was the one with the third highest number of mentions from the students that took part in the interviews and the students that answered the open-ended survey questions. When asked what qualities of the textbook they deemed as weaknesses, ST2, ST7, ST8, and ST23 all said in the open-ended part of the survey that one of the biggest weaknesses of the textbook was that "it was very expensive".

It must be noted that almost all the students that took part in the interviews referred to the price of the textbook as a negative thing. One of these students, ST4 (interview), said that "the textbook is expensive because the price of the textbook [set] is almost half of the minimum wage in Turkey". ST14 (interview) said that "the textbook was expensive which causes problems for almost all the students". ST1 (interview) also mentioned that the textbook was expensive comparing the price of the textbook to the other textbooks studied at different universities:

I think the textbook is expensive because we paid around 600 Turkish Liras for the entire set [which included the other levels of the New Language Leader series as well as academic writing textbook and a number of graded readers]. I think it is very expensive. Because my friends who study at other universities bought their textbooks for a much cheaper price, I found it really expensive to pay such a high price on a set of books.

4.2.2.1.4 Inadequately designed exercises and activities

The sub-theme "inadequately designed activities and exercises" was another sub-theme that emerged from analyzing the open-ended student data and the student interview data qualitatively. First of all, the qualitative data shows that students did not find the activities meaningful. ST141 (survey) said that "the textbook lacked meaningful activities". ST18, ST34, ST115, and ST132 all said in the survey that "the textbook included meaningless exercises" that they could do without. ST10 (interview) said that: "The activities in the textbook make me feel that they were designed to be completed and get over with instead of canalizing our attention to tasks that actually mean something to us."

ST14 (interview) also talked about the problem and said that:

Some activities did not make any sense. Therefore, many times, we begged the teacher to stop studying the textbook and do something more meaningful. Well, it is not the topics I'm talking about. It is the activities.

Table 35

Inadequately Designed Exercises and Activities- Students

Codes	f
lack of meaningful exercises/activities	25
failure to facilitate the development of study skills	13
lack of variety in types of exercises/activities	5
imbalanced distribution of interaction patterns	4
lack of clear instructions for the exercises/activities	4

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Table 35 (continued)

Codes	*f*
inadequate number of exercises/activities	3
imbalanced distribution of activities on different skills	2
Total	56

4.2.2.1.5 Ineffective selection of topics

"Ineffective selection of topics" was another sub-theme that emerged from analyzing the qualitative data. One of the categories that emerged under the sub-theme was entitled "lack of engaging topics". The fact that this category received the highest number of mentions under the sub-theme indicates that there were many students who did not find the content engaging. Two of these students in the survey, ST39 and ST60, said that "the topics in the textbook are not interesting at all". When asked what he/she thought of the topics in the textbook, ST6 (interview) said that "the topics are not fun", adding that "studying them is pretty much like an obligation rather than fun". ST10 (interview) answered the same question saying that: "The topics covered in the textbook are not interesting at all. You get bored when you study them. I mean, students get bored while studying them. Personally, I have to admit that I get bored."

The second category to be reported here is "covering a narrow range of topics". One of the students mentioning this as a weakness of the textbook was ST27 (survey) who said that "you see the same topics all the time, which is definitely pointless". ST137 (survey) said that "there isn't enough variety in the selection of topics". Upon being asked what he/she thought of the topics in the textbook, ST2 (interview) said that:

> I don't know how to put it, but sometimes I get the feeling that the textbook is covering the same topics over and over. That might… That causes some problems. I mean, it just gets repetitive. This is what I can say about the topics.

Table 36

Ineffective Selection of Topics- Students

Codes	*f*
lack of engaging topics	34
covering a narrow range of topics	8
covering topics at a superficial level	6
not covering up-to-date content	3
Total	51

4.2.2.1.6 Ineffectiveness in improving vocabulary skills

The sub-theme "ineffectiveness in improving vocabulary skills" is the next sub-theme to be reported here. First of all, the students told that the textbook did not facilitate the recycling of vocabulary items they study. ST144 (survey), one of these students, said that "vocabulary items are not recycled enough. ST10 (interview) said that: "What I feel is that once we learn a new vocabulary item, we are done with it. It seems to me that learning a new word is the end of it, so it is not enough for improving our vocabulary knowledge."

Another point made by the students regarding the ineffectiveness of the textbook in improving vocabulary skills was that it did not provide an adequate number of vocabulary exercises. ST62 (survey) said that "there aren't sufficient vocabulary exercises in the textbook". ST9 (interview) said that "the textbook did not include sufficient vocabulary practice, so they [vocabulary items] go unnoticed". ST8 (interview), similarly, said that: "I cannot say vocabulary practice in the textbook is sufficient. Unfortunately, there are only a few vocabulary exercises in the textbook."

Another weakness of the textbook, according to the students, was that it did not provide a meaningful context for vocabulary learning. ST10 (interview) said that:

> It is true that the textbook included the words we needed to learn. However, when I looked at these words, I couldn't understand and learn their meanings most of the time. What really mattered was the teacher in the classroom. The teacher explained the meaning of the words so that we could understand it because when I look at the textbook, it is not easy to understand what the word means in the sentence given in the textbook.

Table 37

Ineffectiveness in Improving Vocabulary Skills- Students

Codes	f
lack of opportunities for the recycling of vocabulary	13
inadequate number of vocabulary exercises	12
not providing a meaningful context for vocabulary learning	9
not having a good distribution of vocabulary load across units	3
inclusion of infrequently used vocabulary items as target words	2
lack of variety in types of vocabulary exercises	1
Total	40

4.2.2.2 Weaknesses of the coursebook – instructors

Weaknesses of the textbook was one of the main themes that emerged from the qualitative instructor data which was collected through open-ended survey answers and interviews. The sub-themes under this overarching theme were used to talk about the negative qualities that are attributed to the textbook by the instructors. The theme weaknesses of the textbook received the highest number of mentions among the main sub-themes, indicating that the instructors came up with more weaknesses than strengths. However, it must be noted that the numbers of mentions for each of the three main themes, namely, strengths, weaknesses and recommendations to

increase the effectiveness of the textbook were all close to each other in the data provided by the instructors.

Table 38

Weaknesses of the Coursebook – Instructors

Themes	f
ineffectiveness in facilitating the development of the four language skills	129
ineffective selection of topics	31
ineffectiveness in improving vocabulary skills	27
inadequately designed exercises and activities	24
ineffectiveness in developing grammatical knowledge	23
high cost of the textbook	12
inadequately designed layout and physical makeup	10
inclusion of an inadequately designed online learning component	4
lack of opportunities for meaningful use of English outside the class	1
not being readily available	1
Total	262

4.2.2.2.1 Ineffectiveness in facilitating the development of the four language skills

"Ineffectiveness in facilitating the development of the four language skills" was the sub-theme with the highest number of mentions that emerged from analyzing the qualitative data on weaknesses of the textbook. Five specific categories emerged under the sub-theme which were titled ineffectiveness in facilitating the development of listening skills, ineffectiveness in facilitating the development of speaking skills, ineffectiveness in facilitating the development of reading skills, ineffectiveness in facilitating the development of writing skills, and not placing equal emphasis on the four language skills.

Table 39

Ineffectiveness in Facilitating the Development of the Four Language Skills- Instructors

Codes	*f*
ineffectiveness in facilitating the development of listening skills	49
ineffectiveness in facilitating the development of speaking skills	29
ineffectiveness in facilitating the development of reading skills	26
ineffectiveness in facilitating the development of writing skills	15
not placing equal emphasis on the four language skills	10
Total	129

4.2.2.2.1.1 Ineffectiveness in facilitating the development of the listening skills

The category "ineffectiveness in facilitating the development of the listening skills" was the one which got the highest number of mentions under the sub-theme "ineffectiveness in facilitating the development of the four language skills". According to the instructors, one reason why the textbook was not successful in facilitating the development of listening skills was lack of sufficient listening input. INS8 (survey) said that "it [the textbook] fails to provide sufficient lengths of listening materials". INS4-Male (interview) said that: "As for listening, there is not enough listening input as any English teacher would say. In no way, it provides us with sufficient amount of input when it comes to listening."

Another subcategory in the study was entitled "lack of stimulating listening exercises". INS8-Female (interview) said that "the listening activities in the book aren't interesting". INS1-Female (interview) said that:

> There are some questions and activities in the listening that really, erm, that really don't make any sense. For example, there is this audio that students listen to and there are two activities related to the listening, so it needs to be listened twice, but one of the activities, I don't know how to put it, erm, one of them is really meaningless. It is like listening to a long listening for a few minutes and answering only one question after listening. Doing that activity is a waste of time because

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students do not want to listen to the whole recording just for answering a single question. They get bored, and I think they are right, because you know the activity doesn't engage the student in any way.

Another subcategory that emerged from the study was titled "failure to help learners develop effective listening strategies". INS5-Female (interview, administrative staff) said that:

> Well, we, I mean the book, doesn't teach listening as a skill. We all know that students need some strategies that help them understand the listening, but the book doesn't focus on these strategies. I mean it doesn't focus on teaching these strategies.

Table 40

Ineffectiveness in Facilitating the Development of Listening Skills- Instructors

Codes	f
lack of sufficient listening input	15
lack of stimulating listening exercises	11
inadequate number of listening exercises	6
failure to help learners develop effective listening strategies	5
lack of variety in listening exercise types	5
delivery of listening materials at fast speech rates	3
lack of engaging listening texts	3
exposure to unfamiliar accents hindering listening comprehension	1
Total	49

4.2.2.2.1.2 Ineffectiveness in facilitating the development of the speaking skills

The category "ineffectiveness in facilitating the development of the speaking skills" was the category with second highest number of mentions under the sub-theme. One of the subcategories under the category was entitled "lack of stimulating speaking activities". INS9 (survey) said that "speaking activities do not appeal to students". INS4-Male (interview) said that: "Considering the cultural differences

among countries, some of the tasks provided in the speaking sections of the book could be irrelevant to some of our students."

INS3-Female (interview) said that:

> Sometimes the tasks are not relevant to a prep-level student, you know. In some of the tasks they are asked to conduct a, for example, business meeting, but, you know, these are not 40-year-old students. They are not prepared for a business meeting, you know, so these activities are not interesting for the students.

In addition to the points reported above, the students told that the textbook did not provide them with many opportunities to improve pronunciation. INS2-Female (interview) said that:

> I don't think pronunciation is covered very well in the textbook. Yeah, there is some... Some exercises, you know, but these activities aren't interesting for the students. So, you spend some time on these activities, but they aren't effective. Students can't learn much doing these activities, anyway, because there isn't much students can learn, only a few examples.

Table 41

Ineffectiveness in Facilitating the Development of Speaking Skills- Instructors

Codes	*f*
lack of stimulating speaking activities	12
failure to develop learners' oral fluency	8
inappropriate sequencing of speaking activities within units	5
lack of opportunities to improve pronunciation skills	3
inadequate number of speaking activities	1
Total	29

4.2.2.2.1.3 Ineffectiveness in facilitating the development of the reading skills

The category "ineffectiveness in facilitating the development of the reading skills" was another sub-theme that emerged from the study. It had several sub-categories under it, one of which was entitled "lack of sufficient reading input". INS6-Female

(interview) said that: "As for reading, Language Leader doesn't provide students with sufficient input that they can benefit from to improve their English."

INS4-Male (interview) said that: "Well, they [students] need a lot of input before they get to be fluent English readers. I don't think the textbook can offer them this input in terms of reading."

Another subcategory that emerged from the study was titled "lack of stimulating reading exercises". INS8-Female (interview) said that her "students think the exercises following the readings are boring."

Another subcategory that emerged from the study was entitled "inappropriate length of reading texts". INS1 (survey) said that "some reading texts are not long enough and the others are too long". INS2-Female (interview) said that:

> I realized that I had difficulty studying the reading texts with our students because some reading texts are so long that students don't want to read them. The same thing actually happens when the texts are too short. Then, students finish the texts very quickly and do not work on the text long enough.

Another subcategory that emerged from the study was titled "lack of engaging reading texts". INS10 (survey) said that "not all of the texts the textbook provides are interesting to students." INS2- female (interview) said that:

> Students didn't find the reading texts interesting. I know this because I was more enthusiastic about the texts than the students. I was like "Let's read the text together and see what they are talking about". It was tiring, you know. And I think it is not about the students themselves. It is about the readings.

Table 42

Ineffectiveness in Facilitating the Development of Reading Skills- Instructors

Codes	*F*
lack of sufficient reading input	10
lack of stimulating reading exercises	7
inappropriate length of reading texts	2

Table 42 (continued)

Codes	*f*
lack of engaging reading texts	2
lack of variety in types of reading exercises	2
an overemphasis on developing reading skills	1
inadequate number of reading exercises	1
lack of variety in types of reading exercises	1
Total	26

4.2.2.2.1.4 Ineffectiveness in facilitating the development of the writing skills

The category "ineffectiveness in facilitating the development of the writing skills" was another category that emerged from the study. The students claiming that the textbook was ineffective in writing skills development mainly told that the textbook failed to meet the academic writing needs of students. INS2 (survey) said that the textbook had "no academic writing", which is one of the weaknesses of the textbook. INS7-Female (interview) said that:

> I think the problem with writing is that it is not suitable for our objectives in the syllabus. We aim to teach academic writing, but the book provides free writing activities mostly, so it doesn't match our objectives in the curriculum and syllabus.

INS3-Female (interview) said that:

> Actually, we don't use the writing part in the book because, you know, as I said before, we are preparing our students for academic writing skills and the book does not cover a lot about those skills. I mean academic writing skills. There are some academic writing tasks, but they are not relevant to our needs.

Another subcategory that emerged from the study was entitled "lack of meaningful writing tasks". INS8-Female (interview) said that "writing exercises are hardly interesting to students". INS2-Female (interview) said that: "One problem with the writing is that writing topic might be too specific or too general, so most students don't know what to write."

4.2.2.2.1.5 Not placing equal emphasis on the four language skills

The last category under the theme related to the coverage of the four language skills was "not placing equal emphasis on the four language skills". INS12 (survey) said that:

> The fact that the textbook is an integrated one sometimes creates problems for students because in this way students cannot improve all their skills equally well. For example, sometimes speaking skill of a student who has completed C [upper-intermediate] only equals to that of a pre-intermediate student. And I don't feel it is because of the student himself. It is because the book didn't pay much attention to that specific skill.

INS1-Female (interview) said that:

> Well, there are all language skills in the textbook. I mean all of them are studied, but there isn't enough time to focus on all of them. Erm, I think some skills are given more importance than the others, like reading.

INS5-Female (interview, administrative staff) said that:

> In our institution, we are trying to teach students how to use all four skills. We do reading for improving reading, we do listening for listening. Also speaking and writing. However, I think because it is not a skills-book, all skills do not get the same attention.

4.2.2.2.2 Ineffective selection of topics

The sub-theme "ineffective selection of topics" was another sub-theme that emerged from the study. One of the points that made the textbook ineffective in topic selection, according to the students, was that it did not build on learners' prior knowledge.

INS8-Female (interview) said that: "Because most of the students do not have necessary backgrounds about the topics, they have difficulty talking about them or understanding a reading text and context."

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INS2-Female (interview) said that:

> Oh, the topics… When you look at the student profile in our school, I think there was a huge gap between the topics and the students' backgrounds. You have to do some activities to make students feel closer to the topic. Like, you know, you give some background information about the topic.

Another category that emerged from the study was entitled "lack of engaging topics". INS15 (survey) said that "some units and topics are really boring for the students". INS12 (survey) said that "topics in the textbook are not interesting for students". INS8 (survey) said that "the topics may not engage some less mature students because of the book's serious tone in presenting them". Another category that emerged from the study was titled "lack of authentic materials". INS6 (survey) said that "lack of authentic materials" was one of the weaknesses of the textbook. INS2-Female (interview) said that:

> You know, someone from a certain country has a particular accent. Well, this book is teaching English. In real life people from different countries have different accents while speaking English, but in this book, Ayşe from Istanbul is definitely not talking like a Turk if we think about the accent. I mean, it has to be realistic, but it isn't authentic enough.

Table 43

Ineffective Selection of Topics- Instructors

Codes	*f*
not building on learners' prior knowledge	15
lack of engaging topics	12
lack of authentic materials	2
not covering up-to-date content	2
Total	31

4.2.2.2.3 Ineffectiveness in improving vocabulary skills

"Ineffectiveness in improving vocabulary skills" was another sub-theme that emerged from the study. It had several categories, the one with the highest number of mentions being "inclusion of infrequently used vocabulary items as target words". INS15 (survey) said that "some vocabulary in the book isn't really useful because they are not common [sic]". INS3-Female (interview) said that: "There are some words even I have come across for the first time, you know. These words are not commonly used."

INS1-Female (interview) said that:

> Words… I think in some units there are words that are not commonly used. Words they don't need to know that much. Teaching these words is a waste of time, I think. I mean teaching these words as target words. They won't come across these words very often, so they won't remember them anyway.

Another category that emerged from the study was entitled "not having a good distribution of vocabulary load across units". INS10 (survey) said that "in some units there is too much new vocabulary". INS2-Female (interview) said that:

> I think we teach too many words in each unit. Actually, you know, there are words that we teach as target words. Even these words are more than eight. First, we have to talk about this. I mean what is the point of this? Oh, and that is not the end of it. Even if I teach all the 8-10 target words in the unit, students can't understand the reading or listening when I don't teach them extra words from the passage, so I have to teach them some other important words from the texts. Other than the target words, of course.

Another category that appeared in the study was entitled "inadequate number of vocabulary exercises". INS8-Female (interview) said that "the number of exercises is not sufficient for vocabulary." INS1-Female (interview) said that: "I think vocabulary exercises are not enough. That is why we have to prepare some extra things like vocabulary games or worksheets."

Table 44

Ineffectiveness in Improving Vocabulary Skills- Instructors

Codes	*f*
inclusion of infrequently used vocabulary items as target words	9
not having a good distribution of vocabulary load across units	5
lack of variety in presenting new vocabulary items	4
inadequate number of vocabulary exercises	4
lack of emphasis on teaching collocations	2
not providing a meaningful context for vocabulary learning	2
lack of opportunities for the recycling of vocabulary	1
Total	27

4.2.2.2.4 Inadequately designed exercises and activities

Another sub-theme that emerged from the study was entitled "inadequately designed exercises and activities". First of all, students told that the textbook did not facilitate the development of study skills. INS2 (survey) said that "study skills sections are sometimes unnecessary because they are not useful". INS1-Female (interview) said that:

> The 5th sections in the textbook, I mean the study skills section is not beneficial, I think, because some of the questions and activities there are not necessary. They are just a waste of time. To be honest, I don't like those sections myself although I believe developing study skills is crucial. So what do we do? We usually skip them in the classroom. When we give this section as homework, they… I mean the students don't know what to do with the homework. I don't find this section useful.

One of the several categories that emerged under the sub-theme was titled "inadequate number of exercises/activities". INS3-Female (interview) said that "there aren't enough activities in the textbook". INS6-Female (interview) said that: "Sometimes we need to supplement the textbook with additional activities. I think it is a problem because it is the textbook's responsibility to provide adequate materials for the students."

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"Lack of meaningful exercises/activities" was another sub-theme that emerged from the study. INS2-Female (interview) said that "students don't like most of the activities because they are not meaningful". INS8-Female (interview) said that: "The book lacks meaningful exercises. That's why most of the time students get bored."

Table 45

Inadequately Designed Exercises and Activities- Instructors

Codes	f
failure to facilitate the development of study skills	11
inadequate number of exercises/activities	4
lack of meaningful exercises/activities	3
lack of variety in types of exercises/activities	3
imbalanced distribution of activities on different skills	2
lack of clear instructions for the exercises/activities	1
Total	24

4.2.2.2.5 Ineffectiveness in developing grammatical knowledge

The sub-theme "ineffectiveness in developing grammatical knowledge" was another sub-theme in the study. According to the instructors, one of the things making the textbook ineffective in terms of developing grammatical knowledge was lack of variety in presenting new grammar points. INS6-Female (interview) said that:

> The PPP approach the textbook imposes on teacher may become too repetitive and boring. It is the only way grammar is presented in the book, so there is no variety in that respect.

INS4-Male (interview) said that: "About grammar, throughout the book the typical PPP approach is dominant, so it could be a little bit boring."

Another category that emerged from the study was entitled "lack of a comprehensive presentation of grammar points". INS2-Female (interview) said that:

> I definitely don't think it [the textbook] is adequate in terms of grammar. Erm, while teaching some grammar points, it doesn't teach the points that are really important. For example, it needs to give one usage of a structure in this level, but it doesn't.

Another category emerging from the study was entitled "excessive focus on mechanical practice". When asked what weakness the textbook has, INS17 (survey) said that "most grammar activities are mechanical". INS1-Female (interview) said that: "There are too many mechanical grammar activities. Yeah, the grammar activities are too mechanical. This is a huge problem."

Table 46

Ineffectiveness in Developing Grammatical Knowledge- Instructors

Codes	*f*
lack of variety in presenting new grammar points	6
lack of a comprehensive presentation of grammar points	4
not presenting grammar points in a meaningful context	4
excessive focus on mechanical practice	3
an overemphasis on grammar	3
inadequate number of grammar exercises	2
failure to provide a clear presentation of grammar points	1
Total	

4.2.2.2.6 High cost of the textbook

The sub-theme "high cost of the textbook" also emerged from the instructor qualitative data. INS4 (survey) said that "it [the textbook] is very expensive". Similarly, INS14 (survey) said that the textbook was "too expensive". INS15

(survey) said that "The price isn't affordable for students". INS8-Female (interview) said that "the price is not very reasonable for students at public universities." INS1-Female (interview) said that:

> The book's price is not very reasonable. Indeed, there are many students complaining about the price of the book. And I have seen that many students can't afford to buy it.

4.2.3 Recommendations to increase the effectiveness of the textbook – Students

4.2.3.1 Recommendations by students

The main theme "recommendations to increase the effectiveness of the textbook" is the last overarching theme that emerged from analyzing open-ended student data and student interview data.

Table 47

Recommendations io Increase the Effectiveness of the Coursebook- Students

Themes	f
placing stronger emphasis on systematic development of the four language skills	152
placing stronger emphasis on systematic development of grammatical knowledge	61
more careful selection of topics	43
offering the coursebook at a more reasonable price	41
more carefully designed exercises and activities	34
more carefully designed layout and physical makeup	31
placing stronger emphasis on systematic development of vocabulary skills	31
utilization of effective supplementary materials	20
increasing the effectiveness of the online learning component	9
providing a more effective integration of cultural elements into the textbook	7

Table 47 (continued)

Themes	*f*
catering for different learning styles	4
maximizing the availability of the textbook	3
providing students with an answer key for the coursebook	2
Total	438

4.2.3.1.1 Placing stronger emphasis on systematic development of the four language skills

Table 48

Placing Stronger Emphasis on Systematic Development of the Four Language Skills-Students

Codes	*f*
stronger emphasis on systematic development of listening skills	56
stronger emphasis on systematic development of speaking skills	47
stronger emphasis on systematic development of reading skills	32
stronger emphasis on systematic development of writing skills	9
offering a more effective integration of different language skills	8
Total	152

The sub-theme "placing stronger emphasis on systematic development of the four language skills" was the sub-theme that got the highest number of mentions by the students who gave suggestions to increase the effectiveness of the textbook. Five different categories were identified under this sub-theme upon analyzing the open-ended part of the student data and the interviews. These categories were titled as placing stronger emphasis on systematic development of listening skills, placing stronger emphasis on systematic development of speaking skills, placing stronger emphasis on systematic development of reading skills, placing stronger emphasis on

systematic development of writing skills and offering a more effective integration of different language skills.

4.2.3.1.1.1 Placing stronger emphasis on systematic development of listening skills

The category "placing stronger emphasis on systematic development of listening skills" was the one that received the highest number of mentions by the students. As it can be clearly understood from the title, the students providing qualitative data for the study suggested that the textbook should put stronger emphasis on developing listening skills and it should do it in a systematic way. Several subcategories emerged under the category, one of which was entitled "providing more listening input". ST58 (survey) and ST73 (survey) both commented that "the textbook should include more listening input". Similarly, in the survey, ST137 and ST142 said that "there is a need to increase the listening texts in the textbook" [sic]. ST13 (interview) was another student who talked about "the need to increase the number of the listening texts and the need to add more listening materials".

Another subcategory to be reported here is titled "placing stronger emphasis on listening strategy training". The title clearly shows that there were some students who thought that it was necessary to put stronger emphasis on listening strategy training.

"Inclusion of more listening exercises" was another subcategory that was grouped under the sub-theme "placing stronger emphasis on systematic development of listening skills". ST40 and ST131 both suggested in the survey that "more listening activities might be added to the textbook". ST8 (interview) said that:

> I suppose there is one or two listening activities after each listening text. I think it would be better if they increased the number of these activities since we could do more practice this way.

Table 49

Stronger Emphasis on Systematic Development of Listening Skills- Students

Codes	*f*
providing more listening input	19
diversifying the types of listening exercises	4
establishing a match between L activities in the TB & in the ex	9
exposing students to familiar native accents	9
placing stronger emphasis on listening strategy training	7
inclusion of more listening exercises	5
inclusion of more stimulating listening exercises	3
Total	56

4.2.3.1.1.2 Placing stronger emphasis on systematic development of speaking skills

The category titled "placing stronger emphasis on systematic development of speaking skills" got the second highest number of mentions when it comes to putting more emphasis on the development of the four language skills. Several subcategories emerged under the subcategory, some of which will be reported in detail in this section.

One of these subcategories was titled "inclusion of more speaking activities". As the title indicates, the students talking about this subcategory suggested that more speaking activities should be added to the textbook. ST60 (survey) suggested that "the number of speaking sections should be increased". ST2 (interview) said that "they might add more speaking activities to the textbook so that students can improve their speaking skills". ST7 (interview) said that "they might increase the number of speaking sections in the textbook because communication is very important".

Another suggestion made to increase the effectiveness of the textbook was expressed under the subcategory "inclusion of more stimulating speaking activities". ST47 (survey) suggested that "speaking activities should be designed to be more fun". ST53 (survey) said that "speaking sections should be designed in a way that the questions actually make students want to speak and express their opinions". ST11 (interview) suggested that:

> There are some people in the class who can basically talk about anything even if the speaking topics are not good. However, I believe that the textbook should encourage students like me, I mean students who want to talk, but cannot talk because of the poor speaking activities. It is the textbook's responsibility to encourage these students using stimulating tasks.

The sub-theme "placing stronger emphasis on pronunciation skills development" was another category that emerged from the study. ST112 and ST135 both suggested in the survey that "there should be more emphasis on pronunciation in the textbook". ST20 (survey) said that "the textbook should have a section in which students are taught how to pronounce some common words that are hard to pronounce". ST5 (interview) said that "it would be better if the textbook would place more emphasis on pronunciation".

Table 50

Stronger Emphasis on Systematic Development of Speaking Skills- Students

Codes	f
inclusion of more speaking activities	17
placing stronger emphasis on pronunciation skills development	14
inclusion of more stimulating speaking activities	8
placing stronger emphasis on speaking strategy training	4
inclusion of real-life language models	4
Total	47

4.2.3.1.1.3 Placing stronger emphasis on systematic development of reading skills

The category "placing stronger emphasis on systematic development of reading skills" had several subcategories that supported the argument that there was a need to put stronger emphasis on systematic development of reading skills. One of these categories was titled "diversifying the type of reading exercises". As the title puts it, the students suggested that there should be a variety of reading exercises in the textbook. ST62 (survey) suggested that "there should be at least three different types of exercises in each unit and these activities should be diverse". ST9 (interview) said that: "The textbook should include different types of reading activities like multiple-choice or sentence completion questions. I think this is important so that we can understand the text better."

One of the subcategories was titled "providing more reading input". ST45 and ST121 both suggested in the survey that "the number of the reading texts in the textbook should be increased". ST3 (interview) said that "it would be better to have more reading passages in the textbook". ST8 (interview) said that:

> It would be great if they increased the number of reading texts in the textbook. Well, of course, we have a separate reading book that might compensate for the small number of reading passages in Language Leader, but I think the reason for having a separate reading book is that the textbook doesn't contain enough reading passages, so yes, my suggestion is to increase the number of reading texts in the textbook.

The last category to be explained in detail here is entitled "inclusion of more engaging reading texts". ST47 (survey) said that "reading texts should be more fun". Similarly, ST96 (survey) said that "the reading texts should be more interesting".

Table 51

Stronger Emphasis on Systematic Development of Reading Skills- Students

Codes	*f*
diversifying the types of reading exercises	4
establishing a match between R activities in the TB & in the ex	9
providing more reading input	8
inclusion of more engaging reading texts	3
placing stronger emphasis on reading strategy training	3
reducing the number of reading texts	3
inclusion of more stimulating reading exercises	2
Total	32

4.2.3.1.1.4 Placing stronger emphasis on systematic development of writing skills

The category "placing stronger emphasis on systematic development of writing skills" had two subcategories in which the student participants made some suggestions on how to increase the effectiveness of the textbook when it comes to the development of writing skills. First of all, students suggested that the textbook should include more stimulating writing tasks. ST37 (survey) and ST117 (survey) both said that "activities in the writing sections should be improved to motivate students". ST14 (survey) said that "more interesting writing activities are needed".

4.2.3.1.1.5 Offering a more effective integration of different language skills

The sub-theme "offering a more effective integration of different language skills" was another sub-theme that emerged from analyzing the qualitative data in the study. One of the two categories that emerged under the sub-theme was entitled

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"contextualizing learning through integration of different skills". ST62 (survey) said that "listening and reading activities should be combined with each other". ST15 (interview) said that:

> I think activities in the textbook should be organized in such a way that, for example, we use the vocabulary items we have learned in the speaking or we use them to make sentences, things like that. I mean, the textbook should integrate different things to make us use the things we have learned.

4.2.3.1.2 Placing stronger emphasis on systematic development of grammatical knowledge

The present sub-theme was titled "emphasis on systematic development of grammatical knowledge". It had several categories, some of which would be explained in detail here. One of these categories was created based on the suggestions that the textbook should "offer a more comprehensive presentation of grammar points". ST13 and ST17 suggested in the survey that "grammar points should be presented in more detail". Similarly, ST92 (survey) said that it might be a good idea to "add more comprehensive explanations to the grammar section". Finally, ST32 (survey) said that "the effectiveness of the grammar sections should be increased by adding more detailed grammar explanations".

The second category with the highest number of mentions was formulated based on the suggestions to increase the number of grammar points presented in each unit. Both ST51 (survey) and ST131 (survey) suggested that "the textbook should present more grammar points". Interviewstudent1 said that "more grammar points should be presented in each unit". Finally, ST4 (interview) suggested that: "It would be more beneficial for students like me, I mean students who are not good at grammar, if they added more grammar points per unit. We can learn more this way."

Another category that made its way as a category was titled "inclusion of more grammar exercises". As it is clear from the title, the students suggested that the textbook should include more grammar exercises. ST10 (survey) and ST111 (survey) both suggested that "the number of grammar exercises in the textbook should be increased". ST15 (interview) said that "there should be more grammar activities in the textbook".

ST16 (interview) said that: "I attach great importance to grammar because we need grammar for writing, speaking and all the skills, actually. Therefore, I think the number of grammar exercises should be increased."

Table 52

Stronger Emphasis on Systematic Development of Grammatical Knowledge- Students

Codes	f
offering a more comprehensive presentation of grammar points	13
increasing the number of grammar points presented in each unit	12
systematic recycling of grammar in the subsequent units	4
inclusion of more activities for revision of grammar	6
inclusion of more grammar exercises	7
providing a clearer presentation of grammar points	7
inclusion of more challenging grammar exercises	6
inclusion of more examples in grammar parts	4
diversifying the types of grammar exercises	2
Total	61

4.2.3.1.3 More careful selection of topics

The sub-theme "more careful selection of topics" was the one that got the third highest number of mentions as for the suggestions to increase the effectiveness of

the textbook. It had several categories grouped under it, some of which were explained here in detail.

The category which received the highest number of mentions under this sub-theme was entitled "featuring more engaging topics", indicating that the students thought that it was necessary for the textbook to include topics that are more engaging. ST7, ST34, and ST95 all suggested in the survey that "the topics in the textbook should be more interesting". ST19 (interview) said that he "would choose topics that were potentially of more interest to the students". ST17 (interview) told that: "What we really want is to study topics that actually appeal to us. If this happens, covering the units will be more beneficial and fun."

The second category to be reported here is entitled "covering up-to-date content". ST104 and ST115 both suggested in the survey that "the topics in the textbook should be more up-to-date". ST17 (interview) said that:

> Our teachers were really good at bringing about up-to-date topics that we could talk about. For example, we talked about sports and some other up-to-date topics. I think this is what the textbook should do: provide us with more up-to-date content.

Table 53

More Careful Selection of Topics- Students

Codes	f
featuring more engaging topics	22
covering up-to-date content	8
presenting topics in a more interesting way	7
covering a wider range of topics	6
Total	43

4.2.3.1.4 Offering the textbook at a more reasonable price

Another sub-theme to be reported here was entitled "offering the textbook at a more reasonable price". ST5, ST45, ST46, and ST95 all suggested in the survey that "the price of the textbook should be lowered". When asked what he/she would like to change about the textbook, ST20 (interview) told that he/she "would change the price of the textbook and make it cheaper". ST16 (interview) said that "the price of the textbook should definitely be lowered".

4.2.3.1.5 More carefully designed exercises and activities

The sub-theme "more carefully designed exercises and activities" was another sub-theme that emerged from the study. It had four categories, all of which will be described her in detail. One of these categories was entitled "inclusion of more stimulating exercises/activities". ST114 (survey) suggested that "activities that are more fun might be included into the textbook". Similarly, ST15 (survey) suggested that "the exercises in the textbook might be more fun". ST113 (survey) suggested there should be "better questions in the textbook" and ST34 (survey) said that "meaningless activities should be omitted from the textbook". ST10 (interview) said that: "There should be parts in the textbook, I mean, activities and exercises that make us think instead of looking at the activities and simply writing down mechanical answers to them."

The second category to be reported here suggests that the textbook should "provide a more balanced distribution of interaction patterns". It must be noted that the students answering the questions gave varying answers that express their opinions on which interaction pattern should be given more or less emphasis. Therefore, the author used this information to make the inference that providing a more balanced interaction pattern would give the students more opportunities to have the interaction pattern they think needs to be followed.

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ST113 (survey) said that it would be better "if they increased the number of whole-class activities". While ST116 (survey) suggested that "the number of group-work activities should be decreased", ST2 (interview) suggested that "there should be more group-work activities". ST15 (interview) said that:

> I think there is a need to have more student-teacher activities, one-to-one activities with the teacher. I, for example, recently realized that this type of activity is really useful when I had a one-to-one speaking activity with the teacher. When I spoke with the teacher, I could more clearly see what my mistakes are and what points I need to improve thanks to the feedback our teacher provided, so I think if we have activities in which we can have one-to-one practice with the teacher, it will be more beneficial.

The other category to be reported here is entitled "inclusion of more exercises/activities". As the title indicates, there were some students who suggested that there should be more activities in the textbook. ST116 (survey) and ST151 (survey), two of these students, suggested that "there should be more activities in the textbook". ST19 (interview) also suggested that "the textbook should include more activities for better practicing English".

Table 54

More Carefully Designed Exercises and Activities- Students

Codes	f
inclusion of more stimulating exercises/activities	11
providing a more balanced distribution of interaction patterns	9
inclusion of more exercises/activities	9
diversifying the types of exercises/activities	5
Total	34

4.2.3.2 Recommendations to increase the effectiveness of the textbook – Instructors

"Recommendations to increase the effectiveness of the textbook" is the last overarching theme that emerged from the qualitative data collected through open-

ended surveys and interviews from the instructors. The sub-themes under the main theme were suggestions that the instructors made in order to increase the effectiveness of the textbook.

Table 55

Recommendations to Increase the Effectiveness of the Coursebook- Instructors

Themes	f
placing stronger emphasis on systematic development of the four language skills	95
more carefully designed exercises and activities	30
placing stronger emphasis on systematic development of vocabulary skills	28
utilization of effective supplementary materials	23
placing stronger emphasis on systematic development of grammatical knowledge	20
more careful selection of topics	14
more carefully designed layout and physical makeup	11
offering the coursebook at a more reasonable price	5
catering for different learning styles	4
increasing the effectiveness of the online learning component	4
providing a more effective integration of cultural elements into the textbook	3
Total	237

4.2.3.2.1 Placing stronger emphasis on systematic development of the four language skills

The sub-theme "emphasis on systematic development of the four language skills" was the sub-theme with the highest mentions from the instructors in the study as for suggestions to increase the effectiveness of the textbook. Five specific categories emerged under the sub-theme which were entitled "placing stronger emphasis on systematic development of listening skills", "placing stronger emphasis on

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systematic development of reading skills", "placing stronger emphasis on systematic development of speaking skills", "offering a more effective integration of different language skills" and "placing stronger emphasis on systematic development of writing skills".

Table 56

Placing Stronger Emphasis on Systematic Development of the Four Language Skills-Instructors

Codes	*f*
stronger emphasis on systematic development of listening skills	31
stronger emphasis on systematic development of reading skills	21
stronger emphasis on systematic development of speaking skills	17
offering a more effective integration of different language skills	16
stronger emphasis on systematic development of writing skills	10
Total	95

4.2.3.2.1.1 Placing stronger emphasis on systematic development of listening skills

The category "placing stronger emphasis on systematic development of listening skills" was one of the categories that emerged from the study. One of the suggestions the instructors made about the development of listening skills was to provide more listening input. INS6-Female (interview) said that: "We need more listening passages in the textbook. It is very important because students need a lot of listening input before they get really good at listening."

INS5-Female (interview, administrative staff) said that:

> I would add listening texts to the textbook if I were given the chance. You know, this way students can have more input. Actually, we figured that there was

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problems with the listening section, so our instructors prepared some extra listening materials for each week. [sic]

Another subcategory that emerged from the text was titled "placing stronger emphasis on listening strategy training". INS6 (survey) said that the textbook "should give more emphasis to listening strategies".

Another sub-category that emerged from the study was titled "diversifying the types of listening exercises". INS4-Male (interview) said that "the priority in this book should be to add a variety of listening activities to the book".

Table 57

Stronger Emphasis on Systematic Development of Listening Skills- Instructors

Codes	f
providing more listening input	11
diversifying the types of listening exercises	2
establishing a match between L activities in the TB & in the ex	6
placing stronger emphasis on listening strategy training	5
inclusion of more stimulating listening exercises	3
delivery of listening materials at an appropriate pace	2
inclusion of authentic listening material	1
inclusion of more listening exercises	1
Total	31

4.2.3.2.1.2 Placing stronger emphasis on systematic development of reading skills

The category "placing stronger emphasis on systematic development of reading skills" was another category that emerged from the study. There were several

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subcategories under it, one of which was entitled "inclusion of more stimulating reading exercises".

Another subcategory that emerged from the study was entitled "providing more reading input". INS4-Male (interview) said that "we need more reading passages in the textbook to provide students with sufficient input". INS6-Female (interview) agreed that "we need more texts in the book because it is what students need to be competent readers".

Another subcategory that emerged from the study was titled "diversifying the types of reading activities". INS4-Male (interview) said that "the book needs to add more variety to reading activities". INS2-Female (interview) said that if she had the chance, she "would make the reading activities more various".

Table 58

Stronger Emphasis on Systematic Development of Reading Skills- Instructors

Codes	*f*
inclusion of more stimulating reading exercises	5
diversifying the types of reading exercises	3
establishing a match between R activities in the TB & in the ex	2
providing more reading input	4
placing stronger emphasis on reading strategy training	3
inclusion of more engaging reading texts	2
inclusion of more reading exercises	2
Total	21

4.2.3.2.1.3 Placing stronger emphasis on systematic development of speaking skills

The category "placing stronger emphasis on systematic development of speaking skills" was another category that emerged from the study. It had several subcategories that emerged under it. One of these subcategories was entitled "inclusion of more stimulating speaking activities". INS6-Female (interview) said that:

> Some speaking activities, especially the ones in the scenario sections, don't appeal to students. Teachers may have to adapt these activities considering the needs and interest of the student profile. To solve this problem, the speaking activities in the book should be designed to get our students' attention.

Another suggestion by the students was to place stronger emphasis on pronunciation skills development. INS7 (survey) said that "more pronunciation activities are needed in the book". INS2-Female (interview) said that:

> I think the book should teach phonology and phonetics starting from the lowest level. Also, they should have a separate syllabus. Of course, this syllabus should be a part of the main syllabus. Yeah, it is what I believe for pronunciation teaching.

Table 59

Stronger Emphasis on Systematic Development of Speaking Skills- Instructors

Codes	f
inclusion of more stimulating speaking activities	5
placing stronger emphasis on speaking strategy training	5
placing stronger emphasis on pronunciation skills development	3
inclusion of real-life language models	3
diversifying the types of speaking activities	1
Total	17

4.2.3.2.1.4 Offering a more effective integration of different language skills

The sub-theme "offering a more effective integration of different language skills" was another sub-theme that emerged from the study. "Contextualizing learning through integration of different skills" was one of the categories that emerged from the study. INS6 (survey) said that "skills should be taught in an integrated way". INS2-Female (interview) said that:

> Teaching of different skills should be integrated with each other. For example, students might have discussion about a reading they read or they can listen to a lecture and write their opinions about it or something like this. This way all skills can improve together and their English gets better quickly.

INS1-Female (interview) said that:

> The book might have some activities where students can practice different skills. For example, erm, the book can give half-of the story. Then students read the story and complete it. This way they can study reading and writing together. Also, yeah, the activity is meaningful.

The other category that emerged from the study was entitled "placing equal emphasis on all language skills". INS9 (survey) said that the textbook should "balance the focus on four skills". INS14 (survey) said that "there should be a balance of four skills". INS5-Female (interview, administrative staff) said that:

> The focus of the book should be to improve all four skills equally well. And to do that, give equal importance to all these skills. So all skills should be integrated to be able to use all skills in an effective way.

4.2.3.2.1.5 Placing stronger emphasis on systematic development of writing skills

The category "placing stronger emphasis on systematic development of writing skills" was another category in the study. One of the subcategories under the category was entitled "placing stronger emphasis on academic writing skills". INS2 (survey) said that "more academic writing tasks can be introduced". INS17 (survey)

said that "writing parts should be revised because they do not meet students' academic needs". INS2-Female (interview) said that:

> The writing tasks in the book should be more academic. Well, you know we are preparing our students for an academic exam, but the book asks them, erm… It asks them to write a CV. OK, writing a CV is an important skill, but you know what is more important? Writing sentences to, to express an opinion. The book needs that.

4.2.3.2.2 More carefully designed exercises and activities

The sub-theme "more carefully designed exercises and activities" was another sub-theme that emerged from the study. One of the categories that emerged from the study was entitled "inclusion of more stimulating exercises/activities". Another category that emerged from the study was titled "diversifying the types of exercises/activities". INS17 (survey) said that "a wide range of activities should be used in the book". INS8 (survey) said that "the book should contain a variety of activities to ensure some novelty". INS4-Male (interview) said that:

> What I'm about to say is not really only about this coursebook... If you try to follow the laid out pattern within a coursebook, things become very repetitive and demotivating for students really fast, so the way I'm concerned with usually with my lessons, before my lessons, is how to add some variety to the activities in the book. They should try to create more variety because this way the book won't feel repetitive. [sic]

Another category that emerged from the study was titled "careful sequencing of exercises/activities within units". INS3-Female (interview) said that: "Oh, I would change the sequencing of the activities. For example, some of the activities are provided as post-reading activities, but I would do them as pre-reading activities."

INS2-Female (interview) said that:

> The book should… for example, there are three reading questions before the listening or reading, but they are too specific, so the book should ask these questions after the reading. Also, there are some general questions after the activities like "Do you like movies", I don't know or something like that… I would write these questions before the activities because everybody can answer them. You don't need to read the text or listen to the audio to answer this question.

Table 60

More Carefully Designed Exercises and Activities- Instructors

Codes	*f*
inclusion of more stimulating exercises/activities	9
diversifying the types of exercises/activities	6
personalizing the exercises/activities in the textbook	6
providing a more balanced distribution of interaction patterns	4
careful sequencing of exercises/activities within units	3
inclusion of more exercises/activities	2
Total	30

4.2.3.2.3 Placing more emphasis on systematic development of vocabulary skills

The sub-theme "placing more emphasis on systematic development of vocabulary skills" was another sub-theme that emerged from the study. One of the categories under it was titled "inclusion of more vocabulary exercises". INS12 (survey) said that "the number of vocabulary exercises should be increased". INS13 (survey) said that "some extra materials should be prepared to help students internalize the vocabulary items". INS1-Female (interview) said that "it would be better if the textbook provided more vocabulary exercises". INS5-Female (interview, administrative staff) said that: "They should add some more exercises to the book if they really want to teach vocabulary."

Another category that emerged from the study was titled "using a variety of methods to introduce vocabulary". INS6-Female (interview) said that: "there should be some variety in presenting the words in the book". INS4-Male (interview) said that: "As for vocabulary, what I would do is make the presentation of vocabulary sections, erm, more interesting because the way they are [presented] is repetitive."

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Another category that emerged from the study was titled "placing particular emphasis on lexical chunks". INS2-Female (interview) said that:

> Well, I would do collocation teaching in the book. It would be really great, but the book teaches single words mostly. Instead, it should teach words together with the words they are used with. For example, if it is teaching this word, erm, let's say "exam", it should give us "pass an exam" or "cheat in an exam". The book gives some collocations, of course, but I think they are quite limited.

Another category that emerged from the study was titled "providing a meaningful context for vocabulary learning". INS2-Female (interview) said that:

> If I were the author of the book, I would provide a context and teach the words in this context. Also, I would create a context for vocabulary activities and ask students use this context, you know, to practice these words here instead of teaching vocab in single sentences and asking questions in single sentences. [sic]

Another category that emerged from the study was titled "diversifying the type of vocabulary exercises". INS6-Female (interview) said that she "would like to see many different types of vocab activities" in the textbook. INS2-Female (interview) said that: "There should be different types of vocabulary activities in the book to, to prevent things being repetitive. They can add more activities to study the words in word and sentence level."

Table 61

Stronger Emphasis on Systematic Development of Vocabulary Skills- Instructors

Codes	f
providing a meaningful context for vocabulary learning	6
systematic recycling of vocabulary in the subsequent units	3
inclusion of more activities for revision of vocabulary	3
inclusion of more vocabulary exercises	4
placing particular emphasis on lexical chunks	3
using a variety of methods to introduce vocabulary	3
avoiding introducing infrequent words as target words	2
diversifying the types of vocabulary exercises	2

Table 61 (continued)

Themes	*f*
inclusion of more stimulating vocabulary exercises	1
placing stronger emphasis on vocabulary learning strategies	1
Total	28

4.2.3.2.4 Utilization of effective supplementary materials

The sub-theme "utilization of effective supplementary materials" was another sub-theme that emerged from the study. It had several sub-themes, one of which was entitled "inclusion of materials for extensive reading and listening". INS5 (survey) said that "the textbook can supply us with extra materials in terms of reading and listening". INS4-Male (interview) said that "because students need a lot of input to actually learn English" he "would publish an extra book with extra reading and listening activities". INS6-Female (interview) said that:

> Students need to do hours and hours of reading and listening if we want to reach our goals as a prep school and students' level actually goes higher. And it is the book that should provide us with these materials.

Another category that emerged from the study was titled "providing students with a print workbook". INS14 (survey) said that "there should be a printed workbook". INS7-Female (interview) said that she "would have a printed workbook".

Another category that emerged from the study was "inclusion of instructional games". INS8 (survey) said that "they should supplement the book with additional games". INS7-Female (interview) said that "the book should come with some vocab. games to revise the vocabulary items".

Another category that emerged from the study was titled "providing more engaging videos". INS3-Female (interview) said that: "I would make some changes to the video sessions. I would change the video parts, make them more visually attractive, more interesting."

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Table 62

Utilization of Effective Supplementary Materials- Instructors

Codes	*f*
inclusion of materials for extensive reading and listening	18
providing students with a print workbook	2
inclusion of instructional games	2
providing more engaging videos	1
Total	23

4.2.3.2.5 Placing more emphasis on systematic development of grammatical knowledge

The sub-theme "placing more emphasis on systematic development of grammatical knowledge" was another sub-theme that emerged from the study. One of the categories written under it was titled "providing a meaningful context for introducing grammar points".

Another category that emerged from the study was "using a variety of methods to introduce grammar". INS8-Female (interview) said that "they should change how the book presents grammar by adding variety". INS6-Female (interview) said that "grammar should be presented in different ways to get students' attention".

Table 63

Stronger Emphasis on Systematic Development of Grammatical Knowledge- Instructors

Codes	*f*
providing a meaningful context for introducing grammar points	4
using a variety of methods to introduce grammar	4
inclusion of more challenging grammar exercises	3

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Table 63 (continued)

Themes	f
offering a more comprehensive presentation of grammar points	3
inclusion of more grammar exercises	2
systematic recycling of grammar in the subsequent units	2
diversifying the types of grammar exercises	1
reducing the number of grammar points presented in each unit	1
Total	20

4.2.3.2.6 More careful selection of topics

The sub-theme "more careful selection and organization of topics" was another sub-theme that emerged from the study. One of the categories that emerged under the subtheme was entitled "featuring more engaging topics". ST11 (survey) said that "more interesting topics can be added" to the textbook. ST16 (survey) said that "topics of the units can be more attention-grabbing".

INS2-Female (interview) said that:

> I would definitely change the topics. I would choose things that are closer to students. For example, I would definitely omit the unit about the asteroids. Oh, you can mention the sun; that is OK because sun may be interesting to the students. It is sun, you know, but talking about asteroids, meteors, and meteorites and the difference between them is not something students might be interested in. or not Estee Lauder. But I don't know, iphone and how it was created, because students either have or iPhones or they want to have iphones. Or the differences between Samsung and iPhone, this might get everyone's attention, because this is the kind of topic our students will find interesting, not asteroids or Estee Lauder. Not how Sony was created. Sony isn't around that much. You know I have some students who have never heard of Sony.

Another category that emerged from the study was entitled "covering up-to-date content". ST15 (survey) said that "some units should be edited to make the topics up-to-date". INS3-Female (interview) said that:

I would try to update some of the content. For example, there is a unit about films, OK. There is some information about the films, but those films are old-fashioned. I would change those with the new ones.

INS2-Female (interview) said that:

If they use up-to-date topics about the things, I don't know, things that happened a few years ago, or things that will happen in the near future, I think they can get students' attention very easily. Sometimes I bring extra materials to the class about the recent events and we have a great lesson because these topics are up-to-date and so relevant to students.

Another category that emerged from the text was titled "inclusion of authentic materials". INS1 (survey) said that "authentic materials are needed". INS6-Female (interview) said that "the first step in improving students' English is to provide them with enough authentic or semi-authentic input".

Another category that emerged from the study was titled "presenting topics in a more accessible way". INS8 (survey) said that "academic topics can be presented more lightheartedly to engage younger students". INS4-Male (interview) said that: "…Erm, we could still talk about personality but maybe with a lighter touch for those students, but some students seem to enjoy it again."

Table 64

More Careful Selection of Topics- Instructors

Codes	f
featuring more engaging topics	7
covering up-to-date content	3
inclusion of authentic materials	2
presenting topics in a more accessible way	2
Total	14

CHAPTER 5

DISCUSSION

5.0 Presentation

This chapter presents an overview of the study and provides a discussion of the results framed by the research questions that guided the thesis. It also discusses the implications and limitations of the study, as well as offering suggestions for further research.

5.1 Overview of the Study

The purpose of the study was to carry out a post-use evaluation of the coursebook *New Language Leader Intermediate* from the perspectives of language preparatory school students, instructors and an administrative staff member at a public university in Turkey. The quantitative data for the study were collected through student and instructor questionnaires. The qualitative data were gathered through the open-ended items in these questionnaires and semi-structured interviews conducted with the students, instructors and one of the administrative staff members in the institution. The quantitative data were used to find out what aspects of the coursebook were rated highly by the students and instructors. The qualitative data, on the other hand, were used to identify the overall strengths and weaknesses of the textbook and to elicit recommendations from the participants on how to improve the effectiveness of the coursebook. After the quantitative data and qualitative data were analyzed separately, the results were merged in this stage to see if the findings from different sets of data converge or diverge. This is not only a characteristic of

convergent parallel mixed methods design, but also a way to provide a more complete description of what is being studied (Greene et al., 1989). Thus, the study was expected to give a fuller picture of the coursebook under investigation thanks to different sources of data provided by different stakeholders.

The overall results of the quantitative phase suggested that participants found the coursebook moderately effective. All the aspects of the coursebook investigated in the questionnaire had fairly high ratings, with the exception of practical considerations component. The results of the qualitative data analysis were in line with the quantitative portion to a certain extent. However, opinion was divided as to whether a particular aspect could be considered effective because there were differing opinions about the strengths and weaknesses of the coursebook. The suggestions made by the participants on how to increase the effectiveness of the coursebook varied, as well. It must be noted that student and instructor data revealed similar results in many cases for both quantitative and qualitative data. All things considered, different types of data gathered from students and instructors indicated that participants were moderately satisfied with the coursebook, and some changes should be made to the coursebook in order to increase its effectiveness.

5.2 Discussion of the Findings

5.2.1 Topics

The overall results indicated that the topics in the coursebook were carefully selected and several positive qualities were attributed to the coursebook in terms of its topics. To begin with, both the quantitative and qualitative analyses suggested that the coursebook contained a large variety of topics. Secondly, the questionnaire findings indicated that the coursebook was free of stereotypes, which was also mentioned by the students that were interviewed.

When it comes to whether the topics in the coursebook were engaging, participants expressed different opinions. Around half of the students ($n = 127$) and instructors ($n = 11$) who talked about the issue found the topics engaging while the other half did not think that the topics were interesting. The qualitative data yielded similar results in that there was no agreement among the participants on whether the topics were engaging.

The coursebook had its shortcomings with regard to topics, as well. Firstly, according to the students and instructors who took part in the questionnaire, the coursebook did not include a sufficient variety of text types. There were also some findings that emerged from the qualitative portion of the study yet were not included in the questionnaire. One of these findings emerged from the instructor data as a weakness and suggested that the coursebook did not build on the prior knowledge of learners. Another finding of this kind was about the way the coursebook covered topics. Several students told that the coursebook covered the topics at a superficial level, which was a weakness.

5.2.2 Culture

The study investigated the participants' perceptions of the cultural content in the coursebook and found that there were different opinions related to the portrayal of the cultural content. The quantitative data analysis revealed that students were more satisfied with how the coursebook integrated target-language culture into the texts and exercises than the instructors. Indeed, while this component received one of the highest average mean scores in the student questionnaire ($M = 2.71$), it got one of the lowest in the instructor questionnaire ($M = 2.46$). On the other hand, the qualitative data analysis showed that student opinion was divided as to whether the inclusion of target-language culture into the coursebook was effective. Moreover, the qualitative data analysis revealed a strength of the coursebook that was not investigated in the questionnaire. Several students that were interviewed told that the coursebook promoted cultural diversity. As for the instructors, although

promotion of cultural diversity and inclusion of elements of the target-language were mentioned by a few instructors as strengths, most of the instructors did not mention cultural content of the coursebook at all during the interviews.

5.2.3 Grammar

The overall findings concerning grammar showed that the participants were satisfied with some aspects of grammar coverage in the coursebook and dissatisfied with others. According to the quantitative findings, both the students and instructors felt that the grammar points were suitable for the students' level, which was one of the positive qualities attributed to the coursebook. The quantitative results also indicated that new grammar points were adequately recycled in the subsequent units. This result is consistent with the data obtained via the interviews conducted with the students.

Although it was not addressed in the questionnaire, one of the aspects students liked most about the grammar coverage in the coursebook was inclusion of a concise grammar reference section. It must be noted that this was not mentioned by any of the instructors that provided qualitative data on grammar.

One finding to emerge from the quantitative analysis is that the grammar points are clearly presented in the coursebook. Many students who answered the open-ended questions in the survey and those who were interviewed agreed that one of the strengths of the coursebook was clear presentation of grammar points.

One aspect of the grammar that the students and instructors seemed to find inadequate was on how thoroughly the grammar points were covered in the coursebook. Both the instructors ($M = 2.55$) and the students ($M = 2.37$) were in agreement that grammar points were not covered thoroughly in the coursebook. Students, especially, felt that they needed more detailed explanations on grammar points. The qualitative data corroborated these findings, indicating that both the

students and instructors felt that the coursebook does not offer comprehensive grammar instruction.

According to the qualitative results, the students did not find the grammar practice in the coursebook sufficient whereas the instructors' opinions divided as to whether the number of grammar exercises was adequate for the students, most of the instructors talking about the issue finding it adequate.

Last but not least, the instructors told in the open-ended section of the survey and in the interview that the coursebook lacked variety in the presentation of new grammar points. They added that the coursebook used Presentation- Practice- Production (PPP) approach excessively to present grammar and it creates a feeling of repetitiveness.

5.2.4 Vocabulary

The overall results suggested that the coursebook was found effective in increasing students' vocabulary knowledge despite the fact that several problems were identified with the vocabulary coverage in the coursebook. Also, when taken together, the quantitative and qualitative analyses show that the students expressed more satisfaction with the coursebook in terms of vocabulary compared to the instructors.

One of the strengths both the students and instructors associated with the coursebook is that the vocabulary items were introduced in a meaningful context. Both the quantitative and qualitative data supported this finding. Another strength related to the vocabulary was that both the students and the instructors thought that the vocabulary items in the coursebook were suitable for the students' level. The strength was identified through the analysis of quantitative data. The qualitative results indicated that the coursebook exposed learners to vocabulary on a wide

range of topics, which was referred to as a strength both by the students and the instructors.

As for recycling of vocabulary, the participants' opinions differed. The questionnaire results showed that the participants did not find recycling adequate. However, the qualitative findings suggested that while there were some students who felt that new vocabulary items are not recycled adequately, a larger number of students found recycling sufficient. Most of the instructors, on the other hand, did not talk about recycling at all.

Perhaps the most interesting finding on vocabulary was that the students and instructors had different views on what strengths and weaknesses the coursebook had in terms of vocabulary. For example, as for the strengths, the students focused on the target words and stated that the coursebook introduced a reasonable number of words in each unit and the target words introduced were made up of frequently used words. They were also content to have a target vocabulary list in the coursebook. The instructors, on the other hand, did mention some of these strengths, yet they did not give prominence to any of them.

As for the weaknesses, while the students felt that the number of vocabulary exercises was not adequate, the instructors thought that the coursebook presented infrequently used words as target words.

5.2.5 Skills

The overall results show that the skills coverage in the coursebook has its merits and shortcomings. This topic received particular attention and most of the the participants talked about some aspects that they liked or disliked about any one of the skills covered in the coursebook, regardless of whether they were asked to do so. The finding indicates that the participants not only give importance to the development of the four language skills, but also they have opinions of their own

about what makes the coursebook effective or ineffective when it comes to developing the four skills.

At this point it is worth mentioning that there are certain differences between the students' and instructors' views in terms of skills coverage. When taken together, the quantitative and qualitative findings show that while the students tended to be more positive, the instructors expressed more concerns on the issue.

The merged results show that the coursebook integrated different language skills in an effective way. More specifically, the qualitative data analysis indicates that different language skills complemented each other, and the integration of different skills helps engage the students. One weakness of the coursebook, according to the participants, was that it did not put equal emphasis on the four language skills.

The study found that when it comes to skills coverage, the coursebook was most successful in facilitating the development of reading skills. Both the students and instructors told that the coursebook placed strong focus on developing effective reading strategies. As to whether the coursebook provided sufficient reading input, the students and instructors had different opinions. While many students thought that reading input is sufficient, there were more instructors who did not find the reading input sufficient compared to those who thought that it was adequate.

Not many participants have identified weaknesses associated with the coverage of reading skill. One weakness that was common in both the instructors' and students' answers was related to reading exercises. The participants revealed that the reading exercises are not stimulating and there is a lack of variety in types of reading exercises.

The study found that the coursebook was not found very effective in developing listening skills. Although several strengths were identified related to the component, most participants focused on the weaknesses. It must be noted that the instructors especially felt very negative about the listening skills coverage in the coursebook

and they did not identify any strengths that many instructors supported unlike weaknesses.

5.3 Implications for English Language Teaching (ELT)

The current study has several implications for ELT research and practice. One of the most obvious ones is that coursebook evaluation, or materials evaluation in general, is an invaluable practice that benefits both research and practice. It is expected to assist researchers in determining what criteria are important in evaluating materials, which in turn helps determine whether these criteria result in effective materials which actually promote language learning and teaching. The criteria mentioned here are likely to inform Second Language Acquisition (SLA) research just as SLA research informs materials.

As for practice, coursebook evaluation is likely to have implications for teachers, students, administrators, publishers and authors. First of all, students and teachers who are the actual users of the materials in the classroom will have the opportunity to learn about what strengths and weaknesses the materials possess. This information can be used to adapt or even change the materials that are in use. Also, teachers and students can understand each others' and their own needs and wants from the materials, which might be indicators of their beliefs about language learning and teaching. Administrators of the institutions can make use of coursebook evaluation research in order to make informed decisions about whether a particular set of materials are appropriate for future use. The process may also increase their awareness about what to look for in materials and might help them consider the potential effects of materials on success. Finally, authors and publishers can benefit from the results of the study in the materials development process and while editing their materials. Also, it might give them a chance to see students and teachers as active participants of the process, not mere consumers who have passive roles in the process.

5.4 Limitations to the Study

There were some limitations to the current study. First of all, although it is suggested by some researchers (see, for example, McGrath, 2002) that textbook evaluation should be a cyclical process, the study only utilized a post-use evaluation. The reason for not having a chance to evaluate the materials before they were selected was that the textbook was already in use at the time of data collection. Another limitation might be participant bias. Although students were informed that they were supposed to answer the questions related to the coursebook *New Language Leader Intermediate* only, they might have thought about other textbooks in the Language Leader series, as well and answered the questions accordingly, which might have an influence on the results. Finally, since the study was carried out in a single institution, how the textbook was exploited in the institution might have had effects on the results because it is possible that the participants may not differentiate between the coursebook itself and how it was used in the institution.

5.5 Suggestions for Further Research

The current study was an attempt to evaluate the coursebook from the perspectives of different stakeholders and it employed a researcher-developed questionnaire in order to collect data from students and instructors. This might inform further research in several ways. Firstly, they might carry out another research into the same coursebook employing a different group of participants so as to see if the studies yield similar results. Also, researchers might use the questionnaire in their post-evaluation studies, which might be a way to further validate the instrument. Moreover, the instrument might be adapted so that it fits the requirements of the setting the textbook is being used. Finally, this study employed students, instructors and an administrative staff member as stakeholders. Future studies might employ publishers and authors in addition to the ones mentioned here. This might give the

researchers the opportunity to figure out in what ways these stakeholders' opinions differ and how these differences can inform materials and materials development.

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APPENDICES

A: HUMAN SUBJECTS ETHICS COMMITTEE APPROVAL

UYGULAMALI ETİK ARAŞTIRMA MERKEZİ
APPLIED ETHICS RESEARCH CENTER

ORTA DOĞU TEKNİK ÜNİVERSİTESİ
MIDDLE EAST TECHNICAL UNIVERSITY

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01 TEMMUZ 2016

Sayı: 28620816 / 259

Konu: Değerlendirme Sonucu

Gönderilen: Yrd. Doç. Dr. Perihan SAVAŞ,

            İngiliz Dili Eğitimi Böl.

Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)

İlgi: İnsan Araştırmaları Etik Kurulu Başvurusu

Sayın Yrd. Doç. Dr. Perihan SAVAŞ,

Danışmanlığını yaptığınız yüksek lisans öğrencisi Özlem ÖZ'ün "New Language Leader Intermediate ders kitabının öğrenci ve öğretmenlerin gözünden değerlendirilmesi" başlıklı araştırması İnsan Araştırmaları Etik Kurulu tarafından uygun görülerek gerekli onay **2016-EGT-113** protokol numarası ile **29.07.2016-10.07.2017** tarihleri arasında geçerli olmak üzere verilmiştir.
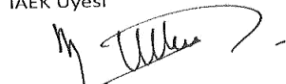
        Bilgilerinize saygılarımızla sunarız.

                            Prof. Dr. Canan SÜMER
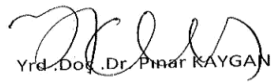
                    İnsan Araştırmaları Etik Kurulu Başkanı

Prof. Dr. Meliha ALTUNIŞIK

İAEK Üyesi

Prof. Dr. Mehmet UTKU

İAEK Üyesi

Yrd. Doç. Dr. Pınar KAYGAN

İAEK Üyesi

Prof. Dr. Ayhan SOL

İAEK Üyesi

Prof. Dr. Ayhan Gürbüz DEMİR

İAEK Üyesi

Yrd. Doç. Dr. Emre SELÇUK

İAEK Üyesi

B: INFORMED CONSENT FORM (QUESTIONNAIRE)/ ARAŞTIRMAYA GÖNÜLLÜ KATILIM FORMU (ANKET)

Bu araştırma, ODTÜ İngiliz Dili Öğretimi bölümü yüksek lisans öğrencilerinden Özlem Öz tarafından yürütülmektedir. Bu form sizi araştırma koşulları hakkında bilgilendirmek için hazırlanmıştır.

Çalışmanın Amacı Nedir?

Araştırmanın amacı, İngilizce hazırlık sınıfındaki öğrenci ve öğretmenlerin *New Language Leader Intermediate* ders kitabı hakkındaki görüşlerine dair bilgi toplamaktır.

Bize Nasıl Yardımcı Olmanızı İsteyeceğiz?

Araştırmaya katılmayı kabul ederseniz, sizden yaklaşık 15-20 dakika sürmesi beklenen bir ankete katılmanız istenmektedir. Bu ankette sizden beklenen *New Language Leader Intermediate* ders kitabını çeşitli açılardan incelemeye yönelik olan maddeleri okuyup soru köküne uygun bir şekilde yanıt vermenizdir.

Sizden Topladığımız Bilgileri Nasıl Kullanacağız?

Araştırmaya katılımınız tamamen gönüllülük temelinde olmalıdır. Araştırmada sizden kimlik belirleyici hiçbir bilgi istenmemektedir. Cevaplarınız tamamıyla gizli tutulacak, sadece araştırmacılar tarafından değerlendirilecektir. Katılımcılardan elde edilecek bilgiler toplu halde değerlendirilecek ve bilimsel yayımlarda kullanılacaktır. Sağladığınız veriler gönüllü katılım formlarında toplanan kimlik bilgileri ile eşleştirilmeyecektir.

Katılımınızla ilgili bilmeniz gerekenler:

Çalışma, genel olarak kişisel rahatsızlık verecek sorular içermemektedir. Ancak, katılım sırasında sorulardan ya da herhangi başka bir nedenden ötürü kendinizi rahatsız hissederseniz cevaplama işini yarıda bırakıp çıkmakta serbestsiniz. Böyle bir durumda çalışmayı uygulayan kişiye, çalışmadan çıkmak istediğinizi söylemek yeterli olacaktır.

Araştırmayla ilgili daha fazla bilgi almak isterseniz:

Bu çalışmaya katıldığınız için şimdiden teşekkür ederiz. Çalışma hakkında daha fazla bilgi almak için ODTÜ İngiliz Dili Öğretimi bölümü yüksek lisans öğrencilerinden Özlem Öz (e-posta: oz.ozlem@metu.edu.tr) ile iletişim kurabilirsiniz.

Yukarıdaki bilgileri okudum ve bu çalışmaya tamamen gönüllü olarak katılıyorum.

(Formu doldurup imzaladıktan sonra uygulayıcıya geri veriniz).

İsim Soyad   Tarih   İmza

---/----/-----

C: TEXTBOOK EVALUATION QUESTIONNAIRE – STUDENTS
(ENGLISH)

Age: _____   **Gender:** **Female** ☐   **Male** ☐

BA Major: _____

On average, how many hours do you spend studying English outside class per week? _____ **hours**

PART- 2: Please indicate how much you agree with each of the following statements (*1-Strongly Disagree, 2-Disagree, 3-Agree and 4-Strongly Agree*).

	1-Strongly Disagree	2-Disagree	3-Agree	4-Strongly Agree
A/ Topics				
1. There is a sufficient variety of topics in the coursebook.	1	2	3	4
2. The topics covered in the coursebook are interesting to me.	1	2	3	4
3. The topics covered in the coursebook are suitable for my age.	1	2	3	4
4. The coursebook contains a sufficient variety of text types (e.g., dialogues, essays, poetry, drama, and folk tales).	1	2	3	4
5. The content of the coursebook is factually accurate.	1	2	3	4
6. The coursebook contains authentic materials (e.g., news reports and leaflets).	1	2	3	4
7. The coursebook material is up-to-date.	1	2	3	4
8. The coursebook is free of stereotypes (e.g., racial, sexual, and cultural).	1	2	3	4
B/ Target-language Culture				
9. The texts incorporate elements of British culture.	1	2	3	4

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10. The texts incorporate elements of American culture.	1	2	3	4
11. The exercises incorporate elements of British culture.	1	2	3	4
12. The exercises incorporate elements of American culture.	1	2	3	4
C/ Grammar and Vocabulary				
13. The grammar points introduced in the coursebook are appropriate to my level.	1	2	3	4
14. The grammar points are presented clearly.	1	2	3	4
15. The grammar points are presented thoroughly.	1	2	3	4
16. The grammar points are introduced in a meaningful context.	1	2	3	4
17. New grammar points are recycled adequately in the subsequent units.	1	2	3	4
18. The number of new words introduced in each unit is appropriate to my level.	1	2	3	4
19. The vocabulary items are introduced in a meaningful context.	1	2	3	4
20. New vocabulary is recycled adequately in the subsequent units.	1	2	3	4
D/ Skills				
21. The coursebook places equal emphasis on the four language skills (speaking, listening, reading, and writing).	1	2	3	4
22. The coursebook promotes the integration of different language skills (e.g., reading-writing and listening-speaking).	1	2	3	4
23. The coursebook pays attention to sub-skills (e.g., listening for gist, note-taking, and skimming for information).	1	2	3	4
24. The coursebook provides a meaningful context for the development of listening skills.	1	2	3	4
25. The coursebook provides a meaningful context for the development of reading skills.	1	2	3	4
26. The coursebook provides a meaningful context for the development of writing skills.	1	2	3	4
27. The coursebook provides a meaningful context for the	1	2	3	4

development of speaking skills.				
28. The coursebook provides a meaningful context for the development of pronunciation skills.	1	2	3	4
29. The coursebook emphasizes different aspects of pronunciation skills such as stress and intonation.	1	2	3	4
E/ Activities				
30. The activities in the coursebook are appropriate to my level.	1	2	3	4
31. There is an adequate balance of individual, pair, group, and whole-class activities.	1	2	3	4
32. The activities encourage me to participate actively in class.	1	2	3	4
33. The activities promote critical thinking skills (e.g., interpretation, analysis, synthesis, and evaluation skills).	1	2	3	4
34. The instructions to the activities are clear to me.	1	2	3	4
35. The activities in the coursebook are interesting to me.	1	2	3	4
36. The activities facilitate the development of study skills, such as outlining and looking up words in the dictionary.	1	2	3	4
F/ Layout and Physical Makeup				
37. The physical appearance of the coursebook is attractive to me.	1	2	3	4
38. The coursebook is organized in a way that is easy to follow.	1	2	3	4
39. The illustrations (e.g., pictures, diagrams, and maps) assist me in understanding the material in the coursebook.	1	2	3	4
40. The illustrations in the coursebook are interesting to me.	1	2	3	4
41. The illustrations are free of unnecessary details that may confuse me.	1	2	3	4
G/ Practical Considerations				
42. The coursebook is easily accessible.	1	2	3	4
43. The price of the coursebook is reasonable.	1	2	3	4

1. In your opinion, what are the major **strengths** of the coursebook? Please write about <u>at least three</u> strengths.

   _____
   _____
   _____
   _____
   _____
   _____
   __

2. In your opinion, what are the major **weaknesses** of the coursebook? Please write about <u>at least three</u> weaknesses.

   _____
   _____
   _____
   _____
   _____
   _____
   __

3. What are your **suggestions** to increase the effectiveness of the coursebook? Please offer <u>at least three</u> suggestions.

   _____
   _____
   _____
   _____
   _____
   _____
   _____

4. If you have any further comments, recommendations, or feedback concerning the coursebook, please specify below.

   _____
   _____
   _____
   _____
   _____
   _____
   _____

Thank you for taking part in the study ☺

D: TEXTBOOK EVALUATION QUESTIONNAIRE – STUDENTS (TURKISH)/DERS KİTABI DEĞERLENDİRME ANKETİ – ÖĞRENCİLER (TÜRKÇE)

BÖLÜM- 1: Lütfen bu bölümde yer alan her soruyu cevaplayınız.

Yaşınız: _____   Cinsiyetiniz: Kadın ☐   Erkek ☐

Bölümünüz: _____

Ders saatleri dışında <u>haftada</u> ortalama kaç saat İngilizce çalışıyorsunuz?
_____ saat

BÖLÜM-2: Lütfen her soru için *"1-Kesinlikle Katılmıyorum, 2-Katılmıyorum, 3-Katılıyorum ve*

4-Kesinlikle Katılıyorum" seçeneklerinden birini işaretleyin.

	1-Kesinlikle katılmıyorum	2-Katılmıyorum	3-Katılıyorum	4-Kesinlikle katılıyorum
A/ Konu İçeriği				
1. Kitaptaki konu çeşitliliği yeterlidir.	1	2	3	4
2. Kitapta yer alan konular ilgi çekicidir.	1	2	3	4
3. Kitapta yer alan konular yaşıma uygundur.	1	2	3	4
4. Kitapta yer alan metin türleri yeteri kadar çeşitlidir (örneğin; diyalog, makale, şiir, tiyatro oyunu, masal vb.).	1	2	3	4
5. Kitaptaki okuma ve dinleme metinlerinde yer alan bilgiler gerçeğe uygundur.	1	2	3	4
6. Kitap, günlük hayatta kullanılan özgün materyallere de yer vermektedir (örneğin; gazete haberi, broşür vb.).	1	2	3	4
7. Kitabın içeriği günceldir.	1	2	3	4
8. Kitap, önyargılardan arındırılmıştır (örneğin; ırka, cinsiyete, kültüre vb. dayalı önyargılar).	1	2	3	4

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B/ Hedef Dilin Kültürü				
9. Kitapta yer alan metinler, İngiliz kültürüne ait öğeler içermektedir.	1	2	3	4
10. Kitapta yer alan metinler, Amerikan kültürüne ait öğeler içermektedir.	1	2	3	4
11. Kitapta yer alan alıştırmalar, İngiliz kültürüne ait öğeler içermektedir.	1	2	3	4
12. Kitapta yer alan alıştırmalar, Amerikan kültürüne ait öğeler içermektedir.	1	2	3	4
C/ Kelime ve Dil Bilgisi				
13. Kitapta öğretilen dil bilgisi konuları seviyeme uygundur.	1	2	3	4
14. Dil bilgisi konuları anlaşılır bir şekilde sunulmaktadır.	1	2	3	4
15. Dil bilgisi konuları ayrıntılı bir şekilde sunulmaktadır.	1	2	3	4
16. Dil bilgisi konuları anlamlı bir bağlamda sunulmaktadır.	1	2	3	4
17. Yeni öğrenilen dil bilgisi konuları sonraki ünitelerde yeterince tekrar edilmektedir.	1	2	3	4
18. Ünitelerde öğretilen yeni kelime sayısı seviyeme uygundur.	1	2	3	4
19. Kelimeler anlamlı bir bağlamda sunulmaktadır.	1	2	3	4
20. Yeni öğrenilen kelimeler sonraki ünitelerde yeterince tekrar edilmektedir.	1	2	3	4
D/ Beceriler				
21. Kitap dört temel dil becerisine (konuşma, dinleme, okuma ve yazma) eşit derecede ağırlık vermektedir.	1	2	3	4
22. Kitap dil becerilerini birbiriyle bağlantılı olarak vermektedir (örneğin; okuma-yazma/ dinleme-konuşma).	1	2	3	4
23. Kitap alt becerilere (örneğin; ana fikir için dinleme, not alma, bilgi tarama vb.) önem vermektedir.	1	2	3	4
24. Kitap, dinleme becerilerinin gelişmesi için anlamlı bir bağlam sağlamaktadır.	1	2	3	4
25. Kitap, okuma becerilerinin gelişmesi için anlamlı bir bağlam sağlamaktadır.	1	2	3	4

26. Kitap, yazma becerilerinin gelişmesi için anlamlı bir bağlam sağlamaktadır.	1	2	3	4
27. Kitap, konuşma becerilerinin gelişmesi için anlamlı bir bağlam sağlamaktadır.	1	2	3	4
28. Kitap, telaffuzun gelişmesi için anlamlı bir bağlam sağlamaktadır.	1	2	3	4
29. Kitap vurgu ve tonlama gibi telaffuz öğelerinin üstünde durmaktadır.	1	2	3	4
E/ Etkinlikler				
30. Kitaptaki etkinlikler seviyeme uygundur.	1	2	3	4
31. Bireysel, ikili, grupla yapılan ve tüm sınıfı kapsayan etkinlikler dengeli bir dağılım göstermektedir.	1	2	3	4
32. Etkinlikler derse aktif bir şekilde katılmamı sağlamaktadır.	1	2	3	4
33. Etkinlikler, eleştirel düşünme becerisinin gelişimini desteklemektedir (örneğin; yorumlama, analiz, sentez, değerlendirme vb. beceriler).	1	2	3	4
34. Etkinliklerin nasıl yapılacağına dair açıklamalar anlayabileceğim düzeydedir.	1	2	3	4
35. Kitapta yer alan etkinlikler ilgi çekicidir.	1	2	3	4
36. Etkinlikler, taslak çıkarma ve sözlük kullanma gibi çalışma becerilerinin gelişimine olanak sağlamaktadır.	1	2	3	4
F/ Tasarım ve Fiziksel Özellikler				
37. Kitabın görünüşü beğenime hitap etmektedir.	1	2	3	4
38. Kitap, takip etmesi kolay bir şekilde düzenlenmiştir.	1	2	3	4
39. Görseller (örneğin; resim, şema, harita vb.) kitaptaki içeriği anlamama yardımcı olmaktadır.	1	2	3	4
40. Kitapta yer alan görseller ilgi çekicidir.	1	2	3	4
41. Görseller, kafamı karıştırabilecek gereksiz detaylardan arındırılmıştır.	1	2	3	4
G/ Pratik Hususlar				
42. Kitap kolayca bulunabilmektedir.	1	2	3	4

43. Kitabın fiyatı benim için uygundur.	1	2	3	4

BÖLÜM-3: Lütfen bu bölümde yer alan her soruyu cevaplayınız.

1. Size göre kitabın en güçlü yönleri nelerdir? Lütfen <u>en az üç</u> madde yazınız.

_____
_____
_____
_____
_____
_____
__

2. Size göre kitabın en zayıf yönleri nelerdir? Lütfen <u>en az üç</u> madde yazınız.

_____
_____
_____
_____
_____
_____
__

3. Kitabın iyileştirilmesi için ne gibi değişiklikler önerirsiniz? Lütfen <u>en az üç</u> madde yazınız.

_____
_____
_____
_____
_____
_____
_____

4. Kitap ile ilgili başka yorum, öneri ya da isteğiniz varsa lütfen yazınız.

_____
_____
_____
_____
_____
_____
_____

Katılımınız için teşekkür ederiz ☺

E: TEXTBOOK EVALUATION QUESTIONNAIRE – INSTRUCTORS

PART- 1: Please answer all the questions in this part.

Age: _____   **Gender:**   Female ☐   Male ☐

Degree earned: B.A. ☐   M.A. ☐   PhD. ☐   **Other:** _____

BA Major: _____

MA major (if any): _____   **PhD. Major (if any):**
_____

In-service English Teacher Training: CELTA ☐   DELTA ☐   **Other:**
_____

English teaching experience: _____ years

PART- 2: Please indicate how much you agree with each of the following statements (*1-Strongly Disagree, 2-Disagree, 3-Agree and 4-Strongly Agree*).

	1-Strongly Disagree	2-Disagree	3-Agree	4-Strongly Agree
A/ Topics				
1. There is a sufficient variety of topics in the coursebook.	1	2	3	4
2. The topics covered in the coursebook are interesting to the students.	1	2	3	4
3. The topics covered in the coursebook are suitable for the age group.	1	2	3	4
4. The coursebook contains a sufficient variety of text types (e.g., dialogues, essays, poetry, drama, and folk tales).	1	2	3	4
5. The content of the coursebook is factually accurate.	1	2	3	4
6. The coursebook contains authentic materials (e.g., news reports and leaflets).	1	2	3	4
7. The coursebook material is up-to-date.	1	2	3	4
8. The coursebook is free of stereotypes (e.g., racial, sexual, and cultural).	1	2	3	4

B/ Target-language Culture				
9. The texts incorporate elements of British culture.	1	2	3	4
10. The texts incorporate elements of American culture.	1	2	3	4
11. The exercises incorporate elements of British culture.	1	2	3	4
12. The exercises incorporate elements of American culture.	1	2	3	4
C/ Grammar and Vocabulary				
13. The grammar points introduced in the coursebook are appropriate to the level of the students.	1	2	3	4
14. The grammar points are presented clearly.	1	2	3	4
15. The grammar points are presented thoroughly.	1	2	3	4
16. The grammar points are introduced in a meaningful context.	1	2	3	4
17. New grammar points are recycled adequately in the subsequent units.	1	2	3	4
18. The number of new words introduced in each unit is appropriate to the level of the students.	1	2	3	4
19. The vocabulary items are introduced in a meaningful context.	1	2	3	4
20. New vocabulary is recycled adequately in the subsequent units.	1	2	3	4
D/ Skills				
21. The coursebook places equal emphasis on the four language skills (speaking, listening, reading, and writing).	1	2	3	4
22. The coursebook promotes the integration of different language skills (e.g., reading-writing and listening-speaking).	1	2	3	4
23. The coursebook pays attention to sub-skills (e.g., listening for gist, note-taking, and skimming for information).	1	2	3	4
24. The coursebook provides a meaningful context for the development of listening skills.	1	2	3	4
25. The coursebook provides a meaningful context for the development of reading skills.	1	2	3	4

26. The coursebook provides a meaningful context for the development of writing skills.	1	2	3	4
27. The coursebook provides a meaningful context for the development of speaking skills.	1	2	3	4
28. The coursebook provides a meaningful context for the development of pronunciation skills.	1	2	3	4
29. The coursebook emphasizes different aspects of pronunciation skills such as stress and intonation.	1	2	3	4
E/ Activities				
30. The activities in the coursebook are appropriate to the level of the students.	1	2	3	4
31. There is an adequate balance of individual, pair, group, and whole-class activities.	1	2	3	4
32. The activities encourage the students to participate actively in class.	1	2	3	4
33. The activities promote critical thinking skills (e.g., interpretation, analysis, synthesis, and evaluation skills).	1	2	3	4
34. The instructions to the activities are clear to the students.	1	2	3	4
35. The activities in the coursebook are interesting to the students.	1	2	3	4
36. The activities facilitate the development of study skills, such as outlining and looking up words in the dictionary.	1	2	3	4
F/ Layout and Physical Makeup				
37. The *physical appearance of the* coursebook *is* attractive to the students.	1	2	3	4
38. The coursebook is organized in a way that is easy to follow.	1	2	3	4
39. The illustrations (e.g., pictures, diagrams, and maps) assist the students in understanding the material in the coursebook.	1	2	3	4
40. The illustrations in the coursebook are interesting to the students.	1	2	3	4
41. The illustrations are free of unnecessary details that may confuse the students.	1	2	3	4
G/ Practical Considerations				

42. The coursebook is easily accessible.	1	2	3	4
43. The price of the coursebook is reasonable.	1	2	3	4
H/ Aims and Objectives				
44. The aims of the coursebook correspond to the needs of the students.	1	2	3	4
45. The aims of the coursebook correspond to the objectives stated in the course syllabus.	1	2	3	4
46. The coursebook can be adapted to meet the particular needs of the language program in our institution.	1	2	3	4
47. The coursebook material can be covered in the time allotted for the course.	1	2	3	4
I/ The Teacher's Manual				
48. The manual provides enough guidance for me on the teaching of vocabulary items.	1	2	3	4
49. The manual provides enough guidance for me on the teaching of grammar points.	1	2	3	4
50. The manual offers detailed advice for novice teachers to follow.	1	2	3	4
51. The manual provides useful suggestions to help me introduce new lessons.	1	2	3	4
52. The manual provides useful suggestions to help me review old lessons.	1	2	3	4
53. The manual gives useful advice on how to present the lessons in different ways.	1	2	3	4
54. The manual provides useful suggestions for the integration of different language skills.	1	2	3	4
55. The manual offers effective solutions to potential problems (e.g., *grammatical, lexical, and phon*ological).	1	2	3	4
56. The manual provides sufficient information on cultural content presented in the coursebook.	1	2	3	4

1. In your opinion, what are the major **strengths** of the coursebook? Please write about <u>at least three</u> strengths.

    _____
    _____
    _____
    _____
    _____
    _____
    __

2. In your opinion, what are the major **weaknesses** of the coursebook? Please write about <u>at least three</u> weaknesses.

    _____
    _____
    _____
    _____
    _____
    _____
    __

3. What are your **suggestions** to increase the effectiveness of the coursebook? Please offer <u>at least three</u> suggestions.

    _____
    _____
    _____
    _____
    _____
    _____
    _____

4. If you have any further comments, recommendations, or feedback concerning the coursebook, please specify below.

    _____
    _____
    _____
    _____
    _____
    _____
    _____

Thank you for taking part in the study ☺

F: THE ITEMS USED IN THE QUESTIONNAIRE AND THE ORIGINAL ITEMS

Original	Adapted
A/ Aims and Goals	*A/ Aims and Objectives*
To what extent do the aims and objectives of the text correspond to the needs and goals of the students?	**1.** The aims of the textbook correspond to the needs of the students.
To what extent do the aims and objectives of the text correspond to those delineated in the syllabus (if there is one)?	**2.** The aims of the textbook correspond to the objectives stated in the syllabus.
To what extent are the amount and type of material to be covered realistic and adaptable toward the pace and time allotted for the course?	**3.** Textbook can be adapted to meet specific needs of our institution.
	4. Textbook material can be covered in the time allotted for the course.
B/ Topics	*B/ Topics*
To what extent does the topics cover a variety of topics suitable to the interests of the intended audience, as determined by age (youth, teenager, young adult, adult, middle age, old age), sex, socioeconomic levels (upper, middle, lower), environment (urban, rural, small town), and cultural orientation?	**5.** There is a sufficient variety of topics in the textbook.
	6. The topics covered in the textbook are interesting to the students.
	7. The topics covered in the textbook are suitable for the age group.
To what extent does the textbook contain an assortment of suitable text types (e.g., dialogues, essays, poetry, drama, folk tales)?	**8.** The textbook contains a sufficient variety of text types (e.g., dialogues, essays, poetry, drama, and folk tales).
To what extent is the material accurate, authentic, and current? How well are stereotypes, factual inaccuracies, oversimplification, and omissions avoided? How appropriate is the language used to the setting, characters, and relationships portrayed?	**9.** The content of the textbook is factually accurate.
	10. The textbook contains authentic materials (e.g., news reports and leaflets).
	11. The textbook material is up-to-date.
	12. The textbook is free of stereotypes (e.g., racial, sexual and cultural).
To what extent is the cultural content integrated in the texts, dialogues, and exercises?	**13.** The texts incorporate elements of British culture.
	14. The texts incorporate elements of American culture.
	15. The exercises incorporate

	elements of British culture.
	16. The exercises incorporate elements of American culture.
C/ Vocabulary and Structures	*C/ Vocabulary and Structures*
To what extent is the number of grammatical points appropriate and how appropriate is their sequence?	**17.** The number of grammar points is appropriate to the students' level of competence.
To what extent are the presentations clear and complete enough for the students to have available a concise review outside the classroom (e.g., models)?	**18.** The grammar points are presented clearly.
	19. The grammar points are presented thoroughly.
To what extent does the vocabulary load (i.e., the number of new words introduced every lesson) seem to be reasonable for the students of that level?	**20.** The number of new words introduced in each unit is appropriate to the students' level.
To what extent is vocabulary introduced in appropriate contexts?	**21.** New vocabulary is introduced in meaningful contexts.
To what extent are new vocabulary and structures recycled in subsequent lessons for reinforcement, and integrated in varying contexts and situations in order to portray their range of applicability in English?	**22.** New vocabulary is recycled adequately in the subsequent units for reinforcement.
	23. New grammar points are recycled adequately in the subsequent units for reinforcement.
D/ Exercises and Activities	*D/ Exercises and Activities*
To what extent do the exercises promote meaningful communication by referring to realistic activities and situations?	**24.** The exercises promote meaningful communication through real-life situations.
To what extent do the exercises and activities promote internalization of learned material by providing exercises which encourage a student's active participation?	**25.** There is an adequate balance of individual, pair, group, and whole-class work.
To what extent do the exercises and activities promote internalization of learned material by providing exercises which encourage a student's active participation?	**26.** Activities promote internalization of learned material by encouraging active student participation.
To what extend do the exercises and activities promote critical thinking (i.e., interpretation, application, analysis, synthesis, and evaluation)?	**27.** The activities promote critical thinking (e.g., interpretation, analysis, synthesis, and evaluation skills).
To what extent are the instructions to the exercises and activities clear and appropriate?	**28.** The instructions to the exercises are clear to the students.

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• To what extent do the exercises and activities match the age, level, background, and interests of the students?	**29.** The activities in the textbook are interesting to the students.
• To what extent do the activities provide for the development of study skills, such as skimming, note taking, outlining, looking up words in the dictionary?	**30.** The activities facilitate the development of study skills, such as outlining and looking up words in the dictionary.
E/ Skills	*E/ Skills*
• **(Litz, 2005)** The materials provide an appropriate balance of the four language skills.	**31.** The textbook places equal emphasis on all four language skills (speaking, listening, reading, and writing).
• **(Litz, 2005)** The textbook pays attention to sub-skills – i.e., listening for gist, note-taking, skimming for information etc.	**32.** The textbook promotes the integration of different language skills (e.g., reading-writing and listening/speaking).
• Do the presentation and practice activities include the integration of skills in realistic contexts?	**33.** The textbook pays attention to sub-skills (e.g., listening for gist, note-taking, and skimming for information).
• Is the listening material set in a meaningful context?	**34.** The textbook provides a meaningful context for the development of listening skills.
• -	**35.** The textbook provides a meaningful context for the development of reading skills.
• -	**36.** The textbook provides a meaningful context for the development of writing skills.
• -	**37.** The textbook provides a meaningful context for the development of speaking skills.
•	**38.** The textbook provides a meaningful context for the development of vocabulary skills.
•	**39.** The textbook provides a meaningful context for the development of grammar knowledge.
•	**40.** The textbook provides a meaningful context for the development of pronunciation skills.

F/ Layout and Physical Makeup	F/ Layout and Physical Makeup
To what extent is the text attractive and appealing to the intended student population?	**41.** The *physical appearance of the book is* attractive to the students.
To what extent is the material clearly organized (i.e., with functional typefaces, a detailed table of contents—which includes location of structures and their respective exercises—an index of new vocabulary items and their location, appendices and other end matter with maps, verb summaries, a glossary, etc.)?	**42.** The textbook is organized in a way that is easy to follow.
To what extent is the artwork directly related to the topics and printed near enough to it to assist the learner in understanding the printed text?	**43.** The illustrations (e.g., pictures, diagrams, and maps) assist students in understanding the material in the textbook.
To what extent is the artwork geared to the age level and interests of the students?	**44.** The illustrations in the textbook are interesting to the students.
To what extent are the illustrations clear, simple, and free of unnecessary details that may confuse the learner?	**45.** The illustrations are free of unnecessary details that may confuse students.
G/ The Teacher's Manual	G/ The Teacher's Manual
To what extent does the manual provide understandable explanations for the teacher on English vocabulary items and structures?	**46.** The manual provides enough guidance for me on the teaching of vocabulary items.
To what extent does the manual provide guidance for the teacher on the teaching of language items and skills? Is the teacher expected to be experienced in language teaching or does the text offer clear and detailed advice for the novice to follow?	**47.** The manual provides enough guidance for me on the teaching of grammar points.
	48. The manual offers clear and detailed advice for novice teachers to follow.
To what extent does the manual provide lesson summaries and suggestions to help the teacher review old lessons and introduce new lessons?	**49.** The manual provides useful suggestions to help me introduce new lessons.
	50. The manual provides useful suggestions to help me review old lessons.
To what extent does the manual advise about how to present the lessons in different ways?	**51.** The manual gives useful advice on how to present the lessons in different ways.
To what extent does the manual provide suggestions to the teacher for presenting exercises and activities which integrate all four language skills?	**52.** The manual provides useful suggestions for presenting activities which integrate different language

	skills.	
. To what extent does the manual provide information on grammar to help the teacher explain grammatical patterns presented in the lessons and anticipate likely problems (i.e., data from contrastive analysis and error analysis)?	**53.** The manual offers effective solutions to potential problems (e.g., *grammatical, lexical, and phon*ological).	
. To what extent does the manual provide information on cultural items of interest?	**54.** The manual provides sufficient information on cultural items presented in the textbook.	The items which were not referenced to literature on this page were taken
H/ Practical Considerations	*H/ Practical Considerations*	
. The textbook is easily accessible. **(Litz, 2005)**	**55.** The textbook is easily accessible.	
. The price of the textbook is reasonable. **(Litz, 2005)**	**56.** The price of the textbook is reasonable.	

from Skierso (1991). Both Skierso (1991) and Litz (2005) were contacted via email to get permission.

G: INFORMED CONSENT FORM (INTERVIEW)/ ARAŞTIRMAYA GÖNÜLLÜ KATILIM FORMU (SÖZLÜ GÖRÜŞME)

Bu araştırma, ODTÜ İngiliz Dili Öğretimi bölümü yüksek lisans öğrencilerinden Özlem Öz tarafından yürütülmektedir. Bu form sizi araştırma koşulları hakkında bilgilendirmek için hazırlanmıştır.

Çalışmanın Amacı Nedir?

Araştırmanın amacı, İngilizce hazırlık sınıfındaki öğrenci ve öğretmenlerin *New Language Leader Intermediate* ders kitabı hakkındaki görüşlerine dair bilgi toplamaktır.

Bize Nasıl Yardımcı Olmanızı İsteyeceğiz?

Araştırmaya katılmayı kabul ederseniz, sizden yaklaşık 15-20 dakika sürmesi beklenen yarı yapılandırılmış bir mülakata katılmanız istenmektedir. Bu mülakatta sizden beklenen *New Language Leader Intermediate* ders kitabını çeşitli açılardan değerlendirmenizdir. Bu mülakat daha önce tamamlamış olduğunuz ders kitabı inceleme anketinin devamı niteliğindedir.

Sizden Topladığımız Bilgileri Nasıl Kullanacağız?

Araştırmaya katılımınız tamamen gönüllülük temelinde olmalıdır. Cevaplarınız tamamıyla gizli tutulacak, sadece araştırmacılar tarafından değerlendirilecektir. Katılımcılardan elde edilecek bilgiler toplu halde değerlendirilecek ve bilimsel yayımlarda kullanılacaktır. Sağladığınız veriler gönüllü katılım formlarında toplanan kimlik bilgileri ile eşleştirilmeyecektir.

Katılımınızla ilgili bilmeniz gerekenler:

Çalışma, genel olarak kişisel rahatsızlık verecek sorular içermemektedir. Ancak, katılım sırasında sorulardan ya da herhangi başka bir nedenden ötürü kendinizi rahatsız hissederseniz mülakatı yarıda bırakıp çıkmakta serbestsiniz. Böyle bir durumda çalışmayı uygulayan kişiye, çalışmadan çıkmak istediğinizi söylemek yeterli olacaktır.

Araştırmayla ilgili daha fazla bilgi almak isterseniz:

Bu çalışmaya katıldığınız için şimdiden teşekkür ederiz. Çalışma hakkında daha fazla bilgi almak için ODTÜ İngiliz Dili Öğretimi bölümü yüksek lisans öğrencilerinden Özlem Öz (e-posta: oz.ozlem@metu.edu.tr) ile iletişim kurabilirsiniz.

Yukarıdaki bilgileri okudum ve bu çalışmaya tamamen gönüllü olarak katılıyorum.

(Formu doldurup imzaladıktan sonra uygulayıcıya geri veriniz).

İsim Soyad   Tarih   İmza

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H: SEMI-STRUCTURED INTERVIEW QUESTIONS – STUDENTS/ INSTRUCTORS (ENGLISH)

1. What do you think of the coursebook *New Language Leader Intermediate* in terms of its topics?
2. What do you think of the coursebook in terms of its presentation of grammar and vocabulary?
3. What do you think of the coursebook in terms of its exercises and activities?
4. What do you think of the coursebook in terms of the development of the four language skills (reading, listening, speaking and writing)?
5. What do you think of the coursebook in terms of its layout and physical makeup?
6. What do you think of the coursebook in terms of price and availability?
7. What do you think of the teacher's manual accompanying the coursebook? (Only instructors)
8. Do you think the coursebook meets the needs of the students and the language programme?
9. What can be done to increase the effectiveness of the coursebook?
10. If you were given the chance, what changes would you make to the coursebook?

I: SEMI-STRUCTURED INTERVIEW QUESTIONS-STUDENTS-INSTRUCTORS (TURKISH)/ YARI YAPILANDIRILMIŞ SÖZLÜ GÖRÜŞME SORULARI – ÖĞRENCİLER-ÖĞRETİM GÖREVLİLERİ (TÜRKÇE)

1. *New Language Leader Intermediate* ders kitabını konu içeriği bakımından nasıl değerlendiriyorsunuz?

2. Kitabı kelime ve dil bilgisini sunumu açısından nasıl değerlendiriyorsunuz?

3. Kitaptaki etkinlik ve alıştırmalar hakkında ne düşünüyorsunuz?

4. Kitabı temel becerilerin (okuma, dinleme, konuşma ve yazma) geliştirilmesi bakımından nasıl değerlendiriyorsunuz?

5. Kitabı tasarım ve fiziksel özellikler açısından nasıl değerlendiriyorsunuz?

6. Kitabın fiyatı ve kitaba erişim hakkında ne düşünüyorsunuz?

7. Kitabın yanında verilen öğretmen kılavuz kitabı hakkında ne düşünüyorsunuz? (Sadece öğretim görevlileri)

8. Kitap öğrencilerin ve programın ihtiyaçlarını yeterince karşılıyor mu?

9. Kitabın daha etkili bir şekilde kullanılabilmesi için neler yapılabilir?

10. Kitapta değişiklik yapma şansınız olsaydı, ne gibi değişiklikler yapardınız?

J: QUALITATIVE FINDINGS – THEMES (SUMMARY)

STRENGTHS OF THE TEXTBOOK – STUDENTS (1145)

1. effectiveness in facilitating the development of the four language skills **(430)**

2. effectiveness in improving vocabulary skills **(166)**

3. careful selection of topics **(145)**

4. systematic development of grammatical knowledge **(119)**

5. carefully designed layout and physical makeup **(111)**

6. inclusion of a well-designed online learning component **(72)**

7. carefully designed exercises and activities **(62)**

8. effective integration of cultural elements into the textbook **(29)**

9. being readily available **(11)**

STRENGTHS OF THE TEXTBOOK – INSTRUCTORS (249)

1. effectiveness in facilitating the development of the four language skills **(68)**

2. careful selection of topics **(41)**

3. supporting instructors through a comprehensive teacher's manual **(37)**

4. carefully designed layout and physical makeup **(28)**

5. effectiveness in improving vocabulary skills **(24)**

6. systematic development of grammatical knowledge **(22)**

7. inclusion of a well-designed online learning component **(6)**

8. carefully designed exercises and activities **(6)**

9. effective integration of cultural elements into the textbook **(4)**

10. bridging the gap between general English and English for academic purposes (EAP) **(4)**

11. allowing for adaptation to suit learner needs **(4)**

12. being readily available **(3)**

13. providing good value for money **(2)**

WEAKNESSES OF THE TEXTBOOK – STUDENTS (626)

1. ineffectiveness in facilitating the development of the four language skills **(255)**

2. ineffectiveness in developing grammatical knowledge **(106)**

3. high cost of the textbook **(62)**

4. inadequately designed exercises and activities **(56)**

5. ineffective selection of topics **(51)**

6. ineffectiveness in improving vocabulary skills **(40)**

7. inadequately designed layout and physical makeup **(17)**

8. inclusion of an inadequately designed online learning component **(16)**

9. ineffective integration of cultural elements into the textbook **(11)**

10. not being readily available **(7)**

11. lack of opportunities for meaningful use of English outside the class **(5)**

WEAKNESSES OF THE TEXTBOOK – INSTRUCTORS (262)

1. ineffectiveness in facilitating the development of the four language skills **(129)**

2. ineffective selection of topics **(31)**

3. ineffectiveness in improving vocabulary skills **(27)**

4. inadequately designed exercises and activities **(24)**

5. ineffectiveness in developing grammatical knowledge **(23)**

6. high cost of the textbook **(12)**

7. inadequately designed layout and physical makeup **(10)**

8. inclusion of an inadequately designed online learning component **(4)**

9. lack of opportunities for meaningful use of English outside the class **(1)**

10. not being readily available **(1)**

RECOMMENDATIONS TO INCREASE THE EFFECTIVENESS OF THE TEXTBOOK – STUDENTS (438)

1. placing stronger emphasis on systematic development of the four language skills **(152)**

2. placing stronger emphasis on systematic development of grammatical knowledge **(61)**

3. more careful selection of topics **(43)**

4. offering the textbook at a more reasonable price **(41)**

5. more carefully designed exercises and activities **(34)**

6. more carefully designed layout and physical makeup **(31)**

7. placing stronger emphasis on systematic development of vocabulary skills **(31)**

8. utilization of effective supplementary materials **(20)**

9. increasing the effectiveness of the online learning component **(9)**

10. providing more effective integration of cultural elements into the textbook **(7)**

11. catering for different learning styles **(4)**

12. maximizing the availability of the textbook **(3)**

13. providing students with an answer key for the textbook **(2)**

RECOMMENDATIONS TO INCREASE THE EFFECTIVENESS OF THE TEXTBOOK – INSTRUCTORS (237)

1. placing stronger emphasis on systematic development of the four language skills **(95)**

2. more carefully designed exercises and activities **(30)**

3. placing stronger emphasis on systematic development of vocabulary skills **(28)**

4. utilization of effective supplementary materials **(23)**

5. placing stronger emphasis on systematic development of grammatical knowledge **(20)**

6. more careful selection of topics **(14)**

7. more carefully designed layout and physical makeup **(11)**

8. offering the textbook at a more reasonable price **(5)**

9. catering for different learning styles **(4)**

10. increasing the effectiveness of the online learning component **(4)**

11. providing a more effective integration of cultural elements into the textbook **(3**

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K: TURKISH SUMMARY/TÜRKÇE ÖZET

1. GİRİŞ

Son birkaç yüzyılda ortaya çıkan siyasal, ekonomik, teknolojik ve kültürel faktörlerin neticesinde İngilizce küresel bir dil haline gelmiştir (Crystal, 1997). Bu konumunu da iş dünyası, eğitim, eğlence, bilim gibi alanlarda kullanılan temel iletişim aracı olarak rol alması sayesinde koruyabilmiştir. Hatta günümüzde İngilizce'yi ikinci ya da yabancı dil olarak öğrenenlerin sayısı anadili İngilizce olanların sayısını büyük oranda geçmiştir (Harmer, 2007). Dünya üzerinde şu an yaklaşık iki milyon kişinin İngilizce konuştuğu, bunların sadece 380 milyonunun İngilizceyi anadil olarak konuşup, geri kalan 600 milyonunun ikinci dil olarak konuştuğu ve yaklaşık bir milyar kişinin de hayatlarının bir döneminde İngilizce dersi aldığı belirtilmektedir (Richards, 2015).

İngilizcenin günümüzdeki önemi düşünüldüğünde, dünya üzerinde pek çok insanın çeşitli nedenlerle İngilizce öğrenmesi ve İngilizcenin bugün en çok öğrenilen dil olması şaşırtıcı değildir (Richards ve Rodgers, 2001). İngilizce, uluslararası iletişim, seyahat ve yayın alanlarında çok önemli bir yere sahiptir (McKay, 2002). Bunun sonucu olarak İngilizce dünyanın birçok yerinde okul müfredatlarının ayrılmaz bir parçası haline gelmiştir. İçinde bulunduğumuz yüzyılın özellikleri de göz önüne alınarak İngilizce programlarının içeriği değiştirilmiş ve bu sayede öğrencilerin gerekli iletişim becerilerine sahip olması amaçlanmıştır (Cameron, 2002; Richards, 2015; Riemer, 2002). Bu bağlamda atılan en önemli adımlardan biri de İngilizcenin dünyanın pek çok yerindeki yüksek öğretim kurumunda eğitim dili olarak kullanılmasıdır (Altbach ve Knight, 2007).

Tüm dünyada olduğu gibi Türkiye'de de İngilizcenin eğitim dili olarak kullanılması yaygınlaşmaya başlamıştır (Sert, 2008). Bunun sonucu olarak üniversitelerde

öğretim dili %100 ya da %30 İngilizce olan programlar açılmıştır (British Council ve TEPAV, 2015). Bu programlara kabul alan öğrencilerden akademik çalışmalarını sürdürebilecek düzeyde bir İngilizce seviyesine sahip olmaları ve bunu öğrencinin bağlı bulunduğu kurum tarafından yapılan ya da uluslararası geçerliliği bulunan bir yabancı dil sınavıyla belgelendirmeleri beklenmektedir (British Council ve TEPAV, 2015). Devam edilecek program tarafından belirlenen kriterleri sağlayamayan öğrenciler üniversite tarafından açılan yabancı dil hazırlık programına devam etmekle yükümlüdür.

Akademik hayatın ve iş hayatının gereksinimleri neticesinde (Doğançay-Aktuna, 1998) hazırlık programlarında kaliteli bir yabancı dil öğretimi yapılması konusu oldukça önem kazanmıştır. Yabancı dil programlarının en önemli unsurlarından biri kullanılan materyallerdir (Masuhara, 2011; Richards, 2013). Bu bağlamda *materyal* yabancı dil öğrenme ya da öğretme amacıyla kullanılan herhangi bir araç olarak tanımlanabilir (Richards ve Schmidt, 2010). Yabancı dil öğretiminde kullanılan tüm materyaller arasında en yaygını ders kitaplarıdır (Richards, 2014). Ders kitapları öğrenme etkinliklerinin temelinin oluşturmalarının yanı sıra müfredat görevi üstlenebilir (Harmer, 2001) ya da öğretimin standartlaştırılması amacıyla kullanılabilirler (Graves, 2000).

Yabancı dil eğitiminde kullanılan ders kitapları son yıllarda birçok araştırmacının dikkatini çekmiştir (Garton ve Graves, 2014a). Bu alandaki araştırmalar ders kitabı seçme (Cunningsworth, 1995), geliştirme (Harwood, 2010), adaptasyon (McGrath, 2013) ve değerlendirme (Sheldon, 1988) konularına yoğunlaşmıştır. Bu alanlar içinde değerlendirme konusu çeşitli sebeplerle önem kazanmaktadır. Bu nedenler arasında değerlendirmenin ders kitabı seçiminin önemli bir parçası olması (McGrath, 2002), kullanılan materyalin adaptasyon gerektirip gerektirmediğine karar verilmesi (Littlejohn, 1992) ve gelecekte tekrar kullanılabilirliğinin belirlenmesi (Awasthi, 2006) gibi nedenler yer almaktadır. Ders kitabı değerlendirmesi kitabın potansiyel değerini saptamak için yapılabileceği gibi belirli bir ortamda kullanıma uygun olup olmadığını belirleyebilmek için de yapılabilmektedir (Gholami, Noordin ve Rafik-Galea, 2017).

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Ders kitaplarının ve diğer tüm öğretim materyallerinin değerlendirilmesi, değerlendirilmenin yapılma zamanına göre üçe ayrılmaktadır. Bunlardan ilki materyal kullanılmaya başlamadan önce yapılmaktadır ve materyalin potansiyel değerini belirlemek için kullanılmaktadır (Tomlinson, 2011). O yüzden bu tarz değerlendirmeler genelde öğretim programında kullanılacak materyallerin seçilmesi amacıyla yapılmaktadır (McGrath, 2013). İkinci olarak, materyal halen kullanım aşamasındayken değerlendirilebilmektedir. Bu değerlendirme ile kullanılan kaynakların ne kadar yararlı olduğu kullanım esnasında belirlenebilir. Bu da kullanıcılara gerekli görülen durumlarda materyalde değişiklik yapma ve dışarıdan materyal takviyesi yapabilme olanağı sağlamaktadır (McGrath, 2002). Son olarak, materyaller kullanım sonrasında değerlendirilebilmektedir. Bu değerlendirme, kitapların uzun süre kullanımı sonunda ortaya çıkabilecek güçlü ve zayıf yanlarını saptamada kullanılmaktadır (Cunningsworth, 1995). Buradan elde edilecek bilgi, kitapların ileriki bir zamanda tekrar kullanılıp kullanılmayacağını belirlemek ve eğer kullanılacaksa belirli adaptasyonlar gerektirip gerektirmediğine karar vermek gibi amaçlara hizmet etmektedir (Ellis, 1997).

Özellikle son yıllarda ders kitabı incelemesine yönelik ilgi artmış ve birçok araştırmacı bu konuda çalışmalar yapmıştır (Rea-Dickins, 1994; Tomlinson, 2008; Ur, 2012). Dünyanın çeşitli yerlerinde yapılan araştırmaların (Ahour ve Ahmadi, 2012; Chow, 2004; Litz, 2005; Wongsantativanich, 2011) yanı sıra Türkiye'de de bu alanda çalışmalar mevcuttur (Çakıt Ezici, 2006; Dülger, 2016; Karakılıç, 2014; Özdemir, 2007). Buna rağmen çeşitli nedenlerden dolayı alanda daha çok araştırmaya ihtiyaç vardır. Bu sebeplerden ilki, ders kitabı inceleme çalışmalarının azlığıdır (Chapelle, 2009). Ders kitabı değerlendirmesi alanındaki birçok çalışma değerlendirmeyi kavramsal boyutta ele almakta ve değerlendirmede kullanılacak ölçütler ile değerlendirmenin nasıl yapılması gerektiği hususuna yoğunlaşmaktadır (Cunningsworth, 1995; Tomlinson, 2003). Bu araştırmaların önemi yadsınamamakla birlikte, bahsedilen çalışmalar alanın daha iyi anlaşılması açısından tek başına yeterli değildir. Alandaki diğer bir eksiklik ise, ders kitabı inceleme çalışmalarının kitap seçimini kolaylaştırmak amacıyla kullanım öncesine yoğunlaşması ve kitaplar kullanıldıktan sonra yapılan değerlendirmelerin azlığıdır

(Ellis, 1997). Diğer bir eksiklikse, mevcut ders kitabı değerlendirmelerinin büyük bir kısmının eğitim sürecinde önemli rol oynayan paydaşlara yer vermemesi sebebiyle kapsamlarının sınırlı olmasıdır (Dündar ve Şimşek, 2017). Son olarak, Türkiye'de yapılan çoğu ders kitabı değerlendirme çalışması, lise, ortaokul ve ilkokullarda yürütülmüştür ve üniversitelerde ders kitabı incelemesi yapan çalışmalar sayıca azdır (Dündar ve Şimşek, 2017). Özellikle bağlamsal faktörlerin ders kitabı kullanım ve değerlendirmesindeki önemi düşünüldüğünde, üniversite düzeyinde daha çok araştırmaya ihtiyaç vardır.

Bu tez, burada bahsedilen gereksinimler göz önüne alınarak yazılmış olup, ders kitabı incelemesi alanında Türkiye'de ve dünyanın çeşitli yerlerinde yapılan çalışmalara katkıda bulunmayı hedeflemektedir. Bu bağlamda, İngilizce öğretiminde kullanılan bir kitap olan *New Language Leader Intermediate* ders kitabı, Türkiye'deki bir devlet üniversitesinin hazırlık okulunda okuyup bu kitabı kullanmış olan öğrenciler ve öğretim görevlilerinin gözünden çeşitli açılardan değerlendirilmiştir. Ayrıca kitabın güçlü ve zayıf yönlerinin belirlenmesi hedeflenmiş olup, katılımcılardan kitabın daha etkili bir hale gelmesi için öneriler sunmaları istenmiştir. Bu amaçlar doğrultusunda aşağıdaki araştırma soruları yöneltilmiş ve çalışmada bu sorulara yanıt aranmıştır:

1. Hazırlık okulu öğrencileri *New Language Leader Intermediate* ders kitabını konu, hedef dilin kültürü, dilbilgisi, kelime, beceriler, etkinlikler, tasarım ve fiziksel özellikler ve pratik hususlar açılarından ne ölçüde etkili bulmaktadır?

2. Hazırlık okulunda görev yapan öğretim görevlileri *New Language Leader Intermediate* ders kitabını konu, hedef dilin kültürü, dilbilgisi, kelime, beceriler, etkinlikler, tasarım ve fiziksel özellikler, pratik hususlar, amaç ve hedefler ve öğretmen yardımcı kitabı açılarından ne ölçüde etkili bulmaktadır?

3. Hazırlık okulundaki öğrenciler, öğretim görevlileri ve yönetim kadrosunun ders kitabının güçlü ve zayıf yönlerine dair algıları nelerdir?

4. Hazırlık okulundaki öğrenciler, öğretim görevlileri ve yönetim kadrosunun kitabın etkililiğini artırmaya yönelik önerileri nelerdir?

2. YÖNTEM

Bu çalışma, yakınsayan paralel desenli karma yöntemle yapılan bir çalışma olup, *New Language Leader Intermediate* ders kitabını kullanım sonrası değerlendirme amacı taşımaktadır. Nicel veri, başta Skierso (1991) olmak üzere Litz (2005) ve Cunningsworth (1995) tarafından yapılan araştırmalardan yararlanılarak araştırmacı tarafından geliştirilen Likert tipi bir anket vasıtasıyla yapılmıştır. Anketin geliştirilme aşamasında uzman görüşü alınmış ve pilot çalışma yapılmıştır. Pilot çalışmada yer alan öğrenciler asıl çalışmaya dahil edilmemiştir.

Anketin öğrenci ve öğretim görevlileri için hazırlanan iki versiyonu vardır. Öğrencilerin cevapladığı 43 maddelik ankette ders kitabı, konular, beceriler, dilbilgisi, kelime, etkinlikler, fiziksel özellikler, kültür ve pratik hususlar bakımından değerlendirilmektedir. Öğretim görevlileri için hazırlanan anket ise 56 maddeden oluşmakta olup, öğrencilerin anketinde yer alan hususlara ek olarak amaçlar ve öğretmen el kitabına ait maddeleri de kapsamaktadır. Bu kısımların öğrenci anketinde yer almamasının sebebi, öğrencilerin bu konularda doğrudan bilgi sahibi olmamasıdır. Nitel veri ise, anketlerde yer alan açık uçlu sorular ve yarı yapılandırılmış sözlü görüşmeler vasıtasıyla toplanmıştır. Toplanan nitel veri ile katılımcıların ders kitabını hangi açılardan güçlü ve zayıf olarak nitelendirdiği belirlenmiş ve kitabın geliştirilmesine yönelik önerileri hakkında bilgi edinilmiştir.

Bu araştırmada nicel veri, Türkiye'deki bir devlet üniversitesinin hazırlık okulunda okuyan 202 öğrenci ve bu öğrencilerin dersine giren 20 öğretim görevlisinden toplanmıştır. Amaç kitabı kullanım sonrası değerlendirmek olduğu için, veri toplama uygulaması, kitap tamamlandıktan hemen sonra yapılmıştır. Nicel veri sağlayan öğrenciler arasından 155 öğrenci, veri toplama aracındaki açık uçlu sorulara yanıt vererek nitel veri sağlamış ve yine bu 202 öğrenci arasından 20 kişi de yarı yapılandırılmış sözlü görüşmelere katılmıştır. Benzer şekilde, anketi cevaplandıran 20 öğretim görevlisinden 18'i açık uçlu sorulara yanıt vermiş ve yine bu 20 öğretim görevlisinden 7'si yarı yapılandırılmış sözlü görüşmelere katılmıştır. Bunun dışında, kurumda idari kadroda yer alan bir öğretim görevlisi de yarı

yapılandırılmış sözlü görüşmelerde yer almıştır; ancak ders kitabını sınıfta düzenli olarak kullanmadığı için ankete katılmamıştır. Sözlü görüşmelerde yer almasının nedeni, kurumun işleyişinde ve karar verme süreçlerinde önemli bir rol oynaması ve öğretim görevlileri ve öğrenciler tarafından kendisine ders kitabı ve hazırlık okulundaki diğer mevzular konusunda geribildirim sağlanıyor oluşudur.

Nicel veri SPSS 20.0 yardımıyla betimsel istatistik kullanılarak analiz edilmiş ve iç tutarlılığın 0,92 olduğu saptanmıştır. Nitel veri analizi ise MAXQDA 12 programı kullanılarak yapılmış ve kitabın güçlü ve zayıf yönleri ile kitabı geliştirmeye yönelik tavsiyeler konusunda ortaya çıkan kodlar belirli temalar altında toplanmıştır. Nicel ve nitel veriler ayrı ayrı analiz edildikten sonra tartışma bölümünde bir araya getirilerek yorumlanmıştır.

3. BULGULAR & TARTIŞMA

Ders kitabı, anket kullanılarak çeşitli açılardan incelenmiş, öğrenci ve öğretim görevlilerinin kitabı belirli noktalar açısından nasıl değerlendirdikleri nicel olarak analiz edilmiştir. Anketteki bulgulara göre, ders kitabında öğrenciler tarafından en etkili olduğu düşünülen hususlardan biri konu seçimidir. Konu seçimiyle ilgili maddelerin ortalaması öğrenci anketinde 2,89 iken öğretim görevlileri tarafından yapılan ankette bu ortalamanın 2,93 olduğu görülmüştür. Konularla ilgili analiz sonuçları göz önüne alındığında, hem öğretim görevlileri hem de öğrenciler tarafından en yüksek puanı alan maddenin "Kitap, önyargılardan arındırılmıştır (örneğin; ırka, cinsiyete, kültüre vb. dayalı önyargılar)." maddesi olduğu görülmüştür (öğrencilerin ortalaması: 3,19, öğretim görevlilerinin ortalaması: 3,35). Sonuçlar ayrıca ders kitabında yer alan bilgilerin doğru ve güncel olduğunu göstermiştir. Konu seçimiyle ilgili en düşük ortalamaya sahip olan maddeler kitapta yer alan konuların güncel olup olmadığı ile kitabın yeterince metin çeşitliliğine sahip olup olmamasıyla alakalı maddelerdir.

Nicel veriler yardımıyla incelenen konulardan bir diğeri de hedef dilin kültürü ile alakalıdır. Anket sonuçlarına göre, bu kısım öğrencilerin anketinde yüksek oy alan kısımlardan biri olmasına rağmen (ortalama: 2,71), öğretim görevlileri bu kısma daha düşük puan vermişlerdir (ortalama: 2,46). Hem öğrenci hem de öğretim görevlilerinin anketlerinden çıkan sonuçlara göre, ders kitabında İngiliz kültürüne Amerikan kültürüne göre daha fazla ağırlık verilmektedir.

Dilbilgisi alanında yer alan maddelere verilen yanıtlar, ders kitabının dilbilgisi açısından başarılı sayılabileceğini göstermiştir. Öğretim görevlileri tarafından verilen yanıtlar (ortalama: 2,82), öğrenci yanıtlarına göre (ortalama: 2,70) daha olumludur. Kitabın dilbilgisi açısından en başarılı sayılan özelliklerinin başında kitaptaki dilbilgisi konularının öğrenci seviyesine uygunluğu (öğrencilerin ortalaması: 2,92, öğretim görevlilerinin ortalaması: 2,95) ve konuların anlamlı bir bağlamda sunulması (öğrencilerin ortalaması: 2,78, öğretim görevlilerinin ortalaması: 2,85) gelmektedir. Dilbilgisi açısından ders kitabının en eleştirilen yönü dilbilgisi konularının yeterince detaylı bir şekilde sunulmamasıdır (öğrencilerin ortalaması: 2,37, öğretim görevlilerinin ortalaması: 2,55).

Ders kitabı, kelime bilgisinin geliştirilmesi açısından değerlendirildiğinde, dilbilgisi alanındakilere benzer sonuçlar çıkmıştır. Kelime kısmıyla ilgili maddeler için çıkan öğrenci ortalaması 2,71 iken, öğretim görevlilerinde bu sonuç 2,82'dir. Katılımcılar, ünite başına öğretilen kelime sayısının öğrencilerin seviyesine uygun olduğunu ve kelimelerin anlamlı bir bağlamda verildiğini belirtmişler. Ancak yeni öğrenilen kelimelerin sonraki ünitelerde yeterince tekrar edilip edilmediğinin sorulması üzerine, katılımcılar olumsuz görüş belirtmişlerdir (öğrencilerin ortalaması: 2,44, öğretim görevlilerinin ortalaması: 2,60).

Ders kitabındaki beceriler konusunda öğrenci ve öğretim görevlileri farklı görüşler belirtmiştir. Öğrencilerin yanıtlarının ortalaması 2,67 iken, öğretim görevlilerinin ortalaması 2,82'dir. Sonuçlar, ders kitabının becerileri birbiriyle bağlantılı olarak verdiğini, bunun da öğrencilerin %73,8'i ile öğretim görevlilerinin %80'i tarafından olumlu algılandığını göstermektedir. Çalışma ayrıca ders kitabının ana fikir bulma

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ve bilgi tarama gibi alt becerilere de önem verdiğini göstermektedir (öğrencilerin ortalaması: 2,81, öğretim görevlilerinin ortalaması: 2,75). Anket sonuçları dört temel beceri açısından incelendiğinde, becerilerin genel olarak anlamlı bir bağlam içinde verildiği görülmektedir. Katılımcılar tarafından en etkili bulunan beceri okuma becerisidir (öğrencilerin ortalaması: 2,97, öğretim görevlilerinin ortalaması: 3,05). Dinleme becerisinin anlamlı bir bağlamda sunulup sunulmadığı konusunda da öğrenci ve öğretim görevlileri arasında fikir birliği vardır (ortalama: 2,75). Diğer taraftan konuşma ve yazma becerileri açısından öğrenci ve öğretim görevlisi sonuçları arasında farklılıklar bulunmaktadır. Öğretim görevlileri bu becerilerin anlamlı bir şekilde sunulduğunu belirtmelerine rağmen (yazma: 2,80, konuşma: 3), öğrenciler bu fikirde değildir (yazma: 2,43, konuşma: 2,48). Telaffuz konusuna gelince, katılımcılar ders kitabının vurgu ve tonlama gibi telaffuz öğelerine önem verdiğini belirtmelerine rağmen (ortalama: 2,90), kitabın telaffuzun gelişmesi için anlamlı bir bağlam sunmadığından bahsetmişlerdir (öğrencilerin ortalaması: 2,38, öğretim görevlilerinin ortalaması: 2,50).

Anket sonuçları, ders kitabının etkinlikler bakımından orta düzeyde başarılı olduğunu göstermiştir (ortalama: 2,64). Etkinlikler kısmındaki sonuçlar, etkinlikler için verilen yönergelerin açık olduğunu göstermiştir (öğrencilerin ortalaması: 2,81, öğretim görevlilerinin ortalaması: 2,85). Ayrıca katılımcıların belirttiğine göre, etkinlikler taslak çıkarma ve sözlük kullanma gibi becerilerin gelişimine katkıda bulunmaktadır (öğrencilerin ortalaması: 2,71, öğretim görevlilerinin ortalaması: 2,85).

Kitabın fiziksel özellikleriyle ilgili maddeler katılımcılardan genel olarak olumlu yanıtlar almıştır. Katılımcıların çoğu ders kitabındaki görsellerin kitaptaki materyali anlamalarına yardımcı olduğunu belirtmişlerdir (öğrenciler: %76,2, öğretim görevlileri: %80). Katılımcılar ayrıca kitabın takip edilmesi kolay bir biçimde organize edildiğini ve kafa karıştırabilecek detaylar içermediğini söylemişlerdir. Diğer taraftan, kitaptaki görsellerin öğrenciler için ilgi çekici olup olmadığı konusunda, öğrenciler daha olumlu görüş belirtmişlerdir (ortalama: 2,76). Öğretim

görevlileri ise görsellerin öğrencilerin ilgisini çekmediğini düşünmektedir (ortalama: 2,45).

Çalışmada katılımcılardan kitaba erişim ve fiyat gibi pratik hususlarda da fikir bildirmeleri istenmiştir. Bu bölüm için hem öğrenci hem de öğretim görevlileri ortalamaları çalışmanın en düşük ortalamalarını oluşturmaktadır (öğrencilerin ortalaması: 1,76, öğretim görevlilerinin ortalaması: 1,98). Kitaba erişimin kolay olup olmadığı konusunda öğrencilerin yarıdan fazlası olumsuz görüş bildirmiştir (%58,9). Buna karşılık öğretim görevlilerinin yarıdan fazlası kitaba kolay erişilebileceğinin söylemişlerdir ($N = 12$). Ders kitabının fiyatının uygun olup olmadığıyla alakalı madde ise sadece bu kısımda değil tüm anketteki en olumsuz yanıtları almıştır (öğrencilerin ortalaması: 1,29, öğretim görevlilerinin ortalaması: 1,35). Anketi yanıtlayan hiçbir öğretim görevlisi kitabın fiyatının uygun olduğu yönünde görüş belirtmemiştir (kesinlikle katılmıyorum: %65, katılmıyorum: %35). Öğrencilerin fikirleri de buna paraleldir ve anketi yanıtlayan öğrenciler arasında kitabın fiyatının uygun olduğunu düşünen toplam 13 (%6,4) öğrenci vardır.

Çalışmada nicel veri yanında nitel veri de toplanmıştır. Nitel veri toplama aracı olarak anketlerdeki açık uçlu sorular ve katılımcılarla yapılan yarı yapılandırılmış sözlü görüşmeler kullanılmıştır. Nitel veri analizinden çıkan sonuçlara göre, kitabın güçlü ve zayıf yönleri belirlenmiş ve katılımcıların kitabın daha yararlı bir hale gelmesi için sundukları öneriler bir araya getirilmiştir.

Katılımcılara göre kitabın en güçlü yanlarından biri konulardır. Hem öğrenciler hem de öğretim görevlileri kitaptaki konular hakkında olumlu görüş belirtmişlerdir. Konular hakkında en beğenilen özelliklerden birisi kitabın basmakalıp yargılardan uzak durması ve konu çeşitliliğinin fazla olmasıdır. Ayrıca kitabın içeriğinin güncel olması da katılımcılar tarafından kitabın güçlü özelliklerinden biri olarak nitelendirilmiştir. Buna rağmen katılımcılar kitaptaki konuların ilginç olup olmadığı konusunda farklı fikirler belirtmişlerdir. Olumsuz olarak görülen bir diğer husus ise konuların yüzeysel bir biçimde ele alınarak sunulmasıdır.

Nitel analiz sonuçlarına göre en çok üzerinde durulan konulardan biri, kitapta becerilerin işlenişidir. Kitapta en başarılı şekilde işlenen becerinin okuma becerisi olduğu konusunda öğretmen ve öğretim görevlileri arasında fikir birliği vardır. Katılımcılar, kitapta yeterince okuma materyali olduğunu ve okuma alt becerilerine yeterince ağırlık verildiğini belirtmişlerdir. Okuma becerisi konusunda katılımcıların farklı görüş belirttiği alan ise okuma metinlerinin ilginç olup olmadığıyla ilgilidir. Dinleme becerisi hususunda ise katılımcılar arasında fikir ayrılıkları vardır ve dinleme becerisiyle ilgili çeşitli olumlu ve olumsuz özelliklerden bahsedilmiştir. Öğretim görevlileri, becerilerle ilgili daha olumsuz fikir belirtme eğiliminde olmuştur. Dinleme konusunda belirtilen olumlu görüşler arasında dinleme alt becerilerine yönelik çalışmalar olması ilgi çekici etkinlikler olması varken, olumsuz özellikler arasında, metinlerin hızlı bir şekilde seslendirilmesi ve kitabın etkili dinleme stratejileri geliştirme hususunda başarısız olmasıdır. Konuşma becerisine gelince, katılımcılar kitabın daha akıcı konuşmayı sağladığını belirtmiş ve konuşma etkinliği yapmak için verilen konuların ilgi çekici olduğunu söylemişlerdir.

Katılımcıların konuşma becerisiyle ilgili en çok şikâyet ettikleri husus, kitabın telaffuzu geliştirmek için yeterince fırsat sağlamaması ve bu alana ağırlık verilmemesidir. Ayrıca konuşma etkinliklerinin sayısını az bulanlar da vardır. Son olarak, katılımcılar, kitabın yazma becerilerini geliştirme konusunda etkili olmadığını düşünmektedir. Katılımcılar kitaptaki yazma etkinliklerini anlamsız olduğunu düşündüklerini belirtmişlerdir. Ders kitabında yazma kısmının diğer becerilere göre çok daha az etkili olduğunun düşünülmesi, kurumda yazma becerisi için ayrı bir kaynak kullanılıp, ana ders kitabından çok fazla yararlanılmamasından kaynaklanıyor olabilir. Diğer taraftan, ek bir kaynak kullanılmasındaki temel nedenin, ders kitabındaki yazma etkinliklerinin yetersiz kalışı sebebiyle ortaya çıktığını da göz önünde bulundurmak gerekir.

Nitel analiz sonuçları, katılımcıların dilbilgisiyle ilgili bazı konulardan memnun olmalarına rağmen, sıkıntı yaşadıkları konular da olduğunu göstermektedir. Katılımcılar, kitapta işlenen dilbilgisi konularının sonraki ünitelerde yeterince tekrar

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edildiğini söylemiş ve bunun da kitapla ilgili olumlu bir özellik olduğunu söylemişlerdir. Sonuçlar ayrıca dilbilgisi konularının açık bir şekilde sunulduğunu belirtmişlerdir. Öğretim görevlileri tarafından hiç bahsedilmemesine rağmen, öğrenciler tarafından en olumlu bulunan noktalardan biri, kitabın arkasında konuların özeti şeklinde kısa bir bölüm olmasıdır. Buradan çıkarılacak sonuçlardan biri, öğrencilerin konuyu ders dışında çalışabilecekleri ve kuralların yazılı olduğu bir kaynağa ihtiyaç duymaları olabilir. Katılımcılar tarafından olumsuz bulunan nokta ise dilbilgisi konularının yeterince detaylı bir şekilde sunulmamasıdır. Bu konuda hem öğrenciler hem de öğretim görevlileri olumsuz fikir belirtmiştir.

Ders kitabında yer alan kelimelerle ilgili bazı sorunlar rapor edilse de, temelde kitap bu açıdan başarılı bulunmuştur. Bu konuda ilk bahsedilmesi gereken olumlu özellik, kelimelerin anlamlı bir bağlam içinde sunulmasıdır. Ayrıca, kitapta yer alan kelimelerin öğrencilerin seviyesine uygun olduğu düşünülmektedir. Diğer bir olumlu özellik ise, kitaptaki kelimelerin çok çeşitli bir yelpazeden olmasıdır. Kelimelerle ilgili öğrenciler tarafından çok olumlu bulunan, fakat öğretim görevlilerinin bahsetmediği konulardan biri, kitabın her ünitede hedef kelime olarak verdiği kelimeleri, kitabın arkasında toplu bir liste olarak vermesidir. Kitapta kelime ile ilgili olumsuz olarak algılanan konulardan biri, öğrenilen kelimelerin yeterince tekrarının yapılmamasıdır. Bu yorum öğrenciler tarafından yapılmış, öğretim görevlileri bu konu hakkında herhangi bir fikir belirtmemiştir.

Çalışmanın dil öğrenimi alanında kullanılabilecek birkaç öneri ve sonucu vardır. Öncelikle, çalışmanın sonuçları, ders kitabı değerlendirme, materyal geliştirme gibi alanlardaki literatüre katkı sunabilir. Araştırmada çıkan sonuçlar, öğrencilerin ve öğretim görevlilerinin ders kitaplarından neler beklediği ve hangi kriterlere daha çok önem verdiklerini gösterebilir ve bu bilgiler materyal gelişim ve değerlendirmesinde ölçüt olarak kullanılabilir. Ayrıca, kitaptaki materyalin ikinci dil öğrenimi açısından uygunluğu ele alınabilir ve kitapta ileride yapılacak değişikliklerde bu karşılaştırmadan yararlanabilir.

Bu çalışma, gelecekte yapılacak olan çalışmalar için de birkaç öneri sunmaktadır. Öncelikle, araştırmada kullanılan anket literatürde sık adı geçen ve önemli olan çalışmalara dayanılarak geliştirildiği için gelecekte benzer konuda çalışma yapacak olan araştırmacılar ya da ders kitabını kullanım sonrası değerlendirmek isteyen öğretmen, öğrenci ya da kurumlar tarafından kullanılabilir. Bu sayede anketin farklı durum ve kişilerce kullanıma da uygun olup olmadığı belirlenebilir. Gelecek çalışmalar için bir diğer öneri ise, ders kitabı değerlendirme çalışmalarına mümkün olduğunca çok paydaş dahil etmeleridir. Bu sayede ders kitabının farklı kişilerin gözünden nasıl değerlendirildiği analiz edilebilecek, bu durum hem paydaşların birbirlerinin ihtiyaç ve isteklerini daha iyi anlamasını sağlayacak, hem de daha önce fark edilmemiş bazı durumların değerlendirilmesine imkân tanınacaktır. Paydaşların bir araya gelmesi kitap değerlendirmesi yapmakla sınırlı kalmamalıdır. Aksine, öğrenci, öğretmen, yönetici, kitap yazarı ve yayınevi temsilcileri bir araya gelerek materyal geliştirebilir ve herkesin ihtiyaç ve isteklerinin düşünüldüğü materyaller ortaya çıkabilir.

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