

AN EFL TEXTBOOK EVALUATION STUDY IN ANATOLIAN HIGH SCHOOLS:  
'NEW BRIDGE TO SUCCESS FOR 9TH GRADE NEW BEGINNERS'

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To my family  
for their love, patience and support

## ABSTRACT

### AN EFL TEXTBOOK EVALUATION STUDY IN ANATOLIAN HIGH SCHOOLS: 'NEW BRIDGE TO SUCCESS FOR 9TH GRADE NEW BEGINNERS'

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This study explored English teachers' attitudes towards the evaluation of the textbook *New Bridge to Success for 9<sup>th</sup> Grade New Beginners (NBS)* and the study also investigated teachers' perceptions concerning main characteristics of a model ELT textbook designed for high school students in Ankara. The study was conducted with 60 English teachers from 13 different Anatolian High Schools in Ankara during June 2006.

Two sets of data were used for this study. First, a questionnaire was distributed to 60 English teachers and interviews were completed with 12 of the teachers who returned the questionnaire. In addition, the textbook *NBS* is used as core material for analyzing the data in terms of determining the correspondences and discrepancies between the teachers' reports and the actual features of the textbook.

The purpose of the questionnaire administered to Anatolian High School teachers was to determine how the English teachers evaluate the textbook *NBS*. The questionnaire consisted of Likert scale items and open ended questions. The follow-up interviews provided insight into teachers' suggestions and beliefs considering the features of a model ELT textbook designed for the high school students.

The data in the questionnaire was analyzed by calculating the mean scores, percentages and frequencies. Two open-ended questions in the questionnaire and the interviews were analyzed by using qualitative techniques. Flesch-Kincaid readability test was administered in terms of determining the readability level of the reading samples in the textbook *NBS*. In addition, the Vocabulary Profiler was used to set out the vocabulary load and gradation in the textbook.

According to the analyses, teachers' evaluations depicted agreement and disagreement considering the features of the textbook *NBS*. The findings also showed that the researcher's own observations of the textbook elements correspond to the teachers' evaluations. On the other hand, there are a number of aspects wherein the participants' responses reflect discrepancies when compared with the analysis of the textbook by the researcher.

Key words: Textbook Evaluation, Textbook Evaluation Criteria

## ÖZET

ANADOLU LİSELERİ'NDE OKUTULMAKTA OLAN  
'NEW BRIDGE TO SUCCESS FOR 9TH GRADE NEW BEGINNERS'  
ADLI DERS KİTABININ DEĞERLENDİRİLMESİ

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Bu çalışma '*New Bridge to Success for 9<sup>th</sup> Grade New Beginners*' (NBS) adlı ders kitabının incelenmesine yönelik olarak İngilizce Öğretmenleri'nin tutumlarını ve aynı zamanda Türkiye'deki lise öğrencileri için düzenlenebilecek model bir İngilizce ders kitabı ile ilgili olarak öğretmenlerin görüşlerini araştırmıştır. Çalışma 2006 Haziran ayı içerisinde Ankara ilinde, 13 farklı Anadolu Lisesi'nde görevli olan 60 İngilizce öğretmeniyle gerçekleştirilmiştir.

Bu çalışma için iki çeşit veri toplanmıştır. Öncelikle, 60 İngilizce öğretmene anketler dağıtılmıştır ve sonrasında bu anketi dolduran 12 İngilizce öğretmeniyle görüşmeler yapılmıştır. Bunların dışında, söz konusu ders kitabı, öğretmenlerin kitap ile

ilgili görüşleri ve bu kitabının gerçek özellikleri arasında var olabilecek uyum ve farklılıkları belirlemek için başlıca bir materyal olarak kullanılmıştır.

Anadolu Lisesi Öğretmenleri'ne verilen anketin amacı İngilizce öğretmenlerinin *NBS* adlı ders kitabını nasıl değerlendirdiklerini belirlemektir. Anket Likert ölçeğinde düzenlenmiş sorular ve iki adet açık uçlu sorudan oluşmuştur. Anketin ardından yapılan görüşmeler, söz konusu öğretmenlerin, lise öğrencileri için hazırlanabilecek model bir İngilizce ders kitabına yönelik öneri ve görüşlerine yer vermektedir.

Ankette yer alan veriler, ortalamalar, yüzdeler ve sıklık değerleri dikkate alınarak değerlendirilmiştir. Anketteki iki açık uçlu soru ve görüşmelerdeki tüm sorular niteliksel araştırma teknikleriyle analiz edilmiştir. *NBS* adlı ders kitabındaki okuma metni örneklerinin okunabilirlik seviyesini belirlemek için Flesch-Kincaid Okunabilirlik Analizi uygulanmıştır. Ayrıca, ders kitabındaki kelime yoğunluğu ve dağılımını tespit etmek için Vocabprofiler düzeneği kullanılmıştır.

Analizler, öğretmenlerin *NBS* adlı ders kitabının özelliklerine ilişkin değerlendirmeleri arasında uyum ve farklılıklar olduğunu göstermiştir. Bulgular, ayrıca araştırmacının ders kitabını analiziyle, öğretmenlerin ders kitabını değerlendirmeleri arasında bağlantı olduğunu göstermiştir. Ancak, kitabın bir takım özellikleriyle ilgili olarak öğretmen görüşleriyle araştırmacının söz konusu kitap ile ilgili görüşlerinin arasında farklılıklar olduğu gözlenmiştir.

Anahtar kelimeler: Ders kitabı değerlendirmesi, Ders kitabı değerlendirme ölçütleri

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## CHAPTER I: INTRODUCTION

### Introduction

Although recent technological innovations have helped educators to teach in new ways and to reach new goals, published textbooks are still the most commonly used source material for most instructional situations. In language teaching, the situation is similar, and many new commercial textbooks are regularly published in order to meet the changing focuses of instruction and the changing language needs of learners. As a result of this situation, it is important to decide on which language textbooks are most useful for students in particular settings. Language teachers' views of their classroom dynamics and their students' needs shape their evaluation of language textbooks. Thus, classroom teachers play the major role in evaluation and use of new language teaching text proposals and accompanying text materials. For this reason, understanding the "language teacher" evaluation process is an essential step in the design and selection of new textbooks.

The purpose of this study is to investigate Anatolian High School English teachers' attitudes towards the evaluation of the textbook *New Bridge to Success for 9<sup>th</sup> Grade New Beginners (NBS)*. The study also aims to determine English teachers' perceptions concerning the features of a "model" ELT textbook designed for the high school students in Turkey. First, the participant teachers completed a questionnaire regarding their assessment of elements of the textbook *NBS*. Then, 12 volunteered teachers among this population were interviewed. Further, the textbook *NBS* was studied and analyzed thoroughly by the researcher in order to determine the

correspondences or the discrepancies between the existing features of the textbook and the teachers' responses in the two sets of data.

### Background of the study

Tomlinson (1998) defines a textbook as a book “which provides the core materials for a course” and which covers many issues in a single volume by taking into consideration all the points that students are required to learn during a course period. Generally, such kind of a book includes four-skill activities, grammatical information, vocabulary studies, and different language functions.

Teachers, students, and textbooks are among the main elements of foreign or second language classrooms. For many years, the two elements, teachers and students and their roles were investigated thoroughly, but less attention was given to the issues regarding textbooks. However, in most cases, textbooks represent the hidden curriculum of the language studies in a certain program or country. For this reason, they play an important role for obtaining information about the likely teaching and learning practices of a particular school, program or institution (Richards, 1998).

Textbooks are designed for general courses ‘to be used worldwide’ or they are prepared according to specific requirements in a country. Different from the practices in 1970s, the attention is towards the use of country-specific textbooks. Many features of these materials have been changing in recent years, as the textbooks in the modern world are more attractive, colorful, and similar to authentic magazines in terms of their design. Although, a many textbooks have been presented in a package including workbooks and cassettes in previous years, following new

technological developments, they now often also include CDs, VCDs or CD-ROMs (p.125).

Although language textbooks are widely used all over the world, they are often criticized because of displaying inconsistencies between “educational aspects’ and ‘commercial roles”. In general, textbooks are facing a ‘reliability’ gap because of their inconsistent features and conflicting ideas in the process of their creation. The search for financial profit, public acceptance, selection favoritism and appropriateness for classroom use are issues of tension in considering ELT textbooks (Sheldon, 1988).

According to Sheldon (1988), the selection of a textbook or textbook package is an important decision in language education as it is necessary to take into consideration such factors as ‘professional, financial, and political investment’. Additionally, Chambers (1997) states that it is not an easy process to select a suitable textbook, as many people may be involved in the selection procedure and different opinions may cause resistance for the use of any specific textbook. Therefore, it might be useful to include all the teaching team in the text decision process.

Preparation of textbooks requires a long period of time, and while structuring them it is important to consider the features of the textbook as a whole. This aspect of textbook design is complicated because it is necessary to evaluate each part of the units critically to form a ‘useful’ textbook for the intended audience. In conducting such kind of evaluation, it is important to learn more about the relationship among textbooks, teachers and students. One of the options for learning about this relationship is to examine the teachers’ reports. These reports are informative as it is possible to learn from them how teachers use and how they adapt their textbooks. In

addition, students' opinions about the materials they are using in the classroom can be investigated by conducting questionnaires and journal writing activities (Richards, 1998). One option for textbook evaluation might be to rely on use of various checklists suggested by different authors and researchers who are professionals in their academic fields (Daoud & Celce-Murcia, 1979; Breen & Candlin, 1987; Sheldon, 1988; Grant, 1987; Cunningsworth, 1995).

The main issue in selecting textbooks is to search for the appropriateness of the textbook in a particular teaching context. It is difficult to find a perfect book which is suitable for a particular group of learners, but the aim is to investigate for the right kind of book that fits into the current teaching situation better than other materials. The initial step in a logical approach regarding the selection of textbooks is to clarify the aims and objectives of a particular teaching setting. At the second stage, it is necessary to analyze the teaching context "in which the material will be used" (Cunningsworth, 1995).

The selection of textbooks is closely related to the learner expectations. Recent technological changes, wide use of computers, appealing scenes in television effect learners' preferences as they seek to find similar qualities in the forms, content and presentation of classroom materials. It is a confusing process for teachers to decide on the right kind of textbook for use in the classroom. Considering this situation, it is important to first apply an impressionistic overview for getting general information about the features of the material, and at the second stage, to conduct an 'in-depth evaluation' in order to have specific and detailed information about the textbook. A detailed evaluation will help to determine to what extent the

textbook is consistent with the curriculum, what aspects of language are emphasized and whether it meets the students' needs (Cunningsworth, 1995).

According to Sheldon (1987), a three-stage framework can be useful for analyzing the textbook package in terms of 'input, throughput and output'. In the input stage, the aim is to learn for whom the materials are prepared, and it is also necessary to have information about the possible limitations considering the target teaching situations. Other elements of the textbook package can be analyzed in order to learn whether it is suitable for the intended audience at the input stage. Throughput is a process following selection where it is possible to learn whether the textbook is appropriate, appealing and motivating for both teachers and students. At the last stage, the output factors include whether or not the students achieved the intended language competence determined by the teachers or people at the ministerial position as a result of using the textbook or textbook package.

Although textbooks are prepared by professional people in their fields, it is difficult to find a perfect textbook. At the first glance, a textbook may seem appropriate for a particular student population, but after using it as a course material for months, teachers and students may discover deficiencies of the textbook. At this point, teachers' thoughts and beliefs about the efficacy of the textbooks are important, as they are the only group in classroom settings who can evaluate the features of a textbook in a professional as well as localized way.

Foreign or second language textbooks have been evaluated and reviewed by different researchers and authors worldwide. Mostly, textbook reviews reflect the evaluations considering the features of a textbook such as physical appearance, methodology, cultural issues, skills and supplementary materials. These reviews can

be regarded as subjective in content as they are based on the analyses and perceptions of a single author regarding the elements of a specific textbook. On the other hand, textbook evaluation studies include teachers' and students' perceptions for a specific context and on some occasions, these studies monitor the thoughts of other populations in the language teaching field such as program or curriculum developers, materials writers, linguists and language specialists. In general terms, the number of textbook reviews carried out by single authors is much greater than textbook evaluation studies that have been conducted by teams or by using instruments such as questionnaires, interviews or various analyses based on in-class observations.

#### Statement of the problem

The preparation of any textbook requires a systematic evaluation. In order to reflect the aims of the curriculum, a number of factors should be taken into consideration. Among these factors, teachers' thoughts and experiences are valuable while preparing a textbook for a certain group or community. While designing and organizing foreign language textbooks, the situation is similar. Moreover, language teachers' observations and thoughts about the students' learning process are important because language learning is process-oriented and requires a considerable amount of time.

In addition to the preparation process, language teachers should also have active roles in the evaluation process of the published materials or textbooks. Language teachers can be effective for analyzing the textbooks for two reasons. First, they are the immediate users of the language and of the language textbook. Second,

they are the only group who spend many hours with students thus; they are knowledgeable about their students' background, needs, and expectations.

Specifically, considering the position of language materials in Turkey, university instructors prepare their own materials or the departments design materials which are consistent with the goals and objectives of the course. On the other hand, teacher-prepared materials are not used widely in state primary and high schools. Ministry-approved commercial textbooks are chosen by teachers in schools to be used in most of the parts in the country.

According to what high school English teachers report, teachers formerly organized a committee and selected their textbooks from the ministry-approved American or British commercial publications in previous years. During the school period, 2004 and 2005, this procedure was changed, because an EFL textbook (*New Bridge to Success*) for preparatory classes was prepared by a Turkish-native speaking committee. This textbook was published by the Ministry of National Education, and it was accepted by the Board in the Ministry of National Education as the core language teaching text for use in the 9<sup>th</sup> grade classes of Anatolian High Schools. It was made compulsory to use this book in all of the cities in Turkey.

This study, therefore, aims to explore English teachers' suggestions and beliefs for a "model" textbook designed for the high school students in Turkey. As well, the study also investigates English teachers' evaluations with reference to the existing features of the elements of the textbook *NBS* prepared by committee for national use. The study was carried out by collecting, analyzing and interpreting questionnaires on the components of the *NBS* textbook with the purpose of obtaining the participants' evaluations. As this was the first time for requires use of an ELT

textbook for high school students prepared by a Turkish-native speaking committee, it is important to investigate whether the textbook achieved its stated aims.

### Research Questions

The following constitutes the research questions of the study:

1. What are the English teachers' suggestions and beliefs for a model ELT textbook prepared for the high school students in Turkey?
2. To what extent does the *New Bridge to Success for 9<sup>th</sup> Grade New Beginners* meet the teachers' expectations for a model textbook?
3. To what extent are teachers' evaluations of *New Bridge to Success for 9<sup>th</sup> Grade New Beginners* consistent with a detailed critical analysis of the text carried out by the researcher?

### Significance of the Study

A number of textbook evaluation studies reflect evaluations on existing features of a language textbook or expectations for an ideal language textbook (Gareyeva, 2001; Taşkan, 2003), they are still limited in reflecting objective analysis of the textbook components by the researcher. It is also essential to indicate that some studies in Turkey are limited to focus on a single aspect of textbook element, such as culture (Turkan, 2005), or a single language skill (Jecksembieyva, 1993; Uslu, 2003; Gönen, 2004). The aim of this study is to create a triangulation in which the teacher expectations for an ideal textbook, the existing features of one textbook under consideration and actual observation results considering the elements of the textbook are being incorporated as to reach generalizations. It is also possible to regard this study as essential at the local level in terms of reflecting teachers'

perceptions on a high school ELT textbook that is published by the Ministry of National Education and prepared by a Turkish-native speaking committee.

In Turkey, although other foreign languages were taught in public schools in previous years, English is the only foreign language that is being taught throughout the country currently. English language teaching begins at the fourth grade of the primary schools in Turkey. For the fourth and fifth grades, 2 hours of English instruction per week is compulsory in all of the public primary schools.

In the 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grades, students have four hours of English instruction per week. Before July 2005, after graduating from primary schools, the students took the 'High School Entrance Examination' in order to be able to continue their education in Anatolian High Schools. Those not passing the exam also had one year prep class education for studying English. Typically, 24 hours of English teaching/week took place in these schools. Another option for the students who did not pass the examination is an evaluation of students' grades (mean scores) throughout their primary school education. The students who had high grades in most of their school subjects could continue their education in the foreign language weighted high schools. This type of high school also had one year prep school education similar to the education in Anatolian High Schools. Given the student profiles and the hours for English instruction required in preparatory classes, it was essential to have information about the efficacy of materials or textbooks used in the intensive prep classes.. Evaluation of the textbook prepared for the intensive one-year preparatory program was the original focus of my study.

In July 2005, the practices concerning high school education was changed in Turkey. The main change was related to the extension of high school education

period from three years to four years. In the previous system, the overall period for high schools was “English preparatory class plus 3 years” in 2005-2006, the period was arranged as four-year- education without any preparatory classes. The new regulation was applied to the students who had recently finished the 8<sup>th</sup> grade of the primary school in 2005; the students who were still at the preparatory classes or in the 9<sup>th</sup> grade would continue their education as in the previous system. According to this new regulation, a greater block of the foreign language instruction would take place in primary schools, especially in the 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, and 7<sup>th</sup> grades. In high schools, according to this new arrangement, the hours of English instruction was spread over four years instead of preparatory class plus 3 years as in the previous system. Thus, the same ELT content as found in the former intensive English preparatory year would be spread over all four years of high school. The textbook originally prepared for the intensive prep year would be sub-divided and re-constructed for use over the four years of high school ELT instruction.

In terms of the education programs and foreign language instruction, Anatolian High Schools and foreign language weighted high schools were similar to each other. For this reason, they were united and the general name for these two different types of schools became “Anatolian High Schools”. The students who entered the Anatolian and the foreign language weighted high schools before the practices had been changed, followed the previous system until their graduation.

By taking into consideration this new practice considering the high school education in Turkey, the aim of this study is to investigate English teachers’ thoughts and perceptions for a “model” ELT textbook for the high school students in Ankara. (Turkey). Teachers’ criteria for the design of a model ELT textbook is important

because these will reflect their opinions about all the aspects of the textbook, and necessary revisions may be carried out to fit the standards desired by the teachers. As part of this study, teachers' responses to the existing text *New Bridge to Success for 9<sup>th</sup> Grade New Beginners* will be assessed. (This was the original text prepared for the former intensive predatory program and now re-constructed as a four year ELT high school text series.)

The findings of the study may reveal what ELT language skills or tasks should be given priority for high school students. Furthermore, the findings might reveal the weaknesses of the current textbook and contribute to the necessary changes in the content or design of this textbook. Although the study is conducted in Ankara, the teachers who use this book in other cities in Turkey should also draw implications from this study.

Finally, such an investigation of the English teachers' priorities in designing a model ELT textbook may contribute to the studies related to materials evaluation, curriculum development and design of ELT materials for the responsible departments within the Ministry of National Education.

### Conclusion

In this chapter, a brief summary of the issues related to textbooks, especially ELT textbooks, and information about textbook evaluation was given. These background issues were related to the recent past and current situation regarding ELT instruction in Turkish high schools. In addition, the statement of the problem, the significance of the problem, and research questions were covered. The second chapter is a review of related literature on the role of materials in curriculum models and the language teaching. It emphasizes the importance of textbook evaluation in

language teaching and teachers' role in the evaluation process. This chapter also includes samples from possible criteria suggested by different authors as well as research results of previous ELT textbook evaluations. In the third chapter, participants, instruments, and procedures for collecting and analyzing the data are presented. The background information about the participants' genders and ELT experiences are also included. In the fourth chapter, the findings of the data analyses of the questionnaire and the interviews are presented. In the fifth chapter, the overall results of the findings are presented by referring to the research questions. The pedagogical implications, limitations of the study and suggestions for further studies are indicated.

## CHAPTER II: LITERATURE REVIEW

### Introduction

The purpose of this study is to investigate teachers' attitudes towards the design of a model ELT textbook for the high school students in Ankara. English teachers' post-evaluations regarding the ELT textbook used in Anatolian High Schools can be considered as another implication of the study. This study may have additional implications related to the possible stages occurring in the design of language curriculum programs in high schools in Turkey.

This chapter provides relevant literature beginning with the role of materials in curriculum models and in language teaching. This will be followed by the presentation of the suggested criteria for evaluating ELT textbooks. As the last step, other textbook evaluation studies carried out in Turkey will be investigated.

### Role of materials in language teaching

In addition to the presentation of the written and spoken aspects of language, language materials also reflect different aspects of language such as grammar, vocabulary and pronunciation. The relevant materials include exercises for students to practice and communicate and they provide ideas for in-class activities. Specifically, textbooks include the aims and objectives of the language learning situation in a specific context, therefore, they provide a syllabus for the language program. With respect to the inexperienced teachers, textbooks are

useful sources for them since the content support those teachers by providing different teaching alternatives (Cunningsworth, 1995).

The materials have a controlling affect on the classroom dynamics as both the students and the teachers make use of them in many cases. All the approaches, methods and techniques that are being followed are specified in materials and the underlying philosophy of language teaching is transmitted to the students' learning in the classroom (Kitao and Kitao, 1997). Therefore, in order to fulfill the requirements of a specific language program and school syllabus, the materials should include concise, accurate, informative and functional content.

In Richards and Rodgers' words (2001), the role of materials may change according to the different methodologies. In a functional /communicative methodology the leading role of the materials is to activate students' interpretation, negotiation and expression under interactive situations. The idea of practicing grammatical issues in isolation is rejected and the superiority is given to the presentation of meaningful, interesting and motivating language items. A varied choices of the language activities exercises and tasks need to be selected and these selections should be 'presented in different instructional sources/ resources' (p.30). On the other hand, in an individualized methodology, different learner styles should be taken into consideration. As each student has his/her own learning rate and style, the materials should not restrict students' language learning process by specifying certain levels and the organization of the content would provide opportunities for self-study and evaluation.

## Evaluating ELT textbooks

### Primary Considerations

Hutchinson (1987) defines evaluation as a “matter of judging the fitness of something for a particular purpose” (p.41). While considering the evaluation process in language teaching, mostly, the initial analyses are conducted to understand whether the textbook fits into the official curriculum or the intended language program. Moreover, the textbook should meet the needs of the students by addressing their interests and abilities and it should also be consistent with the teaching style of a teacher (Grant, 1987).

Different scholars refer these first step analyses as practical considerations, primary considerations, evaluation for selection and external evaluation. The main aim of the primary considerations is to collect information regarding the general features of the textbook with the aim of selecting the most appropriate one for a certain language program. At this point, some of the authors share similar opinions considering the initial observation, on the other hand, a number of authors and researchers reflect different thoughts and opinions considering their priorities while selecting and evaluating a textbook.

A number of the scholars focus on the reasonability of the textbook package price as a priority while selecting and evaluating a textbook (Sheldon, 1988; Mc Donough and Shaw, 1993; Cunningsworth, 1995). According to Cunningsworth (1995), it is necessary to consider a number of practical considerations for textbook evaluation such as the durability and attractiveness of the physical appearance of the textbook and the easiness in obtaining the textbook package in a short period of time.

It is also necessary to be acknowledged considering the required equipments of the package (e.g. foreign language laboratories, listening rooms and video players) with a focus on their availability and reliability.

Mc Donough and Shaw (1993) suggest an external analysis of the textbook and this analysis initiates the examination of the information given about the textbook on the cover of students' or teachers' book and what is indicated in the introduction and table of contents. Further, they provide specifications for external evaluation and the leading aim is to determine the real function of a specific textbook since it is essential to find out whether they are used as main course materials or as supplementary sources. A teachers' book is necessary and it should be available moreover, the textbook should include vocabulary lists. Other purposes of an external evaluation are to investigate a clear layout, culturally appropriate materials, adequate representations of different countries and societies. The materials should also be checked thoroughly since they may reflect a negative attitude towards women and minority groups in the materials. Additionally, it is also important to investigate what kind of tests (diagnosis, progress, or achievement) is included in teaching materials and these tests need to be appropriate and useful in a particular language setting.

Grant (1987) proposes "a three-stage" approach for evaluating textbooks. At the first stage, the aim is to decide whether the book deserves being investigated thoroughly. The things to be done at this stage are to apply a CATALYST test. Each of the capital letters of the word catalyst represents a criterion. In the chemistry, a catalyst starts the change process. Similarly, a textbook in the classroom should be an agent of change. The eight criteria in this test are as follows:

“C: Communicative?

A: Aims?

T: Teachability?

A: Available Add-ons?

L: Level?

Y: Your impression?

S: Student interest?

T: Tried and tested?” (p.119)

### Evaluating the design of ELT textbooks

Evaluating the design of a textbook covers a number of issues such as the physical appearance, layout, and format and other features such as the presentation of illustrations, the tables and figures in a textbook. On the other hand, some scholars relate the design features with the organization of the content of the textbook and also focus on the internal features of the content. Furthermore, for narrowing the concept of design, a number of authors focus on the design of the units in a textbook. From a different perspective, in general terms, a number of practical criteria are also suggested for testing the appropriateness of the textbook materials in terms of classroom use.

The physical appearance of the textbook can be evaluated regarding the cover durability and the attractiveness of textbook elements such as the cover, page appearance and the binding (Daoud & Celce-Murcia, 1979). On this issue, without focusing on the cover, Sheldon (1988) believes in the efficacy of a durable textbook

since it would be used several times by students. In addition, she suggests there would be enough space for students to take notes during the lessons and focuses on the necessity of labeling the binding of the textbook. It is also necessary to examine whether the textbook size and weight is suitable for students to handle (Sheldon 1988; Daoud & Celce-Murcia, 1979) and whether the typeface size is appropriate for the intended audience (Daoud & Celce-Murcia, 1979; Dougill, 1987). While analyzing the general design of a textbook, it is necessary to search for the additional charts and explanations with a focus on their practicality in language learning. It is also necessary to question whether the textbook is suitable for language learners to be used outside the classroom as a self-study material. (Dougill, 1987) As another alternative for examining the physical appearance of a textbook, Williams (1983) suggests that it is possible to check whether the design reflects the features of recent technological developments.

#### Evaluating the illustrations in ELT textbooks

Illustrations can be considered as the most important aspect of the design in EFL textbook. A colorful and appealing selection of the pictures is effective in terms of attracting students' attention in the language learning process (Sheldon, 1988).

However, in most cases, the illustrations are criticized because of being childish and poor in quality (color and clarity). They also fail to reflect the actual scene presented in the relevant reading passages, listening scripts, tasks and exercises.

Graves (2000) criticizes the illustrations in a textbook wherein visual priority is given to a specific gender, class, race and culture. The clarity of the illustrations is of crucial importance since, in most cases, the information in the relevant material is

transferred by the use of pictures. Further, a balance should be achieved considering the number of the pictures. More importantly, the illustrations should not depict materials in which the presentations are not demanding and appealing regarding the age range of the intended audience. In addition, if the pictures portray the authority of a specific gender (in most cases man) and culturally offensive scenes, this situation would result in negative reactions of the language learners. The clarity and simplicity of the illustrations is of crucial importance since, in most cases, the information in the relevant material is transferred by the use of pictures (Dougill, 1987). Correspondingly, clear representations would not lead confusions in learners' minds in conceptualizing the input (Daoud & Celce-Murcia, 1979). Another role of the pictures should be to serve a functional purpose in order to sustain the practice of the relevant skill or issue presented in a particular page, otherwise, it is not appropriate to represent the pictures just for the sake of occupying space in textbook pages (Dougill, 1987; Sheldon, 1988; Graves, 2000).

#### Evaluating the language skills in ELT textbooks

Regarding the certain methodologies in language teaching, different from the ones that had been followed such as grammar translation or audio-lingual method in the previous years, there has been a radical change since 1980s. Recently, disregarding their diversity in following different approaches (content-based, task-based, or skill-based) it becomes important to create textbooks with a focus on the improvisation of the language skills following communicative principles. In this respect, it would be useful to examine the scholars' suggestions for evaluating the language skills in textbooks.

In Breen and Candlin's words (1987), the initial considerations for evaluating the skills in textbooks would be based on three aspects. Regarding the first aspect, it is essential to find out the language skills highlighted in the materials and examine whether any practical guidelines are provided to develop them. As another aspect, it is important to seek whether the proportion of the each skill is carried out successfully by taking into consideration the course period. Considering the last aspect, it becomes important to evaluate the skills in order to find out whether the underlying purpose in practicing skills is clear and whether the textbook provides the possible ways for carrying out the activities in terms of developing students' language skills.

Cunningsworth (1995) regards the integration of the skills as the 'fifth skill' in addition to the improvisation of the four main language skills in language learning and suggests six criteria for evaluating language skills in a textbook:

- Considering the stated aims and curriculum requirements, are all the language skills are emphasized adequately?
- Does the textbook include materials that integrate language skills?
- Are the reading passages and activities are appropriate to the students' level, expectations? Is the number of reading materials adequate for students?
- Do the listening materials in the cassettes have high-quality recordings and are they authentic? Do the materials provide background information, questions, and activities in order to enhance students' comprehension?

Mc Donough and Shaw (1993) specified the important aspects to be considered while evaluating the four language skills in the materials. Considering the reading skill, teachers should analyze the materials in order to find out the places in which issues related to reading and discourses are presented. Another aim is to search for useful texts above sentence level. It is also required from the teachers to seek whether all language skills are emphasized adequately, more importantly they would investigate to what extent the materials enhance practice of those skills. In addition to the reading, listening is also a receptive skill and while evaluating the efficacy of this skill it is necessary to consider in which parts of the textbook the listening is emphasized and how the authenticity is viewed in these materials. Specifically for the speaking skill, it is essential to examine whether the content of the speaking materials is consistent with the real-life reflections since such usages enhances natural communication.

As another skill to be improved, the efficacy of the pronunciation practice within the textbook need to be investigated. It is required from the pronunciation sections to provide an equal coverage of the phonological aspects such as articulation of speech sounds, words in contact, words stress, sentence stress and intonation. The terminology used in representing phonological aspects is confusing in many materials, thus the definition and the terminology should be simple enough since the learners would comprehend the input thoroughly. In addition, a relevant examination of the textbook is necessary in order to find out whether the pronunciation is based on the dialogues in the listening material or it is presented in isolation. Teaching pronunciation requires the use of phonemic alphabet since it is associated with a different symbolic system. Therefore, students need to be trained in the textbook in

order to understand what each sound or sound combinations refer to in speech samples (Cunningsworth, 1995).

#### Evaluating the presentation of grammar in ELT textbooks

Regarding the presentation of grammatical issues in textbooks, the selection of the grammatical items should be carried out by taking into consideration the learner's language needs. In order to facilitate the language learning process, the structural issues need to be presented in short units or modules. It is also necessary to question whether the priority is given to the language form or language use (meaning) and this will be followed by investigating the balance between the structural and meaningful presentations. The new acquisitions should be based on students' previous learning by comparing and contrasting the previously acquired aspects with the new ones. Additionally, a number of grammatical structures have multiple meanings such as the usage of the he present perfect tense and the present continuous tense. In this sense, the textbook would provide relevant information considering the different meanings of structural issues (Cunningsworth, 1995).

Daoud and Celce-Murcia (1979) indicated that it is important to achieve a balanced presentation regarding the number and the appropriate order of the grammatical items. It is also necessary to associate the grammatical structures with the reading texts and the aim is to follow an organization wherein the structures become complex in a gradual way. In addition, it is required from the grammatical structures to follow a normal word order and they should be constructed in accordance with the current everyday language. A logical order need to be sought between the sentences and paragraphs. More importantly, a meaningful context

should be provided in order to activate students' comprehension and assure assimilation and consolidation. In addition to the reflections of the authors, Skierso (1991) proposed that a number of verb forms such as paradigms and conjugations need to be presented in a summary format and this would be presented in student's book.

While teaching grammar one of the goals of the teachers is to help the language learners to ensure the learning from the form-focused accuracy to fluency. Therefore, a bridge should be constructed in such an organization considering the design of the activities and this bridge should also manipulate the students to familiarize the structures in context with the aim of presenting both the structures and communicative meaning.

Awareness is the initial step in order to achieve a flow from accuracy to fluency. At this stage, authentic materials are given to the students and they try to find relevant structures in those texts. This can be followed by the controlled drills in which learners practice the specific grammar items with the help of given examples in the textbooks and students do not have the flexibility to use different structures. Meaningful drills are also controlled; however, the learners have limited choices in terms of using a set of different words or phrases. Guided and meaning practice is another stage wherein the learners produce sentences according to the given situations. This can be followed by structure-based free sentences comparisons. At this point, the learners are provided with the required prompts (situations or picture-cued presentations) and they begin to produce sentences and paragraphs according to these cue words. This process is controlled since in the writing and discussions, the

Students should practice certain grammatical aspects. In the next stage, although the students are required to use certain structures in structures-based composition, the aim is to enhance students' creativity and provide a basis to reflect their opinions in the sentences and paragraphs. This can usually be carried out by giving tasks in which students would find solutions, indicate their thoughts and criticize the issues in the presented situations. At the final stage, namely free discourse, similar steps can be followed as in the previous step. However, the learners are not restricted to use identified grammatical items (Ur, 1996).

Similarly, in Gönen' study (2004) the learners indicated that contextual use of grammar advocated the presentation of structural details as well as their usages in contextual settings. The students also suggested the presentation of grammar with the visual aids. Although the students found the activities useful in the intended grammar textbook, the confusing sentence structure of the instructions prevented them to understand the purpose of the identified activities. The textbook under discussion was following an integrated skill approach and the grammar is presented via the use of four language skills. Nevertheless, in the textbook, students need to be informed about the different activity types that they are not acquainted with.

Although the recent approaches advocated the contextual presentation of the grammatical items, they still display deficiencies in terms of selecting the right kind of structure to be used in context. In order to expand, discourse factors are clearly necessary for the presentation of the tenses, on the other hand, the irregular plural forms do not necessitate such a kind of a contextual basis. On the other hand, the linguistic factors such as meaning, discourse and pragmatics reflect discrepancies regarding cross-cultural varieties. As a result, a number of usages in the target

language would not be meaningful for the non-native language learners (Petrovitz, 1996). In this sense, such a consideration necessitates the use of structures in meaningful frameworks.

#### Evaluating the presentation of vocabulary in ELT textbooks

Focusing on the presentation of vocabulary, the vocabulary load should be consistent with the intended level of the learners. It is also necessary to investigate whether the vocabulary items are sequenced in order to achieve a systematical gradation. Recycling is another important issue in vocabulary teaching, thus the previously learned vocabulary need to be revised at reasonable intervals. Moreover, the length of the sentences should be controlled in order not to distract students' attentions (Daoud & Celce-Murcia, 1979). Additionally, Skierso (1991) consider that is essential to question on which criteria the vocabulary items are selected. In order to exemplify, it is necessary to investigate whether they are structured on 'frequency counts, thematic units, or communicative, socio-cultural functions' (p. 436).

Ur (1996) proposes a list wherein the suggested items concerning the selection process of the lexical units exists. According to her, varied definitions of words can be provided similar to the explanations in dictionaries. New words can also be presented with the use of explanations and pictures. In addition, a context such as sentences, paragraphs and texts is essential for presenting the vocabulary. It is an alternative to teach vocabulary with the use of antonyms, synonyms and collocations. Translation can also be considered another way of presenting the

meaning of new items. Cunningsworth (1995) suggests six criteria in order to evaluate the lexical presentations in ELT materials:

- Is vocabulary learning material included on its own right? If so, how prominent is it? Is it central to the course or peripheral?
- How much vocabulary is taught?
- Is there any principled basis for the selection of vocabulary?
- Is there any distinction of between the active and passive vocabulary, or classroom vocabulary?
- Is vocabulary presented in a structured, purposeful way?
- Are learners sensitized to the structures of the lexicon through vocabulary learning exercises based on semantic relationships, formal relationships, collocations and situation-based word groups?
- Does the material enable students to expand their own vocabularies independently by helping them to develop their own learning strategies? (p.46)

#### Evaluating the exercises in ELT textbooks

As leading considerations regarding the use of exercises, Richards (1990) focuses on importance of the selection procedures and criteria considering the principal types of activities and tasks consistent with a specific language program. He further states that it is necessary to determine how much time will be devoted for different types of activities. According to Daoud and Celce-Murcia (1979), the language teaching materials should improve students' comprehension abilities and achieve to test main ideas and the detailed aspects in the relevant material. Competency over certain structures and vocabulary is another aim of the textbook exercises. Regarding the writing exercises, the presentation should be varied and the assessment of new issues needs to be done after the recycling process of those issues. In addition to the use of exercises in meaningful contexts to provide authentic communication, the exercises should also be consistent with the students' background knowledge, experience and current situation (Daoud & Celce-Murcia, 1979; Graves, 2000).

The language learners need to gain confidence while carrying out activities and this can be achieved by narrowing the focus of the activity or organizing the sequence of the activities in an appropriate way. These exercises also should focus on students' varied needs outside the classroom context. Another aim of the activities is to stimulate students' cognitive abilities in terms of problem solving, discovering and analyzing. By the use of activities, students should be trained in terms of developing specific skills and strategies. In addition, the students would gain competence in the four main language skills as long as the exercises are presented in an integrated manner. The exercises should also be comprehensive in content since the students need to be aware of social issues, cultural context and cultural differences. Moreover, it is important to seek authenticity in the materials with the aim of reflecting real language use. Another purpose of the activities should be to provide varied roles and groupings for the students, as a result, they would easily be involved in different types of activities according to the changing purposes. In order to finalize, the exercises would necessitate the use of authentic texts, realia and a variety of materials such as video equipment, pictures and objects (Graves, 2000).

#### Evaluating the cultural issues in ELT textbooks

In EFL settings, the cultural representations of the target language in textbooks can be problematic since the learners try to acquire the unfamiliar input of the target language culture and need to be acknowledged concerning the stereotyped representations of the people in native speaking communities. As a result of this situation, the EFL learners have difficulties in terms of integrating the unfamiliar cultural aspects and the linguistic forms of the target language concurrently. In addition, the EFL learners' own cultural norms would cause their resistance in

learning a foreign language. Therefore, it is the textbook's author mission to create a bridge in which the learners are accustomed with the new values of L2 by presenting the familiar issues at the first stages of language learning. Evoking students' intercultural knowledge by providing comparisons across different cultures is another way of confronting misunderstandings concerning the target language representations (Alptekin, 1993). Instead of focusing on the culture of a certain society, the intercultural language learning is also recommended by other scholars since the aim is to equip learners with the information belonging his home culture and different cultures including the target language presentations, as a result, students become aware of their own cultural values and begin to understand the cultural values of different societies (Leather, 2001; Patcher, 1999; Straub, 1999; Tavares and Cavalcanti, 1996; Alptekin, 2002, as cited in Kilickaya, 2004).

Similar to Alptekin's considerations, Cunningsworth (1995) also believes in the familiarity of the characters, social and cultural context for effective language learning. Further, it is important to question whether the textbook achieves in reflecting the realities of the social relationships among the textbook characters. The portrayal of the textbook characters is another issue since the equal presentation of man and women should be sought. Moreover, the kind of roles associated with the women in changing social and professional settings can be indicated as one of the textbook analysis element. A further investigation can be carried out to search for relevant information regarding the characters' psychological situations.

Sheldon (1988) focuses on the evaluation of cultural issues in LET materials under the heading of 'cultural bias' and the suggested criteria are as follows:

- Are different and appropriate religious and social environments catered for, both in terms of the topics/situations presented and of those left out?
- Are students' expectations in regard to content, methodology, and format successfully accommodated?
- If not, would the book be able to wean students away from their preconceived notions?
- Is the author's sense of humor or philosophy obvious or appropriate?
- Does the coursebook enshrine stereotyped, inaccurate, condescending or offensive images of gender, race, social class, or nationality?
- Are accurate or 'sanitized' views of the USA or Britain presented; are uncomfortable social realities (e.g. unemployment, poverty, family breakdowns, racism) left out? (p.244).

### Evaluating the topics in ELT textbooks

Prior to the discussions concerning topics, it is necessary to remind that a number of scholars (Richards, 1998; Graves, 2000; Byrd, 2001) focus on the distinction between the linguistic and thematic content. The linguistic content is associated with the certain structural aspects of the language. On the other hand, the thematic content, namely the 'subject matter' provides necessary contents and topics to support the language instruction. At this point, our focus is on the subject matter since it is closely related to the topics in the textbook.

The topics used in the language teaching materials act as vehicles in order to reflect the thematic content (subject matter). According to Cunningsworth (1995), although the main aim in designing language courses is to enhance language learning, it cannot be taught as a single subject because language occurs under real situations in our lives. Besides, learners come to the classroom with their own 'attributes, knowledge, attitudes, skills, cognitive abilities, curiosity and experience'. A textbook would be successful if it includes both the knowledge necessary for language learning and provides relevant subject matter that is successful in addressing students' background. It is also important to indicate that the topics

should be interesting, lively, amusing, and challenging for students. The topics in the textbooks should reflect different aspects of real life by referring to authenticity; furthermore, they would initiate interactions among learners to acquire communicative skills like expressing opinions, draw conclusions and transferring those conclusions into other platforms (p.86).

The topics of the units need to be analyzed in order to find out whether the recommended topics are necessary and the time devoted for the presentation of these topics is adequate. The selection procedure is also important since the most useful topics should be included in the materials without ignoring the most essential ones. Additionally, while preparing the materials the priority should be given to the most essential areas. Regarding these areas, it is necessary to question whether equal emphasis is provided in order to depict the different aspects. Correspondingly, the reflected areas would be in accordance with the students' expectations in order to help them to achieve the learning outcomes (Richards, 2001).

#### Evaluating the teachers' guides

As constitutes the most important step before the selection procedures, it is essential to evaluate teachers' guides. Moreover, a guide can be a useful aid in terms of helping the teachers to conceptualize the content of the textbook and being aware of alternative ways in terms of using them efficiently in the classroom. While teachers are using the guides, they would probably recognize their merits and shortcomings, as a result, they would provide suggestions for their renewal (Gearing, 1999).

Cunningsworth and Kusel (1991) distinguish between the global appraisal and the detailed evaluation while evaluating teachers' guides. As can be understood from its name, the global appraisal approach evokes teachers' awareness on primary considerations in language acquisition such as language learning theory and teachers' understanding of that theory. Moreover, at this stage, how the underlying assumptions about language learning /teaching are envisaged and how this aspect is reflected into the teacher's guide is also questioned. On the other hand, the aim of the detailed evaluation is to analyze the teachers' guides in regards the issues such as goals and content, cultural presentations, practical and hierarchical guidance, assessment and information about lesson evaluation.

#### Textbook evaluation studies

The rationale of investigating textbook evaluation studies can simply be related to the vast number of materials supported for language teaching and learning since it has become difficult for teachers and administrators to select the right kind of book consistent with their own institutions and programs. To broaden this assumption, it is necessary to envisage the balance between teachers' and learners' expectations, learners purposes of learning a foreign language, the effect of contextual factors on teachers and students, and cultural considerations should be envisaged before starting to create materials. In this respect, when focusing on the situations in Turkey, it is impossible to disregard the contribution of the evaluation studies as they can be effective in each step for providing innovative steps concerning materials development in ELT, the process of materials writing and selection of the appropriate textbooks for the intended language programs. These

evaluations and analyses are carried out to investigate the elements of ELT textbooks and these are designed to meet the basic English needs of the learners. In this sense, in addition to the conclusions of the studies depicted by the researchers, it is also essential to collect information considering the instruments, the participants' profiles and the settling of the studies.

Since one of the instruments of the present study is based on Garayeva's questionnaire (2001), the description of her study will be presented in detail. The purpose of Garayeva's study (2001) was to investigate teachers' relevant criteria while evaluating an ELT textbook series, namely *Headway*. While carrying out the study, the researcher did not focus on a specific level. Teachers who teach at different levels evaluated different sets of the textbook *Headway* ranging from elementary to upper-intermediate levels. The study was conducted at TOMER (language learning center) at Ankara University with 46 participant ELT teachers. In order to collect data, the researcher used a questionnaire consisting of 47 Likert-type and 8 open-ended questions. The focus of the study was to determine the criteria used by teachers for evaluating their textbooks. Another aspect of the study was to investigate whether the criteria pointed out by teachers were influenced regarding the variables like age, sex, and length and type of ELT experience. The criteria for textbook evaluation were designed under the categories of the physical appearance, organization, content, tasks and activities and supporting resources of the textbook. According to the results of the study, teachers' gender and especially their ELT experience had affected their way of evaluating the textbook categories indicated above. Moreover, although other variables were effective in manipulating teachers'

evaluation process, the length of ELT experience was significantly superior to the other variables in all of the categories depicted in the questionnaire.

The common purpose of numerous textbook evaluation studies carried out in Turkey was to investigate the efficacy of the textbook elements in terms of form and content. The materials used in these studies are various commercial textbook series such as *Headway* and *Cutting Edge* (from elementary to upper-intermediate). In addition, a number of researchers focused on a particular level of the language teaching materials such as *Headway Intermediate* and *Changes 1*. Different questionnaires and interviews were conducted in order to collect information considering the teachers' and learners' attitudes towards the textbook that was being used by the all participants. It is important to note that the studies carried out in different settings such as preparatory classes at Osmangazi University (Aydemir, 2002), different preparatory classes of secondary schools (Inözü, 1996) and first year graders in Ankara University (Erentürk, 1999). The results of these studies focused on the merits and shortcomings of the textbooks in respect to the teachers' and learners' opinions and based on the conclusions derived from the studies. Many researchers attempted to provide suggestions for the deficient aspects of the textbooks in order to meet the language needs of the learners practicing English in those particular settings.

Different from the other studies, Ersöz (1990) explored the participants' considerations regarding a textbook (*An English Course for Turks*) used in state high schools in Turkey. Although other studies focus on commercial publications, this textbook specifically designed for the Turkish students by an English-speaking committee. The results of the study revealed that the textbook was deficient in

numerous aspects since it presented a prescriptive content and language and it did not follow an integrative approach. The researcher also indicated that the textbook is not efficient in terms of reflecting the current teaching/ learning methodologies and standard uses of English. Therefore, the author concludes that the textbook was not consistent with the ELT language program in Turkey and finally she recommended the publication of a new textbook consistent with the expectations and needs of the students. Similarly, Çakıt (2006) conducted a study in high schools to explore students' and teachers' evaluations of the textbook *New Bridge to Success 3* and this textbook is another constituent of the *NBS* textbook series and it is published by the Ministry of National Education. Interviews were conducted with the teachers and questionnaires were distributed to more than 300 students. The researcher also carried out interviews with the students. According to the results of the study, the textbook displays deficiencies such as presenting complex reading texts in terms of the vocabulary load and structures. The textbook was also criticized since it does not present materials consistent with the students' language levels. According to the participants, the content of the textbook was not prepared by considering the different learning styles and expectations. On the other hand, the participants evaluated the illustrations in positive manner because of being up-to-date.

Although a number of the textbook analysis studies focus on a specific language skill, namely the reading skill, the researchers' purposes differ from each other to a great extent. In order to exemplify, the rationale of Jecksembieyva's study (1993) was to explore the pre-reading activities in 15 ELT textbooks at different levels and to find out teachers' perceptions considering the pre-reading activities. The participants of this study are 79 English teachers teaching in the BUSEL

(Bilkent University School of the English Language) in Ankara and a questionnaire was designed and distributed to these teachers in terms of investigating their perceptions about the pre-reading activities in general. According to the results of the study, most of the participants indicated that they use pre-reading activities and have positive attitudes towards using them in their classrooms. Discussion of real-life experiences, making predictions, pre-teaching vocabulary and asking questions are the ones that are used successfully by the participants of the study. Nevertheless, ‘use of field trips, videos or movies, prior reading and demonstration or role plays’ were not rated highly and used less than the other activities indicated by teachers. Moreover, the participants reflected their students’ favorite pre-reading activities and these are discussing on real-life issues and making predictions.

From a different perspective, Yetgin (2003) focuses on the instruction of the reading strategies. In order to expand, one of the purposes of her study was to find out and evaluate the reading strategy instruction provided in one of the intermediate level textbooks. The teachers who work in the Department of Basic English (DBE) at Middle East Technical University were the participants of the study. Another aim of the study is to explore teachers’ opinions considering the type of the reading strategy instruction presented in the textbook at Middle East Technical University. Two different sets of instruments are used in this study. At the first stage of the study, a textbook evaluation checklist and a reference paper is used. This paper was designed by investigating the relevant literature in terms of determining the 30 frequently used reading strategies. The aim in designing these instruments is to determine the ‘explicit/implicit strategy explanations and strategy practice opportunities in the textbook’. The results of the study are informative in terms of reflecting the

strategies which receive explicit and/or implicit strategy instruction in the textbook. In addition, the results revealed that the teachers' considerations regarding the strategy instructions correspond to the result of the textbook evaluation.

The purpose of Uslu's study (2003) is quite different from the other studies indicated above since the aim is to reveal English teachers' textbook evaluation skills while deciding on the appropriate reading textbook for their English classes. The study was carried out at a university by conducting 'Reading Material Evaluation Questionnaire, pre-training guided think-aloud protocols, and post-training guided think-aloud protocols' with teachers. The participants had training sessions in order to carry out reliable evaluations. According to the results of the questionnaire, discrepancies exist among teachers' evaluations considering the reading materials. Further, the results indicated that teachers' evaluations changed after the post-training guided think-aloud protocols since these sessions urged the participants' awareness and knowledge regarding textbook evaluation issues.

In addition to the textbook evaluation studies in Turkey just cited, the most ambitious English language teaching textbook evaluation research is being presently carried out by the LATEX group at Lancaster University. They have conducted pilot studies, the most recent involving a group asked to evaluate, 'Just Right' by Jeremy Harmer (2004, London: Marshall Cavendish, ELT). The participants were three English teachers with three different levels of experience. The methodologies employed think-aloud protocols, collected by the researchers in the course of the three teachers' evaluation of the Harmer textbook. The subjects were asked to evaluate the textbook in terms of its appropriateness for "A group of 15-20 intermediate-level learners, predominately of Chinese nationality, who are learning

basic English skills without any ESP (English for Special Purposes) or EAP (English for Academic Purposes) focus within a university setting.”

There were no initial criteria, given that the researchers were interested in what aspects of the text were of spontaneous note to the teacher-participants. Results are presented on the LATEX website and are quite detailed and extensive. Representative of the findings was that text appearance played a relatively small part in recorded protocols and that the process of evaluation ranged dramatically from “systematic” (experienced teacher) to “somewhat systematic” (intermediate experience teacher) to “back and forth” (novice teacher). The one feature all subjects were positive on was text presentation of new vocabulary and its integration with pronunciation and grammar.

In the light of the reviewed studies indicated above, the current study depicts similar criteria while evaluating textbooks. Another similarity with the other studies is the use of questionnaires in the format of checklists in order to investigate teachers’ perceptions. On the other hand, this study is distinctive from a number of perspectives when compared to the ones in the literature. The current study explored teachers’ beliefs and suggestions for a model ELT textbook to be consistent with the language needs of the learners. A number of studies used interviews, however they focused on the features of the textbook which is under discussion. This study only investigated teachers’ perceptions regarding an ideal textbook for the high school students. Additionally, in terms of the data analysis, the aim of the current study is to achieve to a three-way data analysis by incorporating the teachers’ suggestions, the questionnaires results displaying the teachers’ evaluations concerning the intended the textbook and the researcher’s own objective observations. Although there is an

attempt to incorporate the results of the different sets of instrument in other textbook evaluations, they are still lacking considering this kind of triple analysis. More importantly, the textbook used in this study was published by the Ministry of National Education. Although Ersöz (1990) based her study on the evaluation of a textbook published by the Ministry of National Education, it was a different textbook called '*An English Course for Turks*' and it was written by a native-speaking committee in Turkey. However, the *NBS* (*New Bridge to Success*) is the first and only ELT textbook series prepared by a non-native speaking committee (Turkish) in Turkey at the high school level. All of the authors in the committee were Turkish, and they were teaching English at different high schools in İzmir. As indicated above, a similar study was conducted by Çakıt (2006) considering the features of *New Bridge to Success 3* and this book is another component of the *NBS* textbook series. The author of this study suggested the evaluation of the other textbooks in the *New Bridge to Success* series. Therefore, the aim should be to learn whether the textbook under consideration, namely *New Bridge to Success for 9<sup>th</sup> Grade New Beginners* which is prepared by a non-native speaking committee (Turkish) achieved its goals to meet the needs and expectations of the high school students in Turkey.

### Conclusion

In this chapter, an overview of the issues in textbook evaluation and the possible evaluation criteria suggested by the scholars was presented. In addition, a number of textbook evaluation studies conducted in the field of English Language Teaching was examined. In general terms, materials evaluation helps program designers and materials writers to consider important aspects while designing language courses. Besides, evaluation studies are essential in terms of reconsidering

the deficient points in the existing materials and revision issues. In the evaluation process, as teachers are the immediate users of textbooks and have direct effect on classroom management and textbook usage, their evaluation criteria and suggestions have to be considered. The next chapter will focus on the methodology, presenting the participants of the study, the instruments, and data analysis procedures used in the study.

## CHAPTER III: METHODOLOGY

### Introduction

This study investigated three different issues regarding ELT textbook ‘*New Bridge to Success*’ used at 9th classes in Anatolian High Schools Ankara. The first step is to gather detailed information related to the process of the creation of the ELT textbook ‘*New Bridge to Success*’. The second step is to learn teachers’ attitudes towards an ideal textbook designed for the high school students. Investigating teachers’ attitudes towards the evaluation of the textbook *New Bridge to Success* can be regarded as the third step of the study. The questionnaire items concerning the evaluation are based on certain criteria consistent with the literature (Sheldon, 1988; Cunningsworth, 1995; Grant; 1987; Daoud & Celce-Murcia, 1979). The study focused on the following research questions:

1. What are the English teachers' suggestions and beliefs for a model ELT textbook prepared for the high school students in Turkey?
2. To what extent does the *New Bridge to Success for 9<sup>th</sup> Grade New Beginners* meet the teachers' expectations for a model textbook?
3. To what extent are teachers' evaluations of *New Bridge to Success for 9<sup>th</sup> Grade New Beginners* consistent with a detailed critical analysis of the text carried out by the researcher?

### Participants and Setting

The participants in this study were 60 English teachers working at 9th classes in different Anatolian High Schools in Ankara. All the teachers were using the same book as it is the only textbook approved by the Board in the Ministry of National Education to be used at the 9th classes.

A major change was carried out concerning the high school education in Turkey during the summer of 2005. The new regulation was related to the extension of the high school period from three years to four years. As a result of this situation, the preparatory classes of Anatolian High Schools were abolished. Another consequence of this new regulation is that a number of regular high schools were converted to Anatolian High Schools. The criterion for being an Anatolian High school is closely related to the number of students and students' achievements in those schools.

In the actual study, teachers were selected from 13 Anatolian High Schools, namely, Atatürk, Gazi, Milli Piyango, Mehmet Emin Resulzade, Hacı Ömer Tarman, Nermin-Mehmet Çekiç, Gölbaşı, Etimesgut, and Süleyman Demirel Anatolian High Schools. The other schools included in the study are the regular high schools that were converted to Anatolian High Schools in the 2005- 2006 academic year. The names of these new Anatolian High Schools in our study are Bahçelievler, Atatürk, Ayrançı and Elvankent Bilgi Anatolian High Schools.

Background information concerning the gender and ELT experiences of the teachers

Table 1

Gender of the participants

Gender	Frequency	Percentage
Male	11	18 %
Female	49	82 %
TOTAL	60	100.0

It is clear from the table that the majority of the participants (82%) were females.

Table 2

Years of teaching experience

Years of teaching experience	Frequency	Percentage
1 to 5 years	1	2 %
6 to 10 years	11	18 %
11 to 15 years	10	17 %
16 to 20 years	18	30 %
More than 20 years	20	33 %
TOTAL	60	100.0

As can be seen from the table, the participants in this study are experienced in their fields as the majority (80 %) of this population has more than eleven years of teaching experience. In addition, more than one fourth of the participants have been teaching English more than twenty years.

## Instruments

### Questionnaire

In this study, questionnaires and interviews were used in terms of obtaining qualitative and quantitative data. Considering time restrictions, questionnaires can be regarded as one of the most useful instrument to obtain data in a short period of time. In addition, for gathering detailed information regarding the concepts in the questionnaires, interviews are useful for triangulating the study.

The initial draft of the questionnaire was in English and this questionnaire was translated into Turkish by two MA TEFL students. Two other MA TEFL students translated back the Turkish version into English. The aim for such a back translation is to ensure that the items are understandable and clear for all of the participants who will participate in the study. In the questionnaire, there were two types of questions: Likert-scale, and open-ended questions. A four- point Likert scale was used in which responses ranged from ‘strongly agree’ to ‘strongly disagree’. This type of scale was used to obtain information related to the participants’ genders and ELT experiences. More importantly, necessary data was gathered about the features of the textbook, textbook package and teachers’ further comments concerning ELT textbook *New Bridge to Success*.

Interpretations were made according to the four-point scales below and mean values of the scale items are also given. For the purposes of this study, the frequencies and mean values are used to analyze the questionnaire data. Another aim of this study is to investigate whether the teachers agree or disagree regarding the features of the textbook. In the present study, the Likert-scale items were used and they range between strongly agree to strongly disagree. The mean value ranges

provide information to interpret whether the responses obviously occur in one category or the other. Additionally, these values also display splits wherein teachers' evaluations indicate diversity. The types of the Likert-scale items and the range of mean values are presented below:

- 1) Strongly disagree: mean values between 1.00 and 1.75
- 2) Disagree: mean values between 1.76 and 2.50
- 3) Agree: mean values between 2.51 and 3.25
- 4) Strongly agree: mean values between 3.26 and 4.00

In this study, Garayeva's (2001) questionnaire was adapted, which was designed for textbook evaluation for instructors. In her study, she used two sets of questionnaires to discover the textbook evaluation criteria used by the instructors. Garayeva (2001) vaguely indicates the source of her questionnaires as "In order to develop the instrument, the literature concerning the evaluation of textbooks/ course books was reviewed" (p.35). It is necessary to indicate that although the researcher took the questionnaire from Garayeva (2001), this study is distinctive from different perspectives. In her study, Garayeva (2001) used the textbook under consideration as a vehicle to find out teachers' criteria while evaluating a textbook. Another aim of her study was to find out whether the criteria indicated by the teachers changed according to different variables such as sex, age, years and types of teaching experience. However, the primary aim in the present study is to obtain information about the features of a specific textbook based on the criteria expresses by different authors' views and the other studies without focusing on variables.

In Garayeva's (2001) questionnaire, the numbers of items were 47. The number of the questions was reduced to 37 in the present study. A number of

changes were done to make it suitable for the actual context of the study. The revised questionnaire consisted of three main parts and they are presented in Part A, Part B and Part C.

The first part (Part A) was designed to obtain information about the teachers' gender, the length of ELT experience, the length of ELT experience in Anatolian High schools and also their experience in the 9th classes of these high schools.

The second part of the questionnaire (Part B) was divided into three sub-sections and included 35 Likert Scale Questions and two open-ended questions. The total number of the questions is 37.

Sub-section I: The questions (1-6) were designed to obtain information about the physical appearance of the textbook such as attractiveness and durability of the cover. In addition, the aim was to gather data to find out about the general organization of the textbook, the presentation of the illustrations, headings, or instructions.

Sub-section II: This part of the questionnaire consisted of 19 questions (7-25) to gather information about the content, units, four- skill activities, exercises, vocabulary and cultural aspect presented in the textbook.

Sub-section III: This section included 4 items (26-29) related to the supplementary materials, such as workbook, teachers' book, and listening materials.

The last section of the questionnaire, Part C, consists of 5 Likert scale type (30- 35) and two open-ended questions (30-37) to explore the possible comments, changes, and additions teachers wanted to make about their textbook *New Bridge to Success*.

## Interviews

The interviews were conducted with 12 English teachers. Among this population, ten of the teachers were women and the two of them were men. Considering the profiles of the interviewees, the range of the teaching experience of these participants differentiates between 6 to 20 years. Among these teachers two of them have teaching experience between 6-10 years. The other three teachers' teaching experience is between 11-15 years. In addition, four teachers have teaching experience ranging between 16-20 years. The rest of the participants, three teachers indicated that they have been teaching English more than twenty years.

The main reason in designing the interview was to learn teachers' suggestions for a model ELT textbook to be used in high schools, and their priorities while selecting or evaluating the textbooks. Although the context of the study was Ankara, the aim was to generalize teachers' perceptions, and the researcher wanted the participants to consider the general educational status in Turkey. The underlying assumption for such a generalization was that the textbook was used throughout Turkey, and it was the only textbook approved by the Ministry of National Education.

The interview questions were structured to obtain information concerning the elements of an ideal ELT textbook prepared for the high school students. The leading question of the interview was prepared to elicit teachers' priorities while selecting or evaluating an ELT textbook. In addition, the participants were asked to reflect their suggestions and beliefs regarding the physical appearance and illustrations of a

model ELT textbook. The participants also indicated their opinions regarding the issues such as thoughts for an appropriate methodology, language needs of the students and cultural considerations constituted other aspects of the interviews. The presentation of dialogues, four language skills (reading, listening, speaking and writing), sub-skills (grammar and vocabulary) and the relevant exercises constituted other aspects of the interviews. Finally, the teachers reflected their thoughts on the features of the supplementary materials.

*The textbook (New Bridge to Success for 9<sup>th</sup> Grade New Beginners)*

In this section, I will provide a general description a full description of the textbook as impartial as avoiding values judgment. The reason for this is that the book itself is no doubt a participant in this study. The evaluations provided by the teachers through the questionnaires and the interviews will hopefully become more meaningful in comparison with the neutral description provided in this section.

The textbook is composed of 225 pages with a light purple cover. On the cover, the printings are in bold capitals indicating the name of the textbook and the abbreviations reflecting the publisher of the textbook. On the back cover, three sample advertisements concerning the projects of the Ministry of National Education are represented. The name of the textbook, the publisher and the authors of the textbook are indicated on the first page. On the second page, the names of the other people who involved in the creation process of illustrations are also presented. Editors, artists, visual designers, and the English Language Specialists are also indicated. The national anthem of the Turkish Republic is presented in verses. The following two pages represent a portrait of Atatürk and his address to Turkish Youth.

The *Contents* section is presented on a single page and it includes the page numbers of the course introduction, table of contents, names of the units, grammar reference, irregular verbs, references and word list. The table of contents includes topics, functions, language areas/ structure and vocabulary. The names of the units are presented as follows:

### **Course Introduction**

The course introduction section reflects information considering the aim of the textbook from the students' and teachers' perspectives and gives extra information regarding the level of the textbook. This section also has eight sub-sections such as contents, topics, functions, language areas and structure sets, vocabulary sets, language tasks and study skills, student's project works and teacher training. There is no information about the first sub-section, namely the contents. The sub-sections and the striking aspects are indicated with bold typeset. At this point, it would be useful to reflect what each sub-section includes:

#### Topics

The range and source of the topics are indicated.

#### Functions

The elements constituting the functions and the aim of the functions in the textbook are reflected.

#### Language areas and language sets

Relevant information concerning the presentation of grammar and the presentations of various tasks consistent with different learners' styles is indicated.

### Vocabulary Sets

The contextual presentation of vocabulary in the textbook was indicated with an emphasis on the use of vocabulary learning strategies

### Language tasks and study skills

Relevant information regarding the presentation of skills, the guidelines for conducting the four language skills and the essential steps while teaching these skills such as pre-listening, while listening and post listening are reflected in this part. Although not presented in the heading of the course introduction another sub-section is also included under the name *keeping a portfolio*.

### Keeping a portfolio

The definition of portfolio and necessary steps for keeping a portfolio is indicated in this section. It further includes a correction code for teachers while evaluating the portfolios.

### Student's Project Works

The definition and the role of the students' project works are indicated with an emphasis on their appropriateness to the aims of the EU's European Language Portfolio. In addition, the efficacy of the project works is pointed out in terms of students' own evolutions.

### Guide to teachers

Relevant information considering the teacher's guide and how the guidance carried out in the book is reflected.

## **Table of contents**

The table of contents in *NBS* is presented in a tabulated form and it includes main sections for all of the units in the textbook such as topics, functions, language areas and structure and vocabulary. The name of these sections is coded with blue color.

### Topics

Under the heading for topics, the number, name and page numbers of the units are presented in black bold capital typeset. The page number is only presented in bold typeset, not in capitals. The table of contents reflects the names of the 22 textbook units and these are depicted as *Personal Identification, Family, People and Places, Traffic, Daily Routines, Leisure Activities, Plans and Intentions, Dos and Don'ts, Feasts, Refreshments, Now and Then, A Detective Story, Famous People, Hopes for the Future, Health and Sports, Past Activities, People Profiles, Climate, Experiences, Superstitions, Fashion, and Party.*

### Functions

They are introduced in itemized forms such as ‘describing family members, asking for and giving personal information, expressing abilities and disabilities’.

### Language areas and structure

This section reflects a brief summary of the unit content with a focus on relevant sentence types and grammatical structures. They are presented in sentences patterns, phrases, questions with gaps and abbreviations.

### Vocabulary

This part of the table includes relevant vocabulary for each unit and the words are grouped according to their semantic fields and their functions in the sentences

such as verbs, nouns and adjectives. In addition, the sub-categories of verbs are also indicated such as verbs of actions and phrasal verbs. The vocabulary is presented as the combination of single words, phrases and abbreviations.

#### The organization of the textbook units

The number and the name of each unit are presented in color-coded frames (pink, green, blue and orange) at the beginning of the units. The elements of the units can be described as *Let's start*, the integrated and isolated presentation of skills, *Pronunciation*, *Let's practice*, *Let's remember*, *Project work* and *Fun corner*. In addition to these parts, a different section called *Game Time* occurs in various parts in the textbook. At this point, it is essential to reflect the features of these elements of the units of the textbook *NBS*.

#### Let's Start

This part occurs at the beginning of each unit that aims to prepare students for the following activities. This section includes different types of exercises in terms of initiating pair-work (picture- cued matching exercises, guessing questions, introductory or guiding questions) in pairs.

#### Language Skills

The skills are presented in black bold capital letters and in changing colored frames in different units. The integrated and isolated presentation of skills presented within the textbook is carried out as reading and speaking (26), reading and writing (10), speaking and writing (5), listening and reading (19), listening and speaking (20), writing (19), speaking (15), listening (17), and reading (19). In a single unit, four language skills are integrated in various forms. In order to exemplify, in the fifth

unit, the skill combinations are structured as reading-speaking, listening- speaking, speaking- reading, listening-speaking, reading- writing, reading-listening, and reading-writing.

### The combination of language skills

#### Reading-Speaking

Generally, the integration of reading-speaking skills occurs as reading and acting out dialogues, reading and asking/ answering questions. Similarly, students make dialogues by using the cue words in reading passages or they create discussions concerning the topic in the reading sample.

#### Speaking-Reading

In this combination, students talk about a picture as an introduction to the topic and this is followed by a relevant reading passage.

#### Listening-Speaking

This integration comprises listening and repetition and creating discussions based on the information in the listening sample.

#### Listening-Reading

In this set of skill presentation, mostly students read and hear the same samples (texts, dialogues and letters) that are followed by checking for the gap-fillings exercises. Reading is also presented as a follow up option after the listening.

#### Reading-Writing

Generally, the students are expected to complete charts and write paragraphs consistent with the reading sample.

### Speaking-Writing

Students talk and share their ideas around a certain topic or a given situation. This is followed by writing paragraphs or completing charts consistent with the speaking exercises. Another example is that students talk about the pictures and learn the new vocabulary after the discussion. This is followed by a writing exercise in which they complete the dialogues with the new words.

### Let's practice and Let's remember

After the practice of language skills, two different sections *Let's Practice* and *Let's remember* are presented. The *Let's practice* section always occurs before the presentation of *Let's remember*. It is important to note that these two sections are also presented in different parts in a single unit.

The aim of the *Let's practice* section (with bold typeface in orange color-coded frames) is to help students to revise the relevant vocabulary and the grammatical structures by introducing different sets of exercises such as gap-filling, making dialogues, picture-cued guessing, comparison exercises, and completing charts.

The *Let's remember* section is highlighted in green frames as a sub-heading. It is necessary to examine this section from two different aspects. First, this section includes notes for the students in terms of reminding the grammatical rules by the use of short notes, sometimes in charts. Second, it also helps students to remember the structural issues by presenting gap-filling and matching exercises. Completing rules, completing tables, underlining specific words and groupings are also among the exercises of this textbook element.

### Pronunciation

This section is presented as a sub-heading with bold color-coded (green) typeset. Mostly, the pronunciation part is presented with the integrated skills, namely listening-speaking. The *pronunciation* section includes exercises such as focusing on the stress of the questions, identification of speech sounds, listening and repeating the sounds/ words and recognizing the pronunciation varieties of speech sounds.

### Project works

This textbook element is presented as a sub-heading with bold color-coded (violet) typeset. This section is an area in which the students reflect their productivity with the aim of practicing the issues that have been learned throughout a single unit. The activities in this section involve writing (writing e-mails), drawings plans (streets), drawing spidergrams, preparing calendars for showing birthdays and preparing instructions for different purposes. Students also have the chance to make surveys, prepare posters, lists and sample speeches.

### Fun corner

It is presented in bold typeface and colored with pink. This section is composed of riddles, tongue twisters, puzzles, entertaining questions, drawing bars / pie-diagrams, board games and jokes.

### Game time

This section occurs in different parts in a single unit and it is presented with colored sub-headings (red). It includes guessing, miming and bingo games. Also, picture-cued puzzles and guessing exercises for completing charts can be indicated as the other components of this game set.

### Other elements of the textbook *NBS*

Following the appearance of 22 textbook units, the final parts of the textbook includes grammar reference, irregular verbs, references and word list sections.

#### Grammar Reference

This section (18 pages) is printed in black and white. It includes explanations and notes for the grammatical issues in units. The headings represent the number of units in bold capital letters. The sub-headings are presented in black bold typeface and some of them are underlined. The notes are reflected for each single unit in sentences, phrases, charts and tables.

#### Irregular Verbs

The list is printed on a purple page. The heading (irregular verbs) is in bold black capitals and the sub-headings are also presented in black bold capital letters and they are underlined. It includes the present and the past form of the irregular verbs. The past participle form of the irregular verbs does not occur in the list.

#### References

The heading for the references section is printed in black capitals and this part includes 14 references that are derived from Turkish internet sites.

### Data Collection Procedures

As the study was carried out in Anatolian High schools in Ankara, it was necessary to get permission from the related department in the Directorate of National Education. The researcher attached a sample of the questionnaires to my written application and gave my papers to the officials in the Directorate of National Education in Ankara on May 27, 2006.

In the permission procedure, a hierarchical chain was necessary in order to have permission for conducting the questionnaires or other types of surveys. After the approval of the Directorate of National Education and governorship in Ankara, the questionnaires were sent to the related department in the Ministry of National Education. A committee was responsible for examining the questionnaires and declaring whether the content of the questionnaires was appropriate for conducting a particular study in the Anatolian High Schools in Ankara. Following the approval of the committee in the Ministry of National Education, my papers were sent back to the Directorate again on June 2, 2006 informing that the study can be conducted in the high schools in Ankara. The researcher was able to take the last versions of the permission papers on June 5, 2006.

The pilot study was done at Etimesgut Anatolian High School on 06 June, 2006 with four English teachers. The teachers completed the questionnaires in the teachers' room. The questions in the questionnaire were rearranged after having feedback from the results in the pilot study.

For the actual study, the questionnaires were conducted in 13 Anatolian High schools on 07- 08 - 09 June 2006. Again the English teachers completed the questionnaires in the teachers' room in brake hours. After carrying out questionnaires, interviews were done with the English teachers during the following week.

The sixty participants in the questionnaire were picked out of a total of thirteen schools. The questionnaires were filled out by sixty participants in their respective schools where, the researcher arranged to meet with them individually after obtaining oral permission of the school principle in advance. The questionnaires

were filled out either in the teachers' room or in the teachers' classroom, and a few took the questionnaire home overnight. The researcher made sure that each of the sixty participants in the questionnaire had a copy of the textbook which they refer to while filling out the questionnaire. The questionnaire sheets had a section for name identification. Numerous teachers were concerned to identify themselves openly. For this reason, the researcher had to tell the teachers that they were free to identify themselves by writing their names on the questionnaire sheets, but nothing in the study turns around the individual questionnaire respondents.

Of the twelve interviews, eleven were conducted in the teacher's room and one with a vice principle in his office. During the interviews, only the interviewee and the researcher were present. On the average, the interviews took two hours each. Ten interviews were conducted after school and with two of them during their free time between classes.

The exact procedure of the interview included the following:

Initially, the subject and the purpose of the study and the interview were explained to the participants individually in five to ten minutes. Then each question was put to the interviewee in turn and she was asked to reply freely. The permission is asked for taping the full interview.

Subsequently, the list of the interview questions presented at the appendix section of the present thesis was given and the interviewees were instructed that they would be asked each question in turn. Then, they were asked questions by the researcher orally and they followed the question on the list given to them earlier. In general, one type of diversion occurred in the answers and that's when the interviewees volunteered to talk about the teaching process in general. As such time

the researcher intervened to call their attention to the ideal textbook and as long as the interviewees restored their comments to textbook, the researcher did not intervene.

### Data Analysis

The data were analyzed quantitatively and qualitatively. For the analysis of the questionnaires, Statistical Package for Social Sciences (SPSS 10.0) was used and necessary calculations were carried out. The data in the questionnaire were analyzed using mean scores, frequencies, and percentages. The questionnaire data were presented in tables. For analyzing the open-ended questions in the questionnaires and the data in the interviews, qualitative techniques were used. At first, all the tape-recorded interview samples were transcribed, and then they were coded according to the specifications determined while preparing the interview questions.

For the final form of the data analysis, a three-way analysis of the data was carried out by combining the results of the questionnaire and interviews, and the researcher's in-dept analysis concerning the features of the ELT textbook *NBS*. The purpose of this organization is to depict the correspondence between the teachers' responses to the questionnaire items and the teachers' relevant answers to the interview questions. In addition, I, as an analyst, have examined the features of the textbook *NBS* by considering both the results of the questionnaire and the interview. The aim of this observation is to find out whether the teachers' relevant answers to the questionnaire items are consistent with the actual features of the textbook *NBS*. In the same vein, another purpose is to learn to what extent the teachers' comments and thoughts concerning an ideal ELT textbook for the high school students correspond to the features of the textbook *NBS*.

In terms of analyzing the data, I follow an organization in which six different stages are presented gradually. The organization of these stages is as follows:

1. The presentation of the interview questions
2. The presentation of the questionnaire items
3. Teachers' relevant answers to the interview questions
4. Teachers' relevant answers to the questionnaire items
5. The researcher's in-dept analysis on the textbook based on the information reflected in the stages 4 and 5 above
6. The degree of match and mismatch between the responses indicated in the questionnaire and interviews and the features of the textbook *NBS*.

The analysis of the data begins with the presentation of the interview questions and the questionnaire items that are presented in charts. The teachers' responses in the interviews are reflected as the third stage of the analysis. These responses reflect teachers' beliefs, suggestions and exceptions for a model ELT textbook. In order to reflect a consistent organization, the questionnaire items sharing the same aspects with the interview questions are presented in tables. At the fifth stage, I reflect my own observation considering the existing features of the textbook *NBS*. The final stage is designed to reveal to what extent the results of the interview and questionnaire are consistent with the actual features of the textbook.

### Conclusion

In this chapter, background information about the participants and instruments were given. The data collection procedure and a summary of the data analysis were also presented. The next chapter deals with data analysis of the questionnaire and the interviews conducted with the high school ELT teachers.

## CHAPTER IV: DATA ANALYSIS

### Introduction

This study investigates teachers' perceptions concerning the ELT textbooks designed for the high schools students by focusing on two different aspects. Investigating Anatolian High School English teachers' attitudes towards the evaluation of the textbook *New Bridge to Success (NBS)* can be regarded as the first step of the study. The second step constitutes teachers' perceptions related to the main characteristics of a model ELT textbook designed for high school students in Turkey. In terms of obtaining data concerning teachers' thoughts about the 9<sup>th</sup> grade textbook *NBS*, a four-point Likert Scale was used ranging between strongly agree to strongly disagree. Teachers' responses were evaluated by looking at the frequencies and mean scores in terms of understanding the general tendency related to the features of the textbook.

The data of this study was collected through the use of a questionnaire and an interview. The questionnaire consists of 35 Likert scale type items and one open-ended question. For the purposes of this study, a four-point Likert Scale was used varying between strongly agree to strongly disagree. These 35 questionnaire items are designed in four main sections. Section A includes questions in order to obtain information concerning teachers' background information such as gender, and the ELT experience. Section B has four main sub-sections, asking teachers' opinions concerning the physical appearance and the general organization of the textbook, content of the textbook and supplementary materials of the textbook in a gradual

way. The last section, Section C, focuses on the teachers' comments with a focus on the language skills presented in the textbook. The last two open-ended questions, Question 36 and 37, was asked to gather additional information concerning the features of the textbook *NBS*. The preliminary analysis of the data was done by using the SPSS Version 10.0. As a result of this analysis, the frequencies, percentages, mean scores, and the standard deviation of the items were calculated.

Different from the questionnaire items focusing on the features of the textbook *NBS*, the interview questions were designed to learn the teachers' thoughts and comments for a model ELT textbook designed for the high school students in Turkey. The interview questions began with the investigation of the teachers' priorities while selecting or evaluating a textbook. The questions also focused on the physical appearance, illustrations, cultural content, and the methodology of a model ELT textbook. The high school students' needs constituted another aspect of the interview. In addition, another purpose of the investigation was to collect information concerning the four main language skills and the other sub-skills that are likely to be presented in an ideal ELT textbook. Further, teachers are asked to comment on the other elements of a textbook package other than the students' book. In order to finalize the interview, the last question is about the sample ELT textbooks that the teachers have used throughout their careers by focusing on their weak and strong aspects.

Considering the interview questions and questionnaire items, the data of this study was organized by following a six-stage presentation. These stages were structured in a gradual organization and coded with letters and numbers. The sections refer to each feature of the textbook that was being evaluated by the teachers such as

physical appearance or the illustrations of a model ELT textbook and the evaluation of those features in *NBS*. At this point, it is essential to indicate that the data analysis of questionnaire items concerning exercises (Q 23-25) were not included in this study. As the researcher observed during the questionnaires, the participants responded to these questions by focusing on the individual aspects of the four main language skills. However, the aim was to investigate teachers' opinions considering the general features of the exercises without focusing on a specific skill. In addition, during the interviews, the teachers did not indicate their thoughts concerning the dialogues since they suggested a number of issues regarding the dialogues while discussing the certain issues in the presentation of the listening skill.

First, the data analysis of each section begins with the presentation of the interview question in a chart. Second, the relevant questionnaire items are depicted in charts, too. Third, the teachers' responses in the interviews are reflected and these responses involved teachers' beliefs, suggestions and expectations for a model ELT textbook. Fourth, teachers' responses to the questionnaire items considering the features of the textbook *NBS* are represented in tables by providing necessary explanations. Fifth, I reflected my own observation considering the existing features of the textbook *NBS*. Sixth, a triangulation was carried for revealing to what extent the results of the interview and the questionnaire are consistent with the actual features of the textbook *NBS*.

## Teachers' thoughts regarding the priorities of an ELT textbook

### A.1. The interview question

'What are your priorities while selecting or evaluating an ELT textbook?'

The rationale of this interview items is to find out what kind of aspects the teachers primarily focus on while selecting or evaluating an ELT textbook.

### A.2. The questionnaire items

- Q3. The layout of the textbook motivates students to perform the tasks.
- Q5. Main headings and subheadings in the textbook are well organized.
- Q6. The instructions in the textbook help students to comprehend the items thoroughly.
- Q7. The difficulty level of the textbook is appropriate to the students' level
- Q9. Each unit is in the same format.
- Q10. The topics of the units are interesting for students
- Q11. The content of the textbook is prepared by taking into consideration the whole academic year

Seven items in the questionnaire are designed in order to collect data concerning teachers' priorities for an ideal textbook. The researcher decided to associate the seven items, Q3-Q11 under A2 above with the interview question A1 above, considering that these questionnaire items would be directly relevant in establishing priorities while selecting or evaluating an ELT textbook. Certainly, there are many other questionnaire items that relate to various other aspects of selecting or evaluating a textbook, however such topics are covered by other questionnaire items. In general, the coupling of each interview question with a subset of the questionnaire items is based on common sense.

### A.3. The analysis of teachers' responses in the interviews regarding the teachers' priorities for a model ELT textbook

The aim of investigating teachers' thoughts considering the priorities of a model ELT textbook is to clarify the initial consideration while designing, selecting, or evaluating a textbook. As the term 'priority' is broad, the teachers focused on different aspects of a model ELT textbook. At this point, it would be useful to examine the responses in terms of determining the common and additional reflections of teachers. When we interpret the data from a general perspective, all the twelve participant teachers have common opinions considering the necessity of the communication and interaction in the classroom, so they believe that it is the textbook's mission to provide a basis for both written and spoken communication in itself. Additionally, in groups; teachers focus on the language functions ( T 1, 2 and T 5), the presentation of language skills with a focus on integration ( T 4, 6, 9, 11 and 12), the preparation of textbook material according to students' ages and interests (T 1, 2, 5, 6, 7, 10, 11 and 12), the importance of arranging the content of the textbook according to the students' level (T 1, 2,7,8,10,11, and 12), the suitability of the textbook in terms of students' needs (T 2, 3, 5, 8, 10, 11 and 12) and the presentation of authentic or real- life situations in the textbook in terms of transferring textbook knowledge into students' personal and future careers (T 3, 5, 10 and 11).

One of the teachers (T 4) pointed out the importance of the choice of a working methodology with a special emphasis on the presentation of language skills. In addition, two teachers (T 2 and 7) consider that the textbook should include materials relevant with the objectives of the curriculum that is consistent with the

students' ages. The heavy load of the textbook in terms of including a very detailed content may result in teachers' complaints such as time limitations for achieving language learning aims. These aspects are considered as the major points to be envisaged regarding the discussion of teachers' priorities for an ideal ELT textbook design.

Five teachers focused on the importance of the clearness of the layout as it helps students to find their ways in the textbook and where to gather information (T 3, 5, 6, 10 and 11). In the same vein, Teacher 3 indicated that it is essential to present a clear layout as the teachers and students would easily understand the rationale of a certain exercise or activity. In terms of students' concentration during the lessons, Teacher 11 believes in the advantage of a successful layout as it helps the students to follow the lesson easily without losing their motivation. Furthermore, Teacher 5 reflected her thoughts regarding the disadvantage of spreading the parts of a certain grammar point and also focused on the superiority of a presenting the relevant parts of a grammar point in a single text or unit.

Before presenting the relevant questionnaire data considering the teachers' priorities, it is crucial to remind the reader of an issue regarding the organization of the A sections that is presented below. The participants' understandings considering their priorities while evaluating a textbook resulted in numerous considerations. The reason for this situation is that one teacher's priority is different from the priority of another teacher. In addition, some of the participants' considerations do not match with the questionnaire items. Therefore, the data in the interviews lack some categories of response such as the format and headings of a textbook. The A4 sections are represented with sub-sections such as A.4.1-A.4.2 and the aim of this

organization is to display the data analysis of each questionnaire item (such as difficulty level, layout) that can be placed under the category of teacher's *priorities* while evaluating an ELT textbook. Such an arrangement does not exist in other sections of the data analysis through the entire chapter. Regarding the broad coverage of the teachers' priorities for a model ELT textbook, 8 questionnaire items will be analyzed in three different tables by taking into consideration the relevant aspects of the each item.

**A.4.1.** The analysis of teachers' responses in the questionnaire regarding the format layout, headings and explanations of the textbook *NBS*

Table 3

The format, layout, headings and explanations of the textbook *NBS*

The priorities or a model ELT textbook	SA		A		D		SD		Mean	S.d.
	N	%	N	%	N	%	N	%		
Each unit is in the same format.	2	3.3	44	73.3	13	21.7	1	1.7	2.78	<b>0.5237</b>
The layout of the textbook motivates students to perform the tasks	0	0.0	23	38.3	33	55.0	4	6.7	2.32	<b>0.5964</b>
The main and sub-headings of the textbook are well-organized.	0	0.0	41	68.3	18	30.0	1	1.7	2.67	<b>0.5098</b>
The instructions in the textbook help students to comprehend the items thoroughly.	0	0.0	39	65.0	20	33.3	1	1.7	2.63	<b>0.5197</b>

Note 1. SA: Strongly Agree A: Agree D: Disagree SD: Strongly Disagree

Note 2. Value Mean Range. SA 3.26-4.00 A 2.51-3.25 D 1.76-2.50 SD 1.00-1.

As the table illustrates most of the teachers (76.9 %) indicated that each unit is in the same format in the textbook. According to the second item in the questionnaire, teachers' responses depict variety. Although 33 teachers disagree (61.7 %) with the statement '*The layout of the textbook motivates students while performing the tasks and exercises*', the rest of the participants, 23 teachers (38.3 %) agree with this statement.

Concerning the third item in this table, it is necessary to state that teachers' responses differ, and do not indicate a high agreement. While 41 teachers (68.3%) stated that the main headings and subheadings in the textbook are well organized, the rest of the participants (31.7 %) indicated the opposite. The last item is another example that displays the disagreement among teachers' responses. Although 39 teachers (65 %) agree with the statement '*The instructions in the textbook help students to comprehend the items thoroughly*', other participants (35 %) consider that the instructions are not effective in terms of helping students to comprehend the items thoroughly.

**A.5.1.** The analysis of *NBS* by the researcher regarding the format, layout, headings and explanations

In the whole units of *NBS*, a section called *Let's Start* is designed as an introductory part wherein students are informed about the content of the unit in brief. Further, the textbook displays the isolated and integrated presentations of skills, pronunciation, *Let's Practice* and *Let's remember* sections. The other sections of the textbook are *Game Time*, *Fun Corner* and *Project Work*.

In terms of the layout of *NBS*, the main headings representing the names of units and the language skills are represented in colored frames. The explanations are presented in small bold typeset in the entire units. Various drawings and photographs are displayed on the pages and most of them are used for initiating discussions and they also create a basis in which four-skill language exercises are used for different purposes.

The main headings in the textbook *NBS* represent the names of the units when each unit starts, and the main headings are structured around the combination of the

main four language skills such as listening and speaking. The sub-headings represent grammar sections, and other parts such as game corner, and fun corner. The sub-headings are small in size, and presented in boldface. In addition, the main and sub-headings are presented with the same typescript except a few letters.

A number of headings fail to represent a consistent order of each skill, in other words, although the initial stated order is in the format of Listening and Reading, one of the headings in Unit 5 is represented as Reading and Listening (Unit 5). In addition, one of the combinations are presented in section on Reading and Speaking in Unit 8, however, on the same page one of the exercises requires students to write sentences. Therefore, the integration should be reflected as 'reading, speaking and listening in this unit. In Unit 3, one heading represent the isolated presentation of listening section, nevertheless, this section also includes a speaking activity and the textbook explanation is 'Make sentences using the preposition. Work in pairs. Student A gives direction and Student B finds the place. Use the dialogue below as model'. Moreover, although a number of skills are presented in isolation, it is possible to observe these isolated sections require the practice of other skills such as writing and speaking.

The instructions used in *NBS* were presented with simple and understandable sentence structure. They also include relevant and basic information for the students in order to understand the purpose of a specific activity.

**A.6.1.** The degree of correspondence between the interviews, questionnaires and the textbook analysis regarding the format, layout, headings and explanations

Most of the participants (76.9 %) considered each unit is in the same format. In *NBS*, the design and the number of integrated and isolated presentations of skills are not standard. In a specific unit, reading-listening combinations are more frequent than the similar integrations in the following units. This situation is similar for the other integrated sections such as unevenness in the presentation of listening-speaking and reading-speaking samples. The rest of the participants who does not consider that each unit is not structured in the same way may have considered this inconsistent organization as a factor affecting their judgment. It is important to note that one teacher in the interviews and three teachers in Q 36 do not believe in the efficacy of a standard format since the students would be more motivated as they encounter a changing organization in different units.

In Q 36, the participants indicated that the most important aspect of the layout of a textbook is the illustrations. Since the teachers criticized the drawings of the *NBS*, they may have reflected their criticisms on this issue in the evaluation of the layout. As a result, 33 participants (61.7 %) reflected that the layout of the textbook does not motivate students while performing the tasks and exercises.

The participant teachers in the interviews did not indicate their thoughts concerning the headings (except one teacher) that are likely to be presented in a textbook. On the other hand, in the questionnaire item concerning the headings, 19 teachers indicated that the main headings and sub-headings are not well-organized in the textbook *NBS*. The result of this questionnaire item can be related to the answers in the open-ended question 36. Eight teachers indicated the importance of main and

sub-headings in a textbook. These teachers stated that they give priority for the visual aspects in a textbook such as the cover, illustrations, the tables and charts presented in a textbook. According to half of the participants, the design of the headings depicting the integrated language skills is problematic. The confusion occurs when the order of skill in the headings do not match with the actual presentation in the following pages. In other words, although a sample heading is designed as 'Listening and Reading', the textbook immediately presents exercises about reading and this situation lead to confusions because students prepare themselves to see listening exercises. Therefore, three teachers in Q36 reflected that these headings should be re-designed by changing the order of the skill names and by adding the missing names of the required skills that are actually presented in combinations.

The participants also stated that the heading and sub-headings should be prepared clearly so students understand what they are going to do the in the following exercises and passages. In terms of visual aspects, they consider that the headings can be presented with changing colors and typescript as making them attractive and clear for students. Besides, they concluded that the sub-headings should be presented with big typeset. However, in the textbook *NBS*, the sub-headings are presented with small typeset and with the dull tones of colors.

As for the split between 65 % agree and 35 % disagree on the questionnaire item '*The instructions in the textbook help students to comprehend the items thoroughly*', the researcher could not detect any reason why 35 % of the teachers should disagree with the statement since the researcher's judgment is that the instructions are quite clear, their vocabulary is simple and consistent. There is a possibility that in some cases students were just being difficult and providing excuses

for not participating or possibility in some cases the teachers themselves were reluctant to offer any help for the students to understand these instructions.

**A.4.2.** The analysis of the questionnaire data regarding the difficulty level and the content organization of the textbook *NBS*

Table 4

The difficulty level and the organization of the content of the textbook *NBS*

The difficulty level and the organization of the content of the textbook <i>NBS</i>	SA		A		D		SD		Mean	S.d.
	N	%	N	%	N	%	N	%		
The difficulty level of the textbook is appropriate to the students' level.	2	3.3	40	66.7	16	26.7	2	3.3	2.70	<b>0.5909</b>
The content of the textbook is prepared by taking into consideration the whole academic year.	3	5.0	50	83.3	6	10.0	1	1.7	2.92	<b>0.4618</b>

Note 1. **SA**: Strongly Agree **A**: Agree **D**: Disagree **SD**: Strongly Disagree

Note 2. Value Mean Range. **SA** 3.26-4.00 **A** 2.51-3.25 **D** 1.76-2.50 **SD** 1.00-1.

As can be observed from Table 4, it is possible to observe a slight diversity in teachers' responses as 42 teachers (70 %) agree and 18 teachers (30 %) disagree on the appropriateness of the textbook difficulty level in terms of students' needs.

The table further illustrates that the majority of the participants agree (83.3 %) and 3 teachers (5 %) strongly agree with the questionnaire item '*The content of the textbook is prepared by taking into consideration the whole academic year period*'.

**A.5.2.** The analysis of *NBS* by the researcher regarding its difficulty level and the organization of the content

Of the four basic skills covered in this textbook, the only one that offers an easily concrete evaluation of level for the researcher is found to be the reading. This is because to evaluate the level of listening, speaking and writing would require obtaining independent data.

The readability analysis of the text requires a comparison with a set of reading samples taken from other textbooks or other created materials. For the

purpose of this study, the researcher searched for frequently used textbooks other than the *New Bridge to Success*. The ELT textbook, *The New English File*, is also used by the teachers in five Anatolian High School as supplementary material to *NBS*. Comparison of these two textbooks allows us to reach conclusions regarding the reading difficulty level of the textbook *NBS*. In order to assess the readability level of the reading samples chosen from these textbooks an instrument, namely Microsoft Flech-Kincaid Readability test was used. This instrument displays two different scores in order to grade the readability level of the reading samples. Only the reading ease was used to as a criterion to for the purposes of this study. The table below displays a scale in which reading ease scores are depicted:

Table 5  
Flesch-Kincaid Reading Ease scores

Score	Reading Difficulty
90 – 100	Very Easy
80 – 89	Easy
70 – 79	Fairly Easy
60 – 69	Standard
50 – 59	Fairly Difficult
30 – 49	Difficult
0 – 29	Very Difficult

Source: Grammatik (software package and documentation, as cited in Eroğlu, 2005).

Table 6  
Comparison of the reading samples in two different textbooks

Textbooks		Word Count	Reading Ease	Reading Difficulty
<i>New Bridge to Success (NBS)</i>				
<i>New English File (NEF)</i>				
A. The Secret Place (Unit 2)	<b>NBS</b>	219	75.8	Fairly Easy
A. Who know you better, your family or your friends? (Unit 1)	<i>NEF</i>	277	73.4	Fairly Easy
B. A day in the life of a footballer (Unit 5)	<b>NBS</b>	332	69.6	Standard
B. Who wrote Imagine? (Unit 2)	<i>NEF</i>	342	62.6	Standard
C. Now and Then (Unit 11)	<b>NBS</b>	398	81.9	Easy
C. Promises, promises (Unit 3)	<i>NEF</i>	330	77.1	Fairly Easy
D. Today's World (Unit 14)	<b>NBS</b>	326	57.0	Fairly Difficult
D. Problems with your teenage children? Why not throw them out? (Unit 4)	<i>NEF</i>	259	67.4	Standard
E. Feng Shui (Unit 20)	<b>NBS</b>	414	68.8	Standard
E. Nature' Perfect Killing Machine (Unit 6)	<i>NEF</i>	251	64.6	Standard

As the table demonstrates the difficulty level of the two textbooks *New Bridge to Success* and *The New English File* (Pre-intermediate) is similar. Regarding the first two reading samples and the last instances, it is possible to state that the readability levels are nearly the same. The reading passage called *Today's World in NBS* is the only exception since the analysis results depict that it is fairly difficult to read this text.

The data in the Table 4 also illustrated the teacher evaluations concerning the appropriate gradation of the content by taking into consideration the academic year period. Therefore, the researcher based her analysis on the examination of the academic year calendar of 2005-2006. According to the academic calendar of the Ministry of National Education, during 34 weeks English language instruction is provided for the 9<sup>th</sup> graders in 2006. The participant teachers indicated that they have a total of 12 hours of English language teaching, however they devote two hours for extra language learning activities without using the textbook. Of the twelve hours of English lessons conducted each week, ten are reserved for the textbook *NBS*. Most of the teachers reported that some of the units are longer and some of them are shorter while they were responding to the questionnaire items. It is also indicated by the teachers that they devote two weeks (20 hours) while focusing on the long units. On the other hand, the shorter units require less time. It is important to note that the practice of issues in units during a -10 hour instruction- in a week includes the listening exercises and the practice of the workbook exercises in the classroom.

**A.6.2.** The degree of correspondence between the interviews, questionnaires and the textbook analysis regarding the difficulty level and the content organization

During the interviews, the participants indicated the importance of arranging the content of the textbook according to the students' level. Considering the questionnaire item, teachers' responses depict a slight diversity, although 70 % of them considered that the difficulty level is appropriate to the students' levels, the rest of the participants indicated the opposite. At this point, it would be necessary to examine the data in Table 6 since it depicts the readability level of reading samples. According to this table, the reading ease level of the reading texts range between fairly easy to fairly difficult and this result corresponds to the positive responses of the teachers who consider that the difficulty level of the textbook is in accordance with the students' level. Among the analyzed samples, only one of them has a readability score with fairly difficult. The findings would suggest that it is possible to encounter difficult reading samples in *NBS* and this result corresponds to the negative answers of the teachers.

Another item indicated in the table 4 above is concerning whether the content of the textbook was arranged by taking into consideration the academic year period. Considering the academic year calendar and the hours of ELT instruction per week in schools, all of the units of the textbook, the materials in the listening equipment and the workbook would probably be finished by the end of the year. The participant teachers indicated similar opinions and they did not encounter difficulties in completing the entire aspects of the textbook package. However, the teachers indicated that because of the heavy snow in winter, the schools were closed for three weeks in addition to the semester brake. As a result, they taught for 31 weeks instead

of 34 weeks during the academic year 2005-2006. The participants reminded that the loss of teaching hours did not put them in any difficulty and they managed to cover the aspects of the whole textbook package in schedule. The researcher conducted the study in June one week before the schools were closed and observed that all of the participants covered all the material in *NBS* and included the practice of the supplementary materials.

**A.4.3.** The analysis of the questionnaire data regarding the evaluation of the topics and the exercises in *NBS*

Table 7

The interestingness of the topics and the exercises of the textbook *NBS*

The priorities for a model ELT textbook	SA		A		D		SD		Mean	S.d.
	N	%	N	%	N	%	N	%		
The topics of the units are interesting for the students	0	0.0	7	11.7	47	78.3	6	10	2.02	<b>0.4691</b>
The exercises in the textbook are relevant to student' interests	0	0.0	12	20.0	45	75.0	3	5.0	2.15	<b>0.4810</b>

Note 1. SA: Strongly Agree A: Agree D: Disagree SD: Strongly Disagree

Note 2. Value Mean Range. SA 3.26-4.00 A 2.51-3.25 D 1.76-2.50 SD 1.00-1.

As the table illustrates, in addition to the 6 participants (10 %), who strongly disagree, 53 teachers (88.3 %) disagree with the questionnaire item '*The topics of the units are interesting for students*'. But notice also that the divide between perspective and negative responses are 53 (6 plus 47) and seven agree. A similar result is also observed considering the exercises since 48 teachers (80 %) did not consider that the exercises are relevant to students' interests.

**A.5.3.** The analysis of the textbook *NBS* by the researcher regarding the topics and the exercises

The approach followed in the textbook *NBS* is one where language skills are practiced through the employment of a specific topic. The names of the units are; 'Personal Identification, Family, People and Places, Traffic, Daily Routines, Leisure

Activities, Plans and Intentions, Dos and Don'ts, Feasts, Refreshments, Now and Then, A Detective Story, Famous People, Hopes for the Future, Health and Sports, Past Activities, People Profiles, Climate, Experiences, Superstitions, Fashion, and Party'. The analysis of the topics are carried out by considering all the elements in the textbook units, in other words, how the topics are exemplified in the sections of the textbook units. As a result, it is possible to state that the entire material in the Unit 19 (Experiences) focuses on unpleasant experiences of the people, it is not possible to observe focus on people's pleasing experiences. Further, in Unit 4 (Traffic) the situation is similar. Although, some information about road signs is given, the rest of the materials represent the traffic problems in countries and traffic accidents. For these units, the content is mostly on unpleasantness which some teachers (and students) might find discouraging. More examples are provided by the researcher considering the students negative reaction in section 6.

When focusing on the exercises, the most commonly represented four-skill exercises include acting out dialogues (speaking), writing paragraphs (writing), answering comprehension questions (reading), listening for checking and listening for specific information (listening). This analysis cannot tell a great deal relevance to students interests of the exercises although topics are chosen and exercises presented are typical of commercial textbooks for a similar EFL audience.

**A.6.3** The degree of correspondence between the results of the interviews, questionnaires and textbook analysis regarding the topics and the exercises

In the interviews, 8 participants indicate that the presentation of textbook material according to students' interests as a priority while evaluating an ELT textbook.

The questionnaire data indicates that the majority of the teachers (88.3 %) evaluated the unit topics as uninteresting for the students. The result of this item is consistent with the teachers' reflections in Q 36 since the participants focused on the topics that the students did not enjoy during the lessons. These are the units concerning Traffic (4), Daily Routines (5), Dos and Don'ts (8), A Detective Story (12), Past Activities (16), Climate (18), Experiences (19) and Superstitions (20).

The participants also indicated that a number of topics are not interesting for students since students would rather like to see reading texts considering the education system in different countries, information about computers and real life stories of the ordinary people with a focus on their achievements. However, these kinds of selections are rarely presented in the textbook *NBS*. One of the teachers suggested that Unit 4 (Traffic) should completely be removed from the textbook since it includes the illustration of an accident place with people blood on their faces and the scenes created a negative effect. Similarly, students did not wholly participate in the discussions considering illnesses in Unit 15 that is about health and sports.

A similar result is also observed considering the exercises since 48 teachers (80 %) did not consider that the exercises are relevant to students' interests. The analysis of the textbook exercises revealed that the mechanical exercises are many more than the ones which require students to use their creative thinking skills. The exercises are not judged to be based on the authentic selections, since a number of the teachers suggested the exercises (especially listening and reading) should be based on authentic materials.

## **The physical appearance of an ELT textbook**

### **B.1. The interview question**

“According to you, what is the ideal design for the outward appearance of a model ELT textbook?”

### **B.2. The questionnaire items**

Q1. The cover of the textbook is attractive. Q2. The cover of the textbook is durable.

### **B.3. The analysis of the interview data regarding the physical appearance of a model ELT textbook**

All of the twelve participant teachers said that the visual aids are quite important in language teaching. In terms of the physical appearance, their answers mainly focused on the cover of an ELT textbook. The cover of the textbook should motivate students, should be appealing, and colorful. In addition, the cover would encourage students to consider the elements inside the textbook. Furthermore, the participant teachers commented on this issue from different perspectives such as the negative effect of unattractive and low- quality textbooks on students’ language learning processes ( T 1), the superiority of the attractive ELT textbooks in terms of their high-quality cover, papers and printings (T 1), the importance of physical appearance in terms of lettering, the space between the lines, the placement of texts into the pages, and the number of pictures displayed in the textbook (T 6). It is also pointed out by one of the teachers (T 3) as the choice of the textbook’s name is important in order not to create confusions in students’ minds.

**B.4.** The analysis of the questionnaire data regarding evaluation of the topics and the exercises in *NBS*

Table 8

The attractiveness and the durability of the cover of *NBS*

The evaluation of the textbook cover	SA		A		D		SD		Mean	S.d.
	N	%	N	%	N	%	N	%		
The cover of the textbook is attractive.	0	0.0	10	16.7	38	63.3	12	20.0	1.97	<b>0.6097</b>
The cover of the textbook is durable.	3	5	49	81.6	7	11.7	1	1.7	2.90	<b>0.4766</b>

Note 1. **SA**: Strongly Agree **A**: Agree **D**: Disagree **SD**: Strongly Disagree

Note 2. Value Mean Range. **SA** 3.26-4.00 **A** 2.51-3.25 **D** 1.76-2.50 **SD** 1.00-1.

According to Table 6, 50 teachers (83.3 %) disagree with the statement ‘*The cover of the textbook is attractive*’. Among this population, 12 teachers (20 %) strongly disagree concerning the degree of attractiveness of the textbook cover. Except the items in the comments section (Section C), this item produced the second largest standard deviation (0.6097) in Section B since the responses spread among three options (A, D, SD). The data further reveals that the majority of the teachers (86.6 %) evaluated the textbook cover as durable.

**B.5.** The analysis of *NBS* by the researcher regarding its physical appearance

At this point, it is necessary to examine the features of the physical appearance of the textbook *NBS*. The color of the textbook is light purple. The name of the textbook and for whom it is prepared is indicated on the front cover in black capital letters. On the back cover, three sample advertisements concerning the projects of the Ministry of National Education are represented. The cover of the *NBS* can be indicated as durable as it has similar paper quality with the other ELT textbooks published by Cambridge and Oxford publications. However, the sample student’s book that is being analyzed by the researcher has a binding problem

because the pages are separated from the binding during the analysis period. Except its color (light brown), the workbook displays similar cover design with the student's book. In terms of page size, typeset and the colors, the workbook reflects the same features as the student's book.

**B.6.** The degree of correspondence between the interviews and questionnaires and the textbook analysis results regarding the physical appearance

Considering the results of the interviews, the participant teachers are in favor of attractive and colorful textbook covers. It would also be useful to display lively photographs reflecting real life situations. According to the participants, these photographs are effective in terms of creating curiosity in students' minds regarding internal elements of the textbook.

The cover of *NBS* is not designed by using different colors. The printings are black and there are no pictures on either the front or back cover. When we turn the results of the questionnaire item considering this aspect, the majority of the teachers (83.3 %) reflected that the cover of the textbook is unattractive. At this point, it is possible to point out that the participants' understandings concerning the use of colorful and attractive printings and the use of illustrations for initiating language learning do not match with the features of the textbook *NBS*.

On the other hand, 10 participants (16.7 %) agree with the statement '*The textbook cover is attractive*'. This agreement can be traced to the teachers' responses in the interviews. A number of teachers are in favor of textbook covers that are designed with the soft tones of purple. As the color of *NBS*'s cover is a light tone of purple, these teachers may find the cover personally appealing from this aspect.

Considering the teachers' thoughts on the durability of a textbook, four teachers said that it is an important criterion for evaluating the external appearance of materials as it is directly related to the publishing process. At this stage, the essential considerations such as the quality of the paper and binding process should be taken into consideration by the experts in their fields. Six teachers comment on the physical appearance regarding cover and internal design, but they did not focus on the durability aspect.

In the questionnaire a great majority of the teachers stated that the textbook cover is durable. Nevertheless, teachers' responses concerning the open-ended question (Question 36) reveals that the bounding of the textbook is poor because after one month use of the textbook in the classroom, the pages were separated from the binding. In the questionnaire, of the total number of participants, 8 teachers (13.4 %) indicated that the textbook cover is not durable. This result can be closely related to the teachers' statement in the questionnaire item 36 (open-ended). The teachers reflected that their students had problems with the binding of the textbook. The researcher also encountered the same problem while using the textbook. Although the questionnaire item focused on the durability of the cover, most probably, these teachers evaluated the whole textbook (cover, pages and binding) in terms of durability.

## **The presentation of illustrations in an ELT textbook**

### **C.1 The interview question**

What is possible organization for the illustrations in a model ELT textbook?

### **C.2. The questionnaire item**

The illustrations in the textbook are directly related to the content to help the learner understand the printed text.

### **C.3. The analysis of teachers' responses in the interviews regarding the methodology of a model ELT textbook**

Considering the presentation of illustrations, mostly, the teachers focused on the distinction between the use of drawings and photographs in the textbooks. Four teachers (T 1, 2, 3 and 7) indicated that the real photographs are superior to drawings for the high school students as real pictures reflect situations similar to the ones they come across in their lives, by this way, students can be more readily convinced to learn the language. On the other hand, three participants (T 4, 5 and 6) focused on the possibility to present a mixture of illustrations in the textbook units, such as colorful photos, drawings, black and white photos, and the cartoons. Moreover, the comments regarding the illustrations comprise discussions concerning the connection between the illustrations and the students' interest in reading the passages (T 4), the efficacy of presenting the photos of famous people (T 1 and T 3), the presentation of different cultures with the use of photographs (T 1 and T 6), the familiarity of the illustrations, and the importance of presenting pictures that reflect recent actions consistent with the students' ages (T 1, 2, 3, and 7).

**C.4.** The analysis of the questionnaire data regarding the methodology of a model

ELT textbook

Table 9

The evaluation of illustrations in NBS

The evaluation of illustrations in <i>NBS</i>	SA		A		D		SD		Mean	S.d.
	N	%	N	%	N	%	N	%		
The illustrations in the textbook are directly related to the content to help the learner understand the printed text	0	0.0	35	58.3	23	38.3	2	3.3	2.55	<b>0.5652</b>

Note 1. **SA**: Strongly Agree **A**: Agree **D**: Disagree **SD**: Strongly Disagree

Note 2. Value Mean Range. **SA** 3.26-4.00 **A** 2.51-3.25 **D** 1.76-2.50 **SD** 1.00-1.

As can be observed from table 7, the participants' responses do not indicate a high agreement. 35 teachers (58.3 %) agree with the statement '*The illustrations in the textbook are directly related to the content to help the learner understand the printed text*'. On the other hand, the rest of the participant teachers, 25 teachers (41.6 %) disagree with this statement.

**C.5.** The analysis of *NBS* by the researcher regarding the presentation of illustrations

In *NBS*, the illustrations are composed of real photos, drawings, charts, figures, and spidergrams. Specifically for the real photographs, they display different kinds of objects and food (vegetables and fruit). The photos are also used for representing certain actions and sports. Further, the real photos depict the portraits of ordinary and famous people. In addition to the photos of public, famous and historical places represented in the textbook, it is possible to encounter the photos of cities, countries (Prague and Hong Kong) and landmarks in certain cities. Landscapes from Turkey are also portrayed with the use of photos.

Moreover, the drawings in the textbook illustrate portraits, personal belongings, flags, and classroom objects, different kinds of objects, animals and

games. Maps of different countries, public places, streets and the parts of a house with their objects are illustrated with drawings. The drawings are also used for representing certain actions, identifying the positions of objects (prepositions) and weather conditions. Specifically regarding the Turkish culture, a black and white portrait of Atatürk (Turkish Leader) is among the drawings of the textbook.

The presentation of the drawings in the textbook occurs in 87 pages. On the other hand, the photos are displayed in 50 pages. There are two black and white photos and all the other illustrations are colorful. In addition, on 26 pages, the illustrations are presented as the combination of both the drawings and the photos. In two units (Unit 10 and 12) there are no real photos.

**C.6.** The degree of correspondence between the interviews, questionnaires and the textbook analysis results in regarding the illustrations

The comments regarding the illustrations of *NBS* comprise the mostly criticized aspect of the textbook. Teachers' answers to the open-ended question (Question 36) reveal that the drawings reflect perspective errors considering the portrayal of the textbook characters. The facial expressions and body movements of the people are not reflected naturally as they are not the products of a professional art work. Further, the drawings are criticized for being childish. These teachers also stated that the photos are superior to drawings for high school students, but according to the participants, the number of the drawings is much more than the real photos in the textbook. The numerous drawings in the textbook sometimes does not reflect the real scene in the reading texts, dialogues or listening exercises.

In addition, eleven teachers noted that the designers used pale tones of colors, as they were not successful in terms of motivating the students. Most of the pictures

are functionally relevant in that they visually what is being talked in the text rather directly. However, in some of the pictures locations are not clear and the individuals represented in the pictures are not easily identifiable.

The questionnaire item aimed at finding out whether the illustrations are successful in terms of assisting the students to understand the written text. The result displays an obvious diversity in responses with 35 (58.3 %) agreeing and 25 (41.6 %) disagreeing that the illustrations assisted students to understand the reading samples. The teachers who disagree may have been responding to this questionnaire item by focusing on the general deficiencies of the drawings indicated above.

### **The methodology of an ELT textbook**

#### **D.1** The interview question

By taking into consideration the students' needs and recent developments in language teaching, what is the possible methodology for a model ELT textbook?

#### **D.2.** The questionnaire items

Q11. The units in the textbook provide students coverage of four main skills and other sub-skills (vocabulary, grammar).

Q15. As a result of using the textbook, students can use English as a means of communication.

**D.3.** The analysis of the interview data regarding the methodology of a model ELT textbook

All of the 12 participant teachers emphasized the importance of communication and interaction in the classroom while learning a foreign language. In this sense, if the textbook follows a communicative methodology and provides sufficient number of activities for enhancing interaction in the classroom, language learners would learn how to use a language for different purposes and under different circumstances. In addition, teachers believe in the use of a four-skill based textbook (T2) or one following a content-based approach (T 4 and 5). Three teachers (T5, T6, and T7) focused on the superiority of the language use and functions over the single presentation of the grammatical issues. A number of ideal features of a textbook such as being up-to-date and interesting for students, reflecting both cultural and social issues, and providing discussions in the classroom are also pointed out by the participants. Moreover, Teacher 7 prefers an organization in which students can give prompt answers to the questions that they are likely experience in their daily lives.

**D.4.** The analysis of the questionnaire data regarding the methodology of *NBS*

Table 10

The evaluation of the methodological issues in *NBS*

The evaluation of methodological issues in <i>NBS</i>	S A		A		D		SD		Mean	S.d.
	N	%	N	%	N	%	N	%		
The units in the textbook provide students equal coverage of four main skills and other sub-skills (vocabulary, and grammar)	0	0.0	37	61.7	22	36.7	1	1.7	2.60	<b>0.5272</b>
As a result of using the textbook, students can use English as a means of communication'	0	0.0	17	28.4	41	68.3	2	3.3	2.25	<b>0.5084</b>

Note 1. SA: Strongly Agree A: Agree D: Disagree SD: Strongly Disagree

Note 2. Value Mean Range. SA 3.26-4.00 A 2.51-3.25 D 1.76-2.50 SD 1.00-1.

As can be observed from this table, the participants' responses do not indicate a high agreement. Whereas 37 teachers (61.7 %) considered that the units in the textbook provide students equal coverage of four main skills and other sub-skills (vocabulary, and grammar), the rest of the participant teachers, 23 teachers (38.4 %) indicated the opposite. The table further demonstrates that 41 teachers (68.3%) disagree, other 2 teachers (3.3%) strongly disagree with the statement '*As a result of using the textbook, students can use English as a means of communication*'. On the other hand, 17 teachers (28.4%) agree with this statement.

#### **D.5.** The analysis of *NBS* by the researcher regarding its methodology

The *NBS* is a four-skill based textbook in which all the skills are presented with the combination of two skills such as reading and speaking (26), reading and writing (10), speaking and writing (5) and listening and reading (19). At this point, it is important to distinguish between the presentation of grammar and the grammar exercises that are presented in the textbook. In terms of presentation, the textbook uses two different sections called *Let's practice* and *Let's remember*. In these parts, the grammar points are summarized, but not in a detail way. Besides, the grammar exercises are not given in isolation, they are presented with other skills especially with the reading exercises.

The textbook is also analyzed by the researcher considering the communication issue. Generally, the communication in language materials is enhanced by the use of various speaking and writing tasks. In such tasks the students' roles and groupings are also important. In *NBS*, the number of the speaking and writing activities are less than the reading and listening activities. Additionally, the spoken aspect of communication, the textbook *NBS* presented limited opportunities

for the students to interact with each other. Most of the exercises require students to act out dialogues with the partner and group discussions involving more than two students participation is scarce. Concerning the written communication, the textbook mostly provides material in which students write paragraphs by considering the situations and pictures. However, the written communication should enhance students' abilities in writing different types of letters, postcards and e-mails. The language used in the internet is different, considering the current developments in technology the students are interested in computers and the internet. Therefore, the materials would aim to provide relevant information in the field of ELT.

**D.6.** The degree of correspondence between the interviews, questionnaires and textbook analysis results regarding the methodology of *NBS*

In the interviews, two teachers indicated that it is necessary for a textbook to be based on four main language skills. As the *NBS* is a four-skill based textbook, the teachers' responses with the 37 teachers (61.7 %) number of agreement can be evaluated in this sense. On the other hand, the open-ended question (Question 36) is 10 teachers considered that the book is unsuccessful in enhancing communication although it deals with four language skills in a single unit. These ten teachers consider that the textbook does not initiate communication in the classroom. The speaking activities are not adequate to create an atmosphere in which students can produce sentences. In contrast, the teachers who consider that the textbook initiates communication may compensate through their own class planning for the lack of sufficient speaking and interaction exercises and projects in the book. Since most of the exercises are not arranged to provide group discussions, the spoken communication can be indicated as inefficient from this perspective. In addition, the

written communication should enhance students' abilities in writing different types of letters, postcards and e-mails. The language used in the internet is different, considering the current developments in technology the students are need to be trained concerning the language of computers and the internet.

### **The evaluation of an ELT textbook in terms of the students' needs**

#### **E.1. The interview question**

According to you, what is the possible organization of a model ELT textbook in order to meet the needs of the students?
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#### **E.2. The questionnaire item**

The content is graded according to the needs of the students.
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#### **E.3. The analysis of the interview data in regards the evaluation of a textbook by focusing on students' needs**

In terms of high school students' language needs, the teachers focused on the importance of evoking both spoken and written communication and providing L2 instruction by following the same steps while learning L1 (T1). Teacher 2 believes that it is the textbook's mission to prepare the students for their future positions since English becomes an important criterion to be accepted for jobs. Teacher 4 also focused on the textbook's success in improving students' productivity in all skills and the superiority of an assorted organization over a monotonous one. Regarding the technological developments and students future careers, students' possible needs considering the relevant vocabulary for using computers and while searching in the internet (T 7), the use of English as a vehicle for completing the education at

universities (T 7), and specific needs of the students who continue their education in foreign language studies are among the aspect pointed out by the participants.

**E.4.** The analysis of the questionnaire data regarding the evaluation of *NBS* by focusing on students' needs

Table 11

The organization of the content of *NBS* in terms of students' needs

The organization of the content of the textbook in terms of students' needs	SA		A		D		SD		Mean	S.d.
	N	%	N	%	N	%	N	%		
The content is organized according to the students' language needs	1	1.7	18	30.0	39	65.0	2	3.3	2.30	<b>0.5615</b>

Note 1. **SA**: Strongly Agree **A**: Agree **D**: Disagree **SD**: Strongly Disagree

Note 2. Value Mean Range. **SA** 3.26-4.00 **A** 2.51-3.25 **D** 1.76-2.50 **SD** 1.00-1.

Although 41 participants (68.3%) do not consider that the textbook is organized according to the students' needs, the rest of the participants (31.7 %) found the organization successful in terms of students' needs. This questionnaire item is among the ones that the teachers' responses indicate diversity.

**E.5.** The analysis of *NBS* by the researcher with a focus on students' needs

With respect to the needs indicated by the teachers during the interviews, the researcher analyzed the textbook regarding teachers statements concerning this issue. It is important to note that although textbook deals with four language skill, reading and listening are more emphasized than the other productive skills speaking and writing. The spoken communication is advocated in *NBS*, however, they are limited in comprising the daily usage of English and situation-based discussions. Moreover, the main focus of the speaking exercises is acting out the dialogues. The written communication is covered with samples from e-mails, postcard and letters.

Nevertheless, they do not provide students with the necessary skills and guidance that are essential for the students' daily/ school lives and their future positions such as filling out forms, writing formal letters for different purposes, structuring letters of application and composing personal statements and. For a number of instances, the exercises are not consistent with the main headings. It is also possible to encounter a number of sections that do not function as the intended practice of a certain skill. In other words, it is possible to observe a combined speaking-reading activity which does not refer to speaking in fact. As the communication is directly related to the spoken aspect of language, it is important to note that in *NBS* the main focus of the speaking exercises is acting out the dialogues. Talking about pictures is another aspect of the speaking activities. Guidance exists, but in a numbers of instances the guidance is limited especially for the speaking activities.

**E.6.** The degree of correspondence between the interviews, questionnaires and the textbook analysis results regarding the students' needs

Communicating in changing situations is indicated as the primary language need of the students during the interviews. This textbook includes all the skills. However, as indicated by 10 teachers the open-ended question 36, daily English usages are limited. Also, seven teachers considered that the speaking activities are not the collection of comparison exercises between people, pictures, or places. In *NBS*, it is possible to observe many comparison speaking activities, such as 'What do you think about eating at home or eating outside? What is the difference between the traffic rules in Turkey and in England?' The teachers focused on the fact that this kind of activities does not activate students' creativity. They also considered that such kind of comparisons do not refer to authentic situations as nobody, under

normal circumstances, do not initiate a conversation by asking the advantages or disadvantages of eating in a restaurant. According to them, students need to talk about the high school education in the world, the university life, the psychological issues such as their problems, likes and dislikes. The students also volunteer in discussions concerning their relationship with their friend, teachers and families. These aspects are likely to be elevated by using newspaper articles or real interviews in order to manipulate students to believe in the reality of the language.

In question 36, one of the teachers indicated that speaking activities shouldn't only represent role-plays because the students are given certain roles and in their real lives, most probably they are not going to be a fortune teller, or a police inspector as these aspects displayed in the textbook *NBS*. For this reason, the roles would be familiar for them, such as their mathematics teacher, their family members, and their close friends. They would like to have information about the content of their school subjects. The textbook *NBS* presents a few instances displaying such kind of usages. Besides, nearly half of the teachers during the interviews emphasized the importance of the language of computers and internet, but there is only one sample e-mail as a writing exercise in the textbook.

## The presentation of culture in an ELT textbook

### F.1. The interview question

“In what ways, the cultural aspect can be presented in a model ELT textbook?”

### F.2. The questionnaire items

Q12. The textbook includes information about different people from different countries.  
Q16. The textbook content reflects cultural characteristics of the target language.

### F.3. The analysis of the interview data regarding the presentation of culture in a model ELT textbook

Regarding the discussions of cultural aspects presented in the textbooks, five teachers consider that multi-cultural perspectives should be reflected into the textbooks and ten teachers indicated that it is essential to reflect culture of L2 while teaching a foreign language, because the target language culture is very important for the improvisation of vocabulary. These teachers consider that most of their students do not have the chance to go abroad and they have limited opportunities to observe cultural values from American or English TV channels, or newspapers. In this respect, the cultural aspect represented in textbooks can be regarded as an important contribution.

Moreover, three participants do not believe in the representation of Turkish culture in an ELT textbook, as it would be improper to disregard the cultural aspects of L1 and try to teach language via the representations of the Turkish culture. On the other hand, four teachers indicated that ELT textbooks may include Turkish cultural

references because the students are able to make comparisons among different cultures. Of the twelve teachers, however, seven participants indicated that it is important to achieve objectivity and sensitivity while representing the cultural aspects of the target language.

**F.4.** The analysis the questionnaire data regarding the presentation of culture in *NBS*

Table 12

The evaluation of the cultural presentations in *NBS*

The presentation of the culture in the textbook <i>NBS</i>	SA		A		D		SD		Mean	S.d.
	N	%	N	%	N	%	N	%		
The activities reflect cultural characteristics of the target language.	0	0.0	13	21.7	46	78.6	1	1.7	2.20	<b>0.4434</b>
The textbook includes information about different people form different countries.	4	6.7	49	81.6	7	11.7	0	0.0	2.95	<b>0.4288</b>

Note 1. **SA:** Strongly Agree **A:** Agree **D:** Disagree **SD:** Strongly Disagree

Note 2. Value Mean Range. **SA** 3.26-4.00 **A** 2.51-3.25 **D** 1.76-2.50 **SD** 1.00-1.

Table 10 demonstrates that the majority of the teachers (88.3 %) have common thoughts as the textbook includes materials concerning different people from different cultures. While 49 teachers agree with this statement, other 4 teachers strongly agree on the same issue. According to the second item in this table the majority of the teachers (80.3 %) considered that the content of the textbook is lack of the cultural aspects of the target language culture.

**F.5.** The analysis of *NBS* by the researcher regarding the presentation of culture

A number of the reading texts do not include specific names, information and descriptions concerning the cultures of L1 and L2 speaking societies. They are used in terms of pedagogical purposes and they are presented under the heading such as “healthy tips for a healthy diet” and “tips for learning English”.

The researcher analyzed all the units for examining the cultural aspect in the textbook *NBS*. In order to create a connection between the features of the textbook and the questionnaire items the cultural aspect is analyzed from three different aspects:

**a. The information concerning different people from different cultures**

*NBS* seems to represent countries, peoples and situations from the western and the non-western world:

1. The flags of five different countries and sample pictures taken from New York, Paris, Rome and Ankara.
2. A reading passage about Japanese life style.
3. A writing activity called 'A tour of Paris, France' with the names of the important places.
4. A holiday in Prague accompanied with a picture.
5. News reports related to African harvest, Kwanza (First Fruits), Ramadan Bayram and Chinese New year celebrations.
6. A text about Karate and information about the Chinese sports and Chinese proper names.
7. Three inauthentic newspaper articles from three different countries in the world.
8. A poem written by a poet named 'Kuljit Bhandal'.
9. A personal description of Canadian girl.
10. A dialogue about Egypt represented with a photo of a pyramid .
11. Names of people belonging different countries (Olga and Greg).
12. Conversation between Sergio from Italy and Helena from Greece.

13. Pictures and landmarks from different countries.
14. A map of the world colored in order to show the driving habits in different countries (purple and orange).
15. Pictures about Japanese lifestyle and relevant vocabulary associated with the Japanese culture.
16. Discussions about Japanese culture based on a reading text Notes about Turkish, Italian, Chinese and Indian cuisines in a text. A reading text about the famous philosopher Mevlana accompanied with his photo.

**b. The information concerning the target language culture**

All of the units include English names however, they do not reflect the cultural perspectives of the people living in those societies.

1. A dialogue between a Turkish boy and English girl with the flags of England and Turkey (the usage of the word New Castle).
2. A sample letter by Steve to a Turkish boy talking about his daily routines without focusing on the details of his culture such as where he lives, his favorite places, or the important places of his town.
3. A car crash in Arizona, how the people reacted after the accident, the telephone numbers needed in case of emergency in Arizona.
4. A reading passage about the British musician, Sting.
5. Portraits of native speakers presented with their names.
6. Five pictures of famous English and American people.
7. Writing a paragraph about driving in England.
8. Portrait of two famous celebrities (Nicole Kidman and Tom Cruise) in a listening exercise.

9. A listening script including the names of three famous English people.
10. A photo of a young famous English singer and a listening script about it.
11. A created interview with a famous English singer.
12. A forecast report form Liverpool.

**c. The information related to the Turkish culture:**

This aspect is overemphasized in the textbook as most of the dialogues, reading passages and four skill activities are based on the samples from Turkish culture:

1. An e-mail written by Esra including personal information.
2. A description of a Turkish family and the following exercises also include information.
3. A list of belongings of two Turkish students represented with their photos.
4. The name of cities and certain names in Turkey such as Talat Paşa Boulevard, Nişantaşı, Bornova, Erzincan, Babadağ and Fethiye.
5. A discussion about the traffic problems in Turkey.
6. Pictures representing traffic jam in İzmir (a city in Turkey).
7. A text about driving on Turkey's roads.
8. Erdem's (a Turkish boy) daily routine with real photos.
9. Guiding prompts concerning the Turkish lifestyle such as houses and wearing.
10. An interview with a famous Turkish television programmer
11. Beck's postcards to his mom. It includes information about Ankara (the capital city of Turkey), Anıtkabir (a building in which Atatürk's Mausoleum

is kept), Atatürk's museum, other museums and places in Ankara) and stamps are illustrated with the Atatürk's picture.

12. Real photos of places in İzmir and their names such as Balçova cable lift, Asansör Terrace, Kızlarağası Hanı and Kemeraltı.

13. A drawing of a wedding ceremony in Turkey.

14. Photos and readings about two Turkish famous basketball players.

15. Pictures from 4 different cities from Turkey and maps for indicating the forecasts.

16. An e-mail written by Esra including personal information.

17. A description of a Turkish family and the following exercises also include information.

18. A map of Turkey and a reading passage including information about Turkey with the title "Our Country".

19. A forecast report from Ankara.

20. A photo of Sultan Ahmet Mosque and information about İstanbul

Pre reading questions such as "Are there any hurricanes, twisters or storms in Turkey?, Is camping popular in Turkey?"

21. A reading text and photo of Atatürk.

22. A text about a famous Turkish woman athlete Süreyya Ayhan accompanied with her photo.

23. A photo from Ayvalık (a sea coast region in the west of Turkey)

24. A text about a famous sea coast region in Turkey.

25. Two Turkish famous actors.

26. Thirteen pictures of famous Turkish people.

27. A paragraph about two Turkish students (Gülşah and Gökhan) about their school days illustrated with black and white photos.

28. A text about the Turkish leader Atatürk.

29. A comparison of the new and old photos of the Turkish woman Mrs. Alaca.

30. A list of belongings of two Turkish students represented with their photos.

Cross-cultural issues are included in the textbook and they present an exercise that requires a comparison between the traffic rules in Turkey and England, a discussion by making comparison between the Turkish and Japanese lifestyles, presentations of drawings from different feasts (3 of them are Turkish feasts and one of them depicting scenes from the New Year Eve in a different country) and a paragraph including information about Hıdırellez ( a Turkish feast) and Christmas Eve.

A number of the reading texts do not include specific names, information and descriptions concerning the cultures of L1 and L2 speaking societies. They are used in terms of pedagogical purposes and they are presented under the heading such as “healthy tips for a healthy diet” and “tips for learning English”.

**F.6.** The degree of correspondence between the interviews, questionnaires and the textbook analysis results regarding the presentation of culture

Concerning the 12<sup>th</sup> item in the questionnaire, the majority of the teachers (88.3 %) indicated that the textbook reflects information related to the different people from different cultures. In the textbook *NBS*, the focus is on the presentation of pictures of famous cities in the world, a reading passage from the Japanese life style, and the celebrations of different feasts in different countries. The other

participants, seven teachers (11.7 %) indicated that the information about different people from different countries is insufficient. This result is meaningful as 5 teachers in the interviews are in favor of wide use of multi-cultural presentations in an ELT textbook.

On the contrary, the high number of disagreement (80.3 %) indicated for the questionnaire item '*The content of units reflects cultural characteristics of the target language*' by the teachers can be due to the wide use of Turkish representations in each part of every unit. This result correlates with both the researcher's study of the textbook, and the teachers' statements in the interviews. All of the twelve participants during the interviews indicated that the materials in the textbook need to be presented via the representations of the target language. The teachers suggested the use of Turkish cultural items only in making comparison between different cultures. In this sense, considering the researcher's observation of the cultural issues, the Turkish culture is emphasized much more than that of the target language culture. In the open-ended questions, more than half of the teachers indicated that they do not believe in the efficacy of such a wide use of the Turkish language culture.

## **The presentation of the language skills in an ELT textbook**

### **The presentation of the reading skill and the relevant exercises in an ELT textbook**

#### **G.1. The interview question**

“What are your suggestions for the possible organization of the reading skill for a model ELT textbook?”
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#### **G.2. The questionnaire item**

Q17 The reading exercises in the textbook are appropriate for improving students' reading skills.
Q 30 I would like to have more authentic texts in the textbook.
Q 32 I would like to have more reading activities in the textbook

#### **G.3. The analysis of the interview data regarding the presentation of reading skill in a model ELT textbook**

### **Reading passages**

All of the participant teachers (12 teachers) indicated that the topics of the reading passages should be interesting, attractive and enjoyable for students. Besides, the content should be consistent with students' ages, preferences and expectations. Of the twelve participant teachers, ten English teachers focused on the necessity of selecting various topics as another important aspect regarding the content of the reading passages.

The participants suggested different topics for the reading passages such as the presentation of scientific or social issues (Teacher 1 and 6), different cultural

issues (Teacher 4, 5, and 6) and the global issues such as art, music, cinema, and the history. Further, Teacher 5 discusses that there shouldn't be topics depicting the sorrows of people, or the topics students have bad memories about them, like earthquakes. According to teacher 2, the reading passages shouldn't include materials that are weird or unfamiliar for the students. Through her career, she experienced that most of the students would like to read short real life stories.

Two teachers (Teacher 6 and 7) indicated that the content of the reading passages should be informative, so the reading instruction shouldn't be like "reading just for the sake of reading". Four participant teachers (Teacher 2, 4, 7, and 10) consider that the length of the reading texts should be arranged in a careful way as when students come across with very long passages, they easily lose their concentration and refuse to read the texts. On the other hand, two teachers (Teacher 5 and 9) consider that the textbook should also include challenging reading passages as each student has a different learning style and they have different acquisition processes while learning a foreign language.

Teacher 3 evaluated the reading passages in a model ELT textbook considering the format, general flow, and the organization. In terms of the format, the students would have the chance to find their way in the passage. The organization should be clear and students should easily remember the sentences that they have recently read. He emphasized that there should be a flow of events and consistency within the passage. The students would easily understand what is coming in the next sentences. According to him, the passage can start with a hidden question and the students should find the answer of that question at the end of the text, in other words, the presentation should be clear.

## Reading exercises

According to four participant teachers (T 1, 2, 3, and 7) the textbook exercises and activities should help students to improve their critical and cognitive thinking, or metacognitive skills. In other words, students would have the ability to comment about the reading passages or paragraphs, or they would have the ability to make comparisons. Students should discuss and criticize certain aspects that are presented in the reading passage. On the contrary, one of the teachers (T 8) indicated that the exercises requiring creative or critical thinking are not appropriate for the beginning levels students. The questions should be asked in a more guided way and the focus should be on the mechanical exercises.

Four teachers (T 2, 4, 6 and 7) indicated that the comprehension questions are necessary in order to understand whether the students have understood the text, but more importantly, if the activities are in the format of “transferring information into another context” it would more useful. Questions that encourage students to use what they learnt in the reading passages or the ones require students to summarize what they learnt in a diagram can be used as alternatives. Similarly, forming a chart, writing something about the reading passage, making comparisons among cultures, and carrying out simple research can be used as different exercise types.

According to the Teacher 8, it is possible to focus on reading exercises by asking the title, sub-heading, and the main idea of a paragraph or a short essay. Also, by underlying the reference words such as pronouns (*it*, or *them*) in those texts, students can be asked what each of these words refers to in the reading passage.

One of the teachers (Teacher 5) indicated that it is the textbook's mission to manipulate students to improve their reading strategies. She emphasized that the students generally have problems in recognizing and distinguishing between the main ideas and supporting ideas. Her discussion further includes that it is necessary for the students to be aware of the possible clues and the underlying ideas presented in the reading texts. In addition, the strategy training in a model ELT textbook is essential in terms of manipulating students to improve their inference and scanning abilities as students would encounter challenging situations in which they have to read the texts quickly.

Two teachers (Teacher 3 and 7) focused on the warm- up exercises presented with the reading passages. According to these teachers, EFL learners have different processes while reading, therefore, the visual materials (pictures, figures, or charts) would help students to understand the reading text.

**G.4.** The analysis of the questionnaire data regarding the presentation of the reading skill in *NBS*

Table 13

The evaluation reading skill and the relevant exercises in *NBS*

The reading skill and the relevant exercises	N	%	N	%	N	%	N	%	Mean	S.d.
The reading exercises in the textbook are appropriate for improving students' reading skills	0	0.0	49	81.7	11	18.3	0	0.0	2.82	<b>0.3902</b>
I would like to have more authentic texts in the textbook	24	40.0	33	55.0	2	3.3	1	1.7	3.33	<b>0.6289</b>
I would like to have more reading exercises in the textbook	7	11.7	19	31.6	31	51.7	3	5.0	2.50	<b>0.7702</b>

Note 1. **SA:** Strongly Agree **A:** Agree **D:** Disagree **SD:** Strongly Disagree

Note 2. Value Mean Range. **SA** 3.26-4.00 **A** 2.51-3.25 **D** 1.76-2.50 **SD** 1.00-1.

Considering the first item in the table, the majority of the teachers (81.7 %) indicated that the reading exercises in the textbook are appropriate for improving

students' reading skills. The second item in the table displays a high agreement among teachers since 57 teachers (95 %) would like to see more authentic texts in the textbook. The third item in the table displays diversity in teachers' responses whereas 26 teachers (43.3 %) indicated that they want to see more authentic texts in the textbook, the rest of the participants (56.7 %) disagree with this judgment. Since the choices spread among four choices (SA, A, D, SD) this item produced a large standard deviation and this value also suggest the diversity in teachers' responses.

**G.5.** The analysis of *NBS* by the researcher regarding the presentation of the reading skill

The researcher analyzed the entire units for examining the features of the reading texts and the following exercises. The first striking point considering this issue is that the reading skill is presented in an integrated way with the other skills. In the whole textbook, the reading is presented with speaking (26), writing (10) and listening (19) skills. In addition, this skill is presented in isolation for 19 times in the textbook.

The majority of the reading samples are composed of reading texts and dialogues. For a number of instances, students read e-mails, letters, diaries, school reports and summaries of a text. Although there are not any authentic reading texts taken directly taken from books, magazines or newspapers, most of the topics are chosen from the real-life situations as sample dialogues at a reception desk, at a tourism information desk or at school.

The reading exercises in *NBS* are composed of comprehension questions, multiple choice questions, true-false statements, gap filling exercises and matching

exercises. The comprehension questions are observed in 54 different sections in the whole textbook, however, Unit 6 and Unit 21 does not include this type of questions. The students answer multiple choice questions based on the information given in texts or dialogues on two occasions. In addition to answering questions, students also make questions by considering the previous exercises (1). Indicating true and false options for the statements are seen in 17 sections in the whole textbook and three of them require correcting the false statements. It is necessary to note that in 10 units this exercise type is not used.

Except 8 units in the textbook, gap filling exercises are used in 19 different sections in 14 units. These exercises occur in the format of filling in the blanks according to the reading passages, and filling in the blanks in a dialogue or a sentence. Completion exercises are depicted as completing forms, charts, answers and tables according to the given reading texts and dialogues. In addition, completing the missing parts with the given words and phrases, completing the charts by using certain structures (comparatives and phrasal verbs), completing the sentences according to the letter and writing the rest of the sentences according to the dialogue are also displayed in the textbook as post-reading exercises.

As a vocabulary learning strategy, the use of dictionary is suggested in two completion exercises for finding out the relevant words and word families. Two samples of reading strategy instruction, namely guessing the meaning of words from the context, are provided in the textbook. In addition, one exercise is designed to improve students' reading strategies by focusing on finding the main idea of a text, then trying to find a suitable title for the main idea. 10 instances in the whole

textbook require students to read for finding specific information in different reading samples.

Circling the mistakes in a summary of a text (1) and correcting the sentences according to the information given in the dialogue (1) is among the reading exercises in the textbook. Circling the synonyms of the underlined words (2), finding the synonyms of the words from the text (1) and writing the synonyms and antonyms of the adjectives after reading a text (1) are used as post-reading exercises. The reading passages are also followed by finding out what the specific words and pronouns refers to in texts in two samples. The reading exercises also include comparing plans and peoples' lives after reading (2), answering the questions in a questionnaire (1), putting the paragraphs into the correct order (3) and making predictions after reading a text (1). As a follow-up exercise, students need to write sentences according to the information given in the dialogue (1), and underline possessive adjectives in reading samples (1).

In 16 different units, the matching exercises occur under 25 sections. However, in 9 units this exercise type is not used. The types of the matching exercises that are displayed in the textbook can be indicated as follows:

Matching the flags with the countries and nationalities

Matching the colors with the sentences

Matching the unordered dialogue with the pictures

Matching the words/ phrases with their definitions

Matching the expressions with their synonyms

Matching the paragraphs with the topics

Matching the faces (different facial expressions are displayed) with the speech bubbles

Match the activities (sports) with the following pictures

Matching the pictures with the titles

Matching the titles in the previous exercise with the given dialogues

**G.6.** The degree of correspondence between the interviews, questionnaires and the textbook analysis results regarding the presentation of the reading skill

The reading passages and the following exercises are presented with other skills in an integrated way in the *NBS* under the headings 'Reading and Listening' or 'Reading and Speaking'. This aspect was pointed out by the teachers in the interviews as the integration of language skills is important concerning the methodology of the textbook.

One of the reading exercises starts with a conversation between a husband and wife. In the open-ended question (Question 36), one of our participant teachers (Teacher 1) indicated that the relationship among family members can be reflected because the students are familiar with them. In addition, one exercise aimed at improving students' reading strategies by focusing on finding the main idea of a text, as the importance of strategy training was pointed out by Teacher 5. When we return the questionnaire item concerning the reading exercises, 49 teachers (81.7 %) indicated that the reading exercises improve students' reading ability as this result is meaningful when we consider the observation of *NBS* and the interview data.

Eleven teachers, however, do not consider the reading exercises are effective in terms of improving students' reading ability. This disagreement is also meaningful while examining the interview results. A great majority of the teachers indicated that

the use of mechanical exercises is necessary, but it is more essential to choose exercises that improve students' critical thinking and the ones that are initiating strategy training. Although the textbook *NBS* includes such exercises, the number of comprehension questions or true / false statements are much more than the ones those are necessary for improving students' cognitive thinking skills.

## **The presentation of the speaking skill and the relevant exercises in an ELT textbook**

### **H.1** The interview question

What are your suggestions for the presentation of the speaking skill and the relevant exercises of a model ELT textbook?
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### **H.2.** The questionnaire items

The speaking exercises in the textbook are appropriate for improving students' speaking skills.
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I would like to have more speaking exercises in the textbook.
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### **H.3.** The analysis of the interview data in regards the presentation of speaking skill in a model ELT textbook

The primary focus of the discussions concerning the improvisation of the speaking skill is the necessity to provide a reason for the students to talk. All the participant teachers indicated the importance of authenticity in speaking exercises and activities. In addition, Teacher 4, 5 and 6 stated that the speaking activities should initiate pair or group work discussions and they should require interactive activities such as role-plays. Teacher 1 indicated that it is not useful to present

dialogues for initiating the speaking activities. As they are ready and students follow them closely, they do not find a reason to talk. In addition, Teacher 2 focused on the fact that in most of the textbooks, the speaking activities are presented at the end of the units. According to her, the speaking activities should directly follow the reading or listening exercises. More than half of the teachers pointed out that it is important for the speaking exercises to create a basis in which students use certain phrases at a point in their lives.

Moreover, all of the participant teachers indicated that through their career they used a number of textbooks that were ineffective in terms of specifying and narrowing the content of the speaking exercises or tasks. Further, they indicated that the primary mission of the textbook is to provide guidance for the students since they need to know their responsibilities or possible roles that are essential for initiating the speaking in the classroom. According to Teacher 3, it is not proper to present an instruction in the textbook like ‘You are in cafe, student A is the waiter and student B is the customer, now prepare a speaking activity’, such an activity is difficult and useless for students. Similarly, Teacher 2 believes that the students need to believe in the reality of the spoken language and she criticizes one of the textbook speaking activity because of being artificial and weird. The sample speaking activity requires pair-work as one of the students opens his/ her friend schoolbag and tells what she/ he sees inside it. According to her, under normal conditions, people do not open their friend’s bag and count the objects inside it.

In order to finalize the discussions about the concept of the speaking issue, Teacher 2 and 7 indicated that it is important to teach the basic elements of a conversation, how to begin a conversation. Also, students need to know in a

conversation where to stop, where to listen, and where to speak in a conversation. It is also recommended by these teachers that the textbook speaking activities would manipulate the students for expressing themselves, reflecting their opinions, defending their ideas and giving examples from their lives. Moreover, explaining an event, making generalizations and focusing on the details of specific issue are indicated as the necessary aspects for improving students' speaking skills.

Considering the topics of the speaking exercises and tasks, Teacher 3 indicated that it is essential to reflect the possible conversations that take place in supermarkets, shops, hotels, airports and in other public places. Teacher 4, 6 and 7 consider that because of their ages, the high schools students would like to talk about their personal problems and friendship. These teachers also pointed out that the topics of the speaking activities can be about sports, city life, school subjects, and the prohibitions at school. Teacher 6 further indicated that the students would like to talk much about the social events, their hobbies, and the topics that are open to discussions.

**H.4.** The analysis of the questionnaire data regarding the presentation of the speaking in *NBS*

Table 14  
The evaluation of the speaking skill and the relevant exercises in *NBS*

The evaluation of the speaking skill in the textbook	SA		A		D		SD		Mean	S.d.
	N	%	N	%	N	%	N	%		
The speaking exercises in the textbook are appropriate for improving students' speaking skill	0	0.0	17	28.3	43	71.7	0	0.0	2.28	<b>0.4544</b>
I would like to have more speaking exercises in the textbook	30	50.0	27	45.0	2	3.3	1	1.7	3.43	<b>0.6475</b>

Note 1. **SA**: Strongly Agree **A**: Agree **D**: Disagree **SD**: Strongly Disagree

Note 2. Value Mean Range. **SA** 3.26-4.00 **A** 2.51-3.25 **D** 1.76-2.50 **SD** 1.00-1.

As the table 12 demonstrates, some diversity can be observed in teachers' responses. Although 43 teachers (71.7 %) disagree with the statement '*The speaking activities in the textbook are appropriate for improving students' speaking skills*', the rest of the participants (28.3 %) indicated the opposite. The table further illustrates that a great majority of the participants (95 %) are in favor of having more speaking exercises in the textbook.

**H.5.** The analysis of *NBS* by the researcher regarding the presentation of the speaking skill

The analysis of the speaking exercises in *NBS* is carried out by sorting out different exercise types and the similar ones are grouped in the same category. Specifically for the Unit 1, oral repetitions (3 instances), spelling abbreviations and asking about the classroom objects in a pair-work activity are used as speaking exercises. Only in Unit 2, students are required to speak considering the objects and pie-charts presented on the page. Acting out the given dialogues is one of the speaking exercises in the textbook. Students read or listen to the dialogues and act them out with their partner. In half of the total units in the textbook (11), this exercise type is used in terms of improving students' speaking skills by the use of 18 different sample dialogues. Similarly, students also make up dialogues by considering the prompts, pictures or the sample dialogues (in one sample, namely unit 11, students make guesses and form dialogues). Further, the students act out the dialogues they have just structured. Similar to making dialogues, students ask and answer questions using the prompts, pictures or the given examples for 12 times in 10 units.

In *NBS*, pictures are used for initiating speaking for individual production and oral interactions between partners. On 16 different occasions in 14 units, students talk about the pictures. Usually, this type of exercises limits students' speaking with what they actually observe in the pictures. On the other hand, in 5 units, discussions considering the pictures (6 instances) are provided to manipulate students to express their opinions, feelings and guesses by the use of pictures.

Initiating speaking and discussion by answering comprehension or regular questions (19 instances) are observed in different units in the whole textbook except 9 units. Although it is possible to observe 14 instances of discussions on a specific issue (individual and pair work) in the textbook, 11 units do not include activities in terms of initiating discussions. Four instances of general discussion are provided in Unit 5 and 8 and this exercise type is provided to learn students overall reflections considering a topic or event. Discussions on imaginary situations (Unit 11), the main idea of a poem (Unit 13) and reflecting opinions considering the given two choices (Unit 17) are among other discussion types in the textbook.

Another type of speaking exercise is reporting the partners' answers (Unit 6 and 8), leisure activities (Unit 6) and past activities (Unit 16) to the whole classroom. It is also required from the students to report the results of a comparison activity (future plans and predictions) carried out between partners (Unit 7). Making personal predictions on a specific issue and reporting them to the classroom is another instance of this type of exercise (Unit 15).

In the whole textbook, students also make comparisons between two cultures. The exercises also require students to form sentences about one's own future plans and predictions and compare them with their partners. Initiating discussion by

comparing the results of a given questionnaire and making comparisons between two famous people are the other two types of speaking activities in the textbook. Other categorizes of the speaking exercises observed in *NBS* are as follows:

- Making questions by using the prompts and asking those questions to the students in the classroom (Unit 5)
- Preparing and interview and acting out it with the partner (Unit 5)
- Making suggestions to the partner and making sentences by using the cue words (Unit 8, examples are provided)
- Discussions among the group (three students) by considering the information presented in the chart (Unit 10)
- Initiating interaction by persuading one of the class mates regarding the results of the comparisons concerning two famous people (Unit 13, “Find a person in the class who doesn’t agree with you. Try to persuade him to agree with your comparison of the two famous people”).
- Making sentences by using certain structures namely *If clause* (Unit 15)
- Making guesses orally about one’ past activities on a specific day and the other student directs his/ her partner by indicating Yes/ No (Unit 16)
- Initiating speaking based on the former information (Unit 19)
- Initiating discussion by considering the advantages or disadvantages of something and starting discussion by considering an imaginary situation (Unit 21)
- Talking about one’s experiences on a specific issue (the most interesting birthday party) and initiating speaking by considering the realistic situations (Unit 22)

**H.6.** The degree of correspondence between the interviews, questionnaires and the textbook analysis results regarding the presentation of speaking skill

During the interviews, the participants indicated that the speaking exercises should be creative and would force students to use their cognitive and metacognitive thinking skills. Therefore, different types of discussions wherein students would use their creativity should be reflected in textbooks in terms improving students' speaking skills. In the open-ended Q36, teachers also indicated that they found the number of the discussions inadequate when compared with the high number of acting and making up dialogues. Further, they reflected that their students do not eager to have roles in discussion such as '*Are there any traffic problems in your city/ town? If yes, talk about them*' (Unit 4). In addition, the participants reflected that discussions would require group interactions. However, except one sample in Unit 10, the speaking activities do not require group discussions. They are structured to initiate peer-interactions and individual oral productions. Twenty-one teachers believe in the efficacy of initiating speaking by considering the realistic situations since students become more productive when they encounter real-life reflections. Nevertheless, this speaking exercise type is presented only in two occasions and the negative responses in the questionnaire considering the speaking skill may correspond to this feature of the textbook.

A considerable number of teachers (71.7 %) did not evaluate the speaking exercises as successful in terms of improving students' speaking skills. The main reason of this result can be due to the wide use of acting out dialogues for improving students' speaking skills. The participants indicated that acting out dialogues is ineffective for initiating communication in the classroom. In addition, nearly half of

the teachers consider that the questions such as “What do you think about Tina’s daily routine? Is her life boring or exciting?” or “Which is more important to you; appearance or personality?” are not effective in terms of initiating speaking as students do not produce any sentences since they can answer this kind of questions by indicating Yes or No.

## **The presentation of the writing skill and the relevant exercises in an ELT textbook**

### **I.1. The interview question**

What are your suggestions for the presentation of the writing skill and the relevant exercises of a model ELT textbook?
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### **I.2. The questionnaire items**

The writing exercises in the textbook are appropriate for improving students’ writing skills
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I would like to have more writing exercises in the textbook
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### **I.3. The analysis of the interview data regarding the presentation of the writing skill in a model ELT textbook**

Particularly for improving students’ writing skills, the participant teachers (Teacher 2, 4, 5, 6, and 10) focused on the necessity of guidance at the first stages of language learning, and the importance for preparing the students for free production regarding the following acquisitions. According to them, for succeeding the guidance in writing, it is essential for a textbook to present relevant vocabulary, structures, and sample sentences for directing students to improve their writing skills. In addition to the guidance, teachers also pointed out the choice of writing activities or exercises

considering the ones that the students actually write in their daily lives (T 1, 3 and 7), the consistency between the presentation of speaking and the writing (T1), the consistency between the presentation of writing and reading ( T 4, and 5).

In addition, the participant teachers indicated the flexibility of the writing exercises in terms of enhancing students' creativity and cognitive skills (T 9 and T 3), the necessity of the textbook analysis as to find out whether it includes writing exercises that are inserted into the textbook just for the sake of a writing exercise (T 1 and 7) and the importance of avoiding the presentation of sophisticated and complex assignments (T 1).

Considering the scope of the genres, all of the participant teachers suggested that the textbook should present different writing genres in the textbook and Teacher 7 considers that it is essential to reflect both formal and informal types of writing. Recommended genres for the presentation of the writing skill cover formal and informal letters, postcards, and e-mails (T 1, 2 and 6), short stories (T 1, 3, 5 and 6) sample paragraphs relevant with the content of the unit (T 2, 5, 6), comparison essays for depicting the similarities and dissimilarities in different cultures (T 4), simple poems and essay for newspaper corners (T 6), simple paragraphs about the relationship among friends (T 3). In addition to the teachers' suggestions for the suitable topics of the writing exercises in the textbook, Teacher 5 recommends different types of writing genres such as reflection papers, discourse essays, opinion essays, compare and contrast and for and against essays.

Similarly, in terms of writing exercises, forming messages by looking at the sample ones (T 6), writing and completing sample stories, paragraphs and letters

(T1, 3, 5, and 6), writing different types of essays by following the guidelines or outlines (T 4, 5, and 6), making outlines by following the guidelines in the textbook (T 6), filling out forms, keeping diaries by looking at the samples (T 7), and writing something to ask people for their opinions are indicated as the possible alternatives to be likely presented in a model textbook. At this point, it would be useful to present the thoughts and suggestions of two teachers in order to conclude the discussions considering the writing skill. Teacher 1 and 7 indicated that students need to write similar things that they actually write in their lives. In this respect, students need to write while preparing their assignments or projects. In their daily lives, they need to write complaint letters for completing the refund process of the things they bought.

Considering students' future careers, for applying a program at a university, students have to write to the concerned people in that program and have to follow up the possible procedures and should keep on writing. Furthermore, Teacher 7 indicated the inefficacy of the writing exercises in textbooks such as "Now, compare and contrast two cities in Turkey, Adana and İstanbul", "Which one is advantageous, living in a flat or house?", "Do you think being a single child is good or having sisters and brothers?" Her criticism is based on the assumption that the students won't encounter such kind of writing activities in their real lives. Even if they talk, they do not write about them.

**I.4.** The analysis of the questionnaire data regarding the presentation of the writing skill in *NBS*

Table 15

The evaluation of the writing skill and the relevant exercises in *NBS*

The evaluation of the writing skill in the textbook	SA		A		D		SD		Mean	S.d.
	N	%	N	%	N	%	N	%		
The writing exercises in the textbook are appropriate for improving students' writing skills.	0	0.0	39	65.0	20	33.3	1	1.7	2.63	<b>0.5197</b>
I would like to have more writing exercises in the textbook.	18	30.0	35	58.3	6	10	1	1.7	3.17	<b>0.6681</b>

Note 1. **SA**: Strongly Agree **A**: Agree **D**: Disagree **SD**: Strongly Disagree

Note 2. Value Mean Range. **SA** 3.26-4.00 **A** 2.51-3.25 **D** 1.76-2.50 **SD** 1.00-1.

According to the first item in Table 13, teachers' responses do not indicate a high agreement, since 39 teachers (65.0 %) agree on the efficacy of the exercises in terms of improving students' writing skills, while the rest of the participants (35 %) disagree with this consideration. The table further illustrates that except 7 participants, 53 teachers (88.3 %) are in favor of seeing more writing exercises in the textbook and 30 % of the teachers strongly disagreed with this statement.

**I.5.** The analysis of *NBS* by the researcher regarding the presentation of the writing skill

The writing skill is integrated with reading (10) and speaking (5) skills in the textbook. In addition, the rest of the writing exercises and tasks are presented in 19 sections in isolation. In the whole textbook, 'listening-writing' combinations are not observed. Focusing on the guidance in the textbook, it is possible to indicate that various aids are used in terms manipulating the students while carrying out writing exercises or tasks. The guidance is achieved through the use of charts, pictures, guiding questions, prompts, necessary vocabulary and phrases. In addition, sample

sentences and model texts, letters and dialogues are presented in terms of directing the students in their writing processes.

At this point of the discussion about the analysis of the writing exercises in *NBS*, it is essential to display the exercise types used in the textbook. Writing paragraphs consistent with the topic of the units (22 instances) is one of the commonly observed exercise type. Students write paragraphs about their personal belonging, leisure activities, favorite fashion styles and future plans. They also structure paragraphs for making personal descriptions. It is also required from the students to write a postcard, an e-mail, an invitation card and three letters. One of the exercises requires students to write a reply for the partner's letter. A number of the writing exercises initiate students to use certain tenses and certain structures such as conditionals in their paragraphs. Two exercises require students to organize their writing according to the comparisons (Comparison of two photos of the same person in the past days and her present situations and comparing two favorite celebrities).

Gap-filling exercises are organized in the format of filling in the charts (3) and completion exercises are composed of completing dialogues with the given words (3), completing a recipe with the correct verbs, completing a diary by using the given prompts and the present perfect tense and completing a text with the help of pictures. In three instances, students also match the given adjectives or phrases with the drawings and write these words under each picture. In addition, two samples of grouping exercises include writing the names of occupations under the correct columns (professions) and writing the names of suitable clothes under the correct column displaying the seasons.

Preparing a diary concerning weekend plans, making a list of New Year Resolutions, writing a recipe by using the given words and writing an article about one's first day at school by using the given plan are the other writing exercises observed in the textbook. Moreover, writing appropriate strips in the speech bubbles for the cartoons (a detective story), writing a story according to the answers, writing the rest of the paragraph and preparing a questionnaire about the fashion in the year 2050 are the tasks that require students to reflect their creativity. Writing short dialogues, making sentences using certain grammatical structures (if clause) writing the meanings of signs presented in the drawings, summing up a text with the prompts given for each paragraph are among the other writing exercise types that are observed in the textbook.

**I.6.** The degree of correspondence between the interviews, questionnaires and the textbook analysis regarding the presentation of the writing skill

The percent of agreeing teachers (65 %) in the questionnaire and teachers' suggestions in the interviews are consistent with the researcher's observation. The sample writing exercises that are both recommended by the teachers and displayed in *NBS* include writing informal letters, postcards, e-mails, short stories and sample paragraphs relevant with the content of the unit. Different kinds of gap-filling and completion exercises are also suggested by the teachers during the interviews and these are also depicted in *NBS*.

The responses of the disagreeing teachers (35 %) are also meaningful regarding the teachers' reflections in the interviews. The participants believe that it is necessary for the students to write formal letters, simple poems, essays for

newspaper corners and comparison essays for depicting the similarities and dissimilarities in different cultures. Furthermore, one teacher in the interviews and five teachers in Q36 recommended different types of writing genres such as reflection papers, discourse essays, opinion essays and for/against essays. Making outlines by following the guidelines in the textbook and writing something to ask people about their opinions are suggested by the teachers in terms of model writing exercises in textbook. However, none of these exercises are displayed in *NBS*. Further, a number of the participants indicated that the writing tasks would enhance students' creativity and cognitive skills, nevertheless this type of tasks is limited in the textbook ( 4 tasks). Moreover, in Q36, the participants reflected that the isolated presentation of the writing exercises (19) is much more than the integrated ones and they also criticized the presentation of the writing since the 'listening-writing' integration is not displayed in the textbook.

## **The presentation of the listening skill and the relevant exercises in an ELT textbook**

### **J.1. The interview question**

What are your suggestions for the presentation of the listening skill and the relevant exercises of a model ELT textbook?
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### **J.2. The questionnaire items**

The listening exercises in the textbook are appropriate for improving students' listening skills.
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The listening material in the CDs improves students' listening skills.
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The listening material in the CDs helps students to improve their pronunciation.
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### **J.3. The analysis of the interview data regarding the presentation of the listening skill in a model ELT textbook**

Concerning the presentation of the listening skill in textbooks and in the listening materials the participant teachers of the study focused on the authenticity, possible topics of improving students' listening skills, listening exercises, the speed of the listening material and the accents that are likely to be used in the listening equipments. As an introduction for reflecting teachers' recommendations, experiences and beliefs regarding the presentation of the listening skill in textbooks, it would be useful to reflect teachers' suggestions for the possible topics for the presentation of the listening skill.

The suggested topics include the relationship among family members and among friends (T 1), samples of real-life usages such as the conversations taking place in hotels, different social events, meetings, or concerts (T 2), the efficacy of presenting the real life stories of famous people such as pop-music, or movie stars

and sample interviews carried out with them. Teacher 1, 2, 3, and 4 indicated that in terms of improving the students' listening skills, the main aim is to help students to practice and repeat the structures, phrases, and words by listening them in authentic situations that are consistent with their levels.

Focusing on the listening exercises, four teachers ( T 1, 2, 3, and 4) indicated that in terms of improving the students' listening skills, the main aim is to help students to practice and repeat the structures, phrases, and vocabulary by listening them in authentic situations that are consistent with their levels. According to Teacher 1, the listening activities should overlap with the speaking activities. Following a listening activity, the students have the chance to talk about a certain issue in the listening material .On this issue, Teacher 4 considers that in real life there are speeches like lectures, so in the listening material there can be sample lectures, dialogues, and quotations. Besides using mechanical exercises such as filling in the blanks, multiple- choice tests and open-ended questions (T 4 and 6), it would be useful for the students to listen to the popular songs, and the textbook presents the lyrics with a number of erased words. As a post-listening exercise, students try to complete the lyrics of the songs; such an exercise improves students' vocabulary knowledge and listening skills at the same time (T 6). Furthermore, Teacher 5 focuses on the type of the listening exercises and believes that the selective and intensive listening can be presented together and in balance. In selective listening, students try to hear the key words, and they pick up these words for completing the sentences or answering the follow-up questions. In intensive listening, the aim is to find out and internalize the main idea, and make comments about it.

Regarding the speed of the listening material in the listening equipments, three teachers (T 1, 3 and 6) stated that the pace can be slower in the first a few units, but in the later units it should be suitable with the natural flow of the spoken language. According to these teachers, when the students hear the natural conversation samples, they begin to produce chunks of language naturally with correct pronunciation and intonation. However, they also reflected students' reactions as they had complaints when they heard conversations including dense British or American accents. On this issue, Teacher 6 suggests that it is possible to solve this problem by modifying the listening materials in a natural way, without creating artificialness.

Three teachers (T 1, 2 and 3) focused on the variety of accents in the listening equipments. On this issue, Teacher 1 indicated that variety is necessary as American, British or Australian accents can be given. At the first stages, students may find it difficult to hear various accents, but after some time, variety is necessary. In addition to the comments of Teacher 1, Teacher 2 stated that the dialogues should not only include a conversation between two English men, it is necessary to include a conversation between two Indians as their accents are different, and she believes that by this way, the students feel that "our accents aren't perfect either, so we aren't too bad". At this point, the message for the students is "you don't have to speak like an American or English, it is important to convey your intention". In her opinion, fluency is superior to accuracy and she prefers listening to a cassette including realistic excerpts from different people who have different accents instead of listening sample conversations that reflect the usages of Elizabethan accent. According to Teacher 3, besides reflecting perfect and robotic accents of people,

students need to hear Black English accent, or Australian accent, but these varieties can be reflected after students familiarize with the basic listening structures.

#### Additional comments about the listening skill

At this stage of the discussions concerning the presentation of the listening skill, I would like to present teachers' additional suggestions for improving the students' listening skills. According to Teacher 1, the students do not only improve their listening by listening activities, but also the information in the listening material also provides input for the learners. From a different perspective, Teacher 2 indicated that it is useless to present the same scripts both in the textbooks and in the listening materials because the students do not need to hear the listening script from the material when the written script is in front of them.

As the technological developments in media effects students' lives and preferences, Teacher 3 suggested that students' listening skills can be improved with the use of audio-visual materials by representing popular movies, cartoons, and animations as they help students to visualize and remember the structures, phrases and necessary vocabulary.

According to teacher 4, the listening material should be short, so the teachers have the chance to ask questions in short intervals and the students would easily remember what is presented in the material and would easily grasp the general idea after the whole listening. When the listening material is long, the students have to give answers to the questions after a long period of time, after two or three minutes they may lose their concentration.

**J.4.** The analysis of the questionnaire data regarding the presentation of the listening skill in *NBS*

Table 16

The evaluation of the listening skill and the relevant exercises in *NBS*

The evaluation of the listening skill in the textbook	SA		A		D		SD		Mean	S.d.
	N	%	N	%	N	%	N	%		
The listening exercises in the textbook are appropriate for improving students' listening skills.	1	1.7	47	78.3	11	18.3	1	1.7	2.80	<b>0.4801</b>
I would like to have more listening exercises in the textbook	11	18.3	20	33.3	28	46.7	1	1.7	2.68	<b>0.7917</b>
The listening materials in the CDs improve students' listening skills.	2	3.3	47	78.4	11	18.3	0	0.0	2.85	<b>0.4444</b>
The listening materials in the CDs help students to improve their pronunciation.	2	3.3	43	71.7	15	25.0	0	0.0	2.78	<b>0.4903</b>

Note 1. **SA:** Strongly Agree **A:** Agree **D:** Disagree **SD:** Strongly Disagree

Note 2. Value Mean Range. **SA** 3.26-4.00 **A** 2.51-3.25 **D** 1.76-2.50 **SD** 1.00-1.

As can be observed from the table 13, the majority of the teachers (80 %) agree with the statement '*The listening exercises in the textbook are appropriate for improving students' listening skills*'. Similarly, the second item displays that 49 teachers (81.7 %) considered that the dialogues and listening samples in the listening equipment improves students' listening skills. According to the third item in the table, 45 teachers (75 %) considered that the sample listening materials and dialogues help students to improve their pronunciation. However, the rest of the participants, 15 teachers (25 %) indicated the opposite. The last item in this table was prepared to find out whether the participant teachers would like to see more listening exercises in the textbook. The results of this questionnaire item displayed a clear diversity. 31 teachers (51.6 %) agree with the statement 'I would like to see more listening exercises in the textbook'. Among this population, 11 teachers (18.3 %) strongly agree and 20 (33.3 %) teachers agree with this assertion. On the other hand, nearly the other half of the participants (48.4 %) did not have similar opinions. As the

choices spread among four choices (SA, A, D and SD) this questionnaire item produced a large standard deviation (0.7917).

**J.5.** The analysis of *NBS* by the researcher regarding the presentation of the listening skill

The listening skill is presented as the combinations of listening and reading (19) and listening and speaking (20) with the numbers indicated in the parentheses. This skill also presented in isolation for 17 instances. Especially, the focus is on intensive listening. The extensive listening exercises are structured with pictures. The students try to talk about the pictures after hearing a series of events considering the picture presented in the textbook and this kind of an activity requires the practice of speaking and listening at the same time. Mostly, the exercises are structured in terms of listening for specific information (15) and listening for checking the answers (27). Therefore, the exercises are not provided in terms of listening for a *gist* (focusing on the main idea indicated in the listening material).

Especially in the first two units students repeat the words, phrases and sentences (4) as they hear. In addition, they listen and circle the numbers and letters (2) after listening. Gap-filling listening exercises require listening to a dialogue and filling in the blanks (30), listening and completing a dialogue (2), listening and completing a diary (1) and listening and filling in tables (2). Students also answer questions (7), indicate true or false options (9), choose the correct option (2) and make necessary corrections (5) after listening to the dialogues or texts. Matching exercises (6) are also provided in terms of improving students' listening skills and most of them are picture-cued. Ordering exercises are arranged in the format of

listening and putting the pictures into the correct order (4) and hearing the words and writing them in the correct order (1).

The listening exercises also require transferring information into other contexts since the students practice their writing skill by making sentences, writing shopping lists and drawing spidergrams. Comparisons and discussions with the partner (3) are provided as follow-up listening activities. These activities or exercises require students to use the information in the listening materials. On the other hand, it is possible to encounter a number of exercises such as talking about the pictures and given situations. These exercises do not necessitate using the information in the listening material.

**J.6.** The degree of correspondence between the interviews, questionnaires and the textbook analysis results regarding the presentation of the listening skill

In the questionnaire, the majority of the teachers (80 %) indicated that the presentation of listening and the listening exercises are effective in terms of improving students' needs. The responses are consistent with the teachers' responses in the interviews as they pointed out the same type of activities to be used in textbooks. The negative answers of the teachers can be traced to the analysis of the listening exercises since most of them do not require listening for a gist. In this type of exercises students generally listen to the samples in terms of understanding the main idea of a text, letter or dialogue. Listening for a specific purpose is widely used as listening exercises in *NBS*. The textbook explanations would help to have information concerning this type of exercises such as 'Listen to the cassette and *put the pictures in to the correct order in the course of the events*' or 'Ann, Tom and Linda are contestants at 'Win your hopes' quiz show. Listen to them and *write what*

*they are going to do with the money they can win'*. The parts that have been presented in italics are informative in terms of reflecting the purpose of the listening exercises. During the interviews, one of the teachers indicated that it is not useful to present the tape script of the listening material in the textbook since students do not need to listen to the material when the script is in front of them. However, in *NBS*, all of the scripts of the listening materials are presented in the textbook as students listen and read at the same time.

### **The presentation of vocabulary in an ELT textbook**

#### **K.1** The interview question

What are your suggestions for the presentation of vocabulary in a model ELT textbook?
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#### **K.2.** The questionnaire items

The vocabulary load seems to be reasonable for the students' level.
The vocabulary items are controlled to ensure systematic gradation from simple to complex.

#### **K.3.** The analysis of teachers' responses in the interviews regarding the presentation of vocabulary of a model ELT textbook

The participant teachers reflected their opinions considering the alternatives for the presentation of vocabulary and the selection of appropriate exercises for a model ELT textbook. All of the participant teachers focused on the necessity of presenting the vocabulary in a context such as in paragraphs or stories. Of the 12 participants, three teachers (T 1, 3 and 6) indicated that the textbook writers should thoroughly analyze the general word lists for the choice of correct vocabulary to be

used in a textbook. In terms of students needs, Teacher 3 pointed out that it is essential to select and present relevant vocabulary consistent with the students' needs and levels.

It is also indicated by three teachers (T 3, 4 and 6) that the textbook is not the collection of unknown words. Besides, Teacher 6 focused on the textbooks' success in terms of devoting a section for providing the necessary vocabulary learning strategies. From a different perspective, two teachers (T 2 and 6) focused on the necessity of distributing the vocabulary everywhere in the textbook in order to prevent students' misunderstandings as they may consider the vocabulary instruction is limited with the presentation of the reading passages. Regarding the vocabulary exercises, all of the participant teachers agree on the test of vocabulary in paragraphs, and cloze tests.

The rest of the discussions focus on the gradation of the vocabulary from concrete to abstract nouns (T 3 and 6), the necessity of presenting the connotations of a single word in changing contexts ( T 3 and 6), the possibility of testing students' vocabulary by using pictures, and games ( T 3 and 4), the improvisation of the vocabulary (the target words presented in a unit) with the integration of the other language skills ( T 1,4,5 and 6 ), and the importance of recycling the vocabulary through the units (T 5 and 6).

**K.4.** The analysis of the questionnaire data regarding the appropriateness of the vocabulary load in *NBS*.

Table 17

The presentation of the vocabulary in *NBS*

The evaluation of the presentation of the vocabulary in the textbook	SA		A		D		SD		Mean	S.d.
	N	%	N	%	N	%	N	%		
The vocabulary load seems to be reasonable do the students' levels.	0	0.0	37	61.7	20	33.3	3	5.0	2.57	<b>0.5928</b>
The vocabulary items are controlled to ensure the systematic gradation.	0	0.0	8	13.3	49	81.7	3.	5.0	2.08	<b>0.4235</b>

Note 1. **SA**: Strongly Agree **A**: Agree **D**: Disagree **SD**: Strongly Disagree

Note 2. Value Mean Range. **SA** 3.26-4.00 **A** 2.51-3.25 **D** 1.76-2.50 **SD** 1.00-1.

Considering the first item in this table, teachers' responses demonstrate diversity. Although 37 teachers (61.7 %) agree on the reasonability of the vocabulary load in terms of students' levels, the rest of the participants (38.3 %) indicated the opposite. The table further illustrates that in addition to the strongly disagreeing teachers (5 %), 49 teachers (81.7 %) disagree with the statement '*The vocabulary items are controlled to ensure the systematic gradation from simple to complex*'. Therefore, there seems reasonably strong agreement on the adequacy of vocabulary load/lesson in the textbook and very strong disagreement on the adequacy of gradation of vocabulary in the textbook.

**K.5.** The analysis of *NBS* by the researcher regarding the presentation of the vocabulary

Of the five samples selected for this analysis, *Feng Shui* from Unit 20 was selected specifically because a number of teachers identified as a difficult text with many unseen vocabulary. The other four samples of the selection of these reading samples were selected from the various points in the continuum of the book to represent different levels of difficulty.

Five reading samples are selected from the textbook *NBS* and a vocabulary analysis was carried out by using Vocabulary Profiler. The conducted analysis focused on four scores since the aim is to have information concerning the number of the K1 words (1000 most frequent words), K2 words (2nd 1000 most frequent words), academic words (AWL) and finally the words that are not included in the lists (off-list words). The percentages of the words occurring in the reading samples of are presented below in Table 16.

Table 18

The reading samples chosen from the units in *NBS*

Reading Samples	K1	K2	AWL	Off-list
RA-The secret place ( Unit 2)	83.58 %	8.46 %	0.00 %	7.96 %
RB-A day in the life of a footballer (Unit 5)	83.69 %	9.37 %	1.51 %	5.44 %
RC-Now and Then ( Unit 11)	78.74 %	4.49 %	1.20 %	15.57 %
RD Today's World ( Unit 14)	81.10 %	7.32 %	2.74 %	8.84 %
RE Feng Shui ( Unit 20)	77.59 %	6.27 %	5.78 %	10.36 %

Note 1. Percentage; # = Number; K1= 1000 word list; K2= 2000 word list;

AWL= Academic word list

Note 2. RA-RB-RC-RD-RE: Reading samples A,B,C,D and E

The codes 'RA-RE' refers to the reading texts and the numbers indicated the percentages of the K1 occurred in the reading samples. When considering the analysis in terms of gradation it necessary to indicated that a gradation problem is observed at the K2 word level. Normally, a decline in the number of the K1 words and an increase at the K2 word level and the AWL would be observed. Although the number of the academic words is increased in the later units, such an increase is not observed at the K2 level, in contrast the number of the words displays a decrease. In addition, the number of the off-lists words showed an increase in the later units and it

becomes more obvious in the text *Feng Shui*. Most of the teachers indicated the gradation of the vocabulary is not successful and the main reason of this result can be traced to the decrease of the words at the K2 level. Moreover, in Q 36, teachers indicated that their students have difficulty in guessing the meanings of the words such as ‘chi, bonsai, irritating, interior decorators, install’ and all of these words are among the off- lists words in the reading text *Feng Shui*.

As the table illustrates that the majority of the reading samples include words at the K1 level. The words at this level depict a decrease in number while passing to the other units. The percentage of the K2 words in the reading samples also displays a decrease. On the other hand, it is possible to observe that the number of the academic words increases in the later units. Moreover, the reading sample *Feng Shui* ranked as the first text in terms of the AWL with 5.78 % and off-list words with 10.36 %.

**K.6.** The degree of correspondence between the interviews, questionnaires and the textbook analysis regarding the presentation of the vocabulary

Regarding the analysis of the table presented on page 109, it is possible to indicate that the vocabulary load is consistent with the students’ levels since the majority of the texts and dialogues (RB, 83.69 %; RD 81.10 %; RE, 77.59 %) are composed of the words at the K1 level. The textbook *NBS* was designed to take the students from beginner to intermediate level of English. Thus, the course does not necessitate the overuse of the academic words which requires advanced level skills.

Considering the questionnaires, nearly 40 % of the participants indicated that the vocabulary load is not consistent with the students’ level. As indicated above, the majority of the words in the reading sample are composed of K1 words and such

words are in the first 1000 thousand level in the specified word lists. In this sense, it is possible to state that the vocabulary items in the majority of the samples are easy enough for students to understand. Considering the questionnaires, nearly 40 % of the participants indicated that the vocabulary load is not consistent with the students' level. These teachers would have considered that the vocabulary in *NBS* is presented at simple levels and the words in new units need to challenge the students.

In addition, the majority of the participants indicated that a vocabulary gradation problem occurs in the textbook. Although the researcher found that a gradual increase does not occur at the K2 level words within the units, this inconsistency is not obvious and further this result cannot be indicated as the only criterion to evaluate the gradation. It is also necessary to consider the distinction between the number of content and function words presented in the relevant materials while focusing on the gradation issue. It is also essential to remind that there is a systematic increase in the number of academic words in the reading samples taken from the later units.

### **The presentation of grammar in an ELT textbook**

#### **L.1 The interview question**

What are your suggestions for the presentation of grammar in a model ELT textbook?

#### **L.2. The questionnaire items**

Q31. I would like to have more grammar exercises in the textbook.

**L.3.** The analysis of the interview data regarding the presentation of grammar in a model ELT textbook

Regarding the presentation of the structural issues in ELT textbooks, all of the participants focused on the importance of using meaningful and contextual grammar exercises. In addition, two teachers (T 1 and 5) support the use of both explicit and implicit grammar instruction in the classroom. Although it is necessary for the students to be trained in answering mechanical questions in certain exams such as in-class assessments or university entrance examination, it is also essential to present structural issues in a meaningful context in a communicative methodology. Further, Teacher 3 focused on the superiority of the implicit instruction of structural issues and the necessity of presenting situations and tasks wherein students have to use the relevant structures. This teacher also indicated that an implicit or situation-based instruction is essential in order to reflect different structures and phrases occurring in L2 and which are not observed in L1. Teacher 6 suggested the use of mechanical grammar exercises in the first stages. In addition, she considers that it is necessary to incorporate grammatical aspects with productive skills such as writing and speaking since students gain progress in the later stages of language learning.

**L.4.** The analysis of the questionnaire data in regarding the presentation of grammar in *NBS*

Table 19

The evaluation of the presentation of the grammar in the textbook	SA		A		D		SD		Mean	S.d.
	N	%	N	%	N	%	N	%		
I would like to have more grammar exercises in the textbook	11	18.3	20	33.3	28	46.7	1	1.7	2.89	<b>0.8253</b>

Note 1. **SA**: Strongly Agree **A**: Agree **D**: Disagree **SD**: Strongly Disagree

Note 2. Value Mean Range. **SA** 3.26-4.00 **A** 2.51-3.25 **D** 1.76-2.50 **SD** 1.00-1.

This item produced the largest standard deviation in the questionnaire.

The reason for this high standard deviation value can be traced to the spread of answers between the four choices, namely, SA (18.3 %), A (33.3 %), D (46.7 %) and SD (1.7 %). In addition, when considering the total percent of agreeing (51.6 %) and disagreeing teachers (48.4 %), the participants' evaluations indicate an obvious diversity. This spread probably also reflect the variety of teacher opinions as to how grammar is best presented both in text and in their instruction.

**L.5.** The analysis of *NBS* by the researcher regarding the presentation of the grammar

In the whole textbook, the grammatical aspects are not presented explicitly under the headings in which the aim is to improve the four main language skills. On the other hand, two different sections, namely "Let's remember and Let's practice", exist for the practice of the grammatical issues.

The "Let's practice" section includes a wide range of structural exercises and most of them are gap-filling exercises. It is also possible to encounter the practice of grammatical issues via a speaking activity such as asking and answering questions using the superlative form of the adjectives. In addition, a number of gap filling exercises are picture-cued and the aim is to practice the parts of language (modals). The confusing features of the structural aspects are also included in this part such as distinguishing between the verbs make and do.

In "Let's remember" the aim is to provide relevant information concerning the intended unit or the previous units. This kind of information includes aspects concerning necessary structures such as the comparative and superlative degree of the adjectives. This section also comprises the necessary rules while forming

different tenses and additional information is provided in order to make distinction between the tenses which have similar and confusing aspects as the usage of the present perfect and the simple past tense. In addition to the sections described above, the last part of the textbook is devoted to a section called 'Grammar Reference' in which certain grammatical rules are displayed in charts and tables.

**L.6.** The degree of correspondence between the interviews, questionnaires and the textbook analysis results regarding the presentation of the grammar

Considering the 31st questionnaire item, nearly half of the participants (48.4 %) do not want to see more grammatical exercises in the textbook. According to the textbook observation conducted by the researcher, the textbook displays numerous exercises and activities in each unit consistent with the structures used in dialogues, texts and other activities. As aforementioned, these exercises are presented in context and in two different sections. The observation results and the responses of the disagreeing teachers who consider that the exercises are adequate correlate with the teachers' statements in the open-ended question 36. Nearly, half of the participants evaluated the presentation of grammar as successful since it does not explicitly present structural issues within the units and they further state that such an organization is essential in a communicative methodology. On the other hand, the rest of the participants (51.6 %) would like to see more structural exercises in the textbook. This population would have considered the specific language needs of the students who plan to continue their education in language studies. In order to attend these departments, the high school students have to pass an examination which requires competence over the knowledge and practice of advanced points in grammar.

## **Teachers' thoughts regarding the features of an ELT workbook**

### **M.1. The interview question**

What are your suggestions for a model ELT workbook as a supplementary material?

### **M.2. The questionnaire item**

Q 26 The workbook is useful for students for additional practice.

### **M.3. The analysis of the interview data regarding the features of a model ELT workbook**

As an element of a textbook package, the participant teachers indicated their thoughts regarding the possible features of a workbook. According to all participants, it is necessary to present both mechanical exercises and interactive tasks in a workbook. However, Teacher 1 indicated that if a communicative approach is being followed, the workbook would contribute to students' learning by providing structural aspects. Two teachers (T 3 and T 6) evaluated a sample workbook as ineffective because of including many mechanical exercises. In addition, Teacher 5 indicated that the focus of the workbook should be on improving the students' sub-skills, especially it necessary to devote a considerable amount of vocabulary exercises in a workbook because it is the only place where students can practice the new vocabulary that they have learnt during the lesson.

**M.4.** The analysis of the questionnaire data regarding the efficacy of the workbook of *NBS*

Table 20

The evaluation of the workbook of *NBS*

The evaluation of the workbook	SA		A		D		SD		Mean	S.d.
	N	%	N	%	N	%	N	%		
The workbook is useful for students in terms of additional practice	9	15.0	49	81.7	2	3.3	0	0.0	3.12	<b>0.4155</b>

Note 1. **SA:** Strongly Agree **A:** Agree **D:** Disagree **SD:** Strongly Disagree

Note 2. Value Mean Range. **SA** 3.26-4.00 **A** 2.51-3.25 **D** 1.76-2.50 **SD** 1.00-1.

As the table illustrates, except two teachers, a great majority of participants (96.7 %) indicated that the workbook is useful for students for additional practice. Among these teachers, 9 of them (15 %) strongly agree and 49 teachers agree on the efficacy of the workbook. The mean value of this items 3.12. Therefore, it is possible to state that the majority of the responses fall into the category ‘Agree’.

**M.5.** The analysis of the workbook of *NBS* by the researcher

The majority of the workbook activities are based on the fill in the blanks exercises. These exercises assess students knowledge considering the structural issues consistent with the structures used in the student’s book such as the distinguishing between subject and object pronouns, or countable and uncountable nouns. The students are also tested considering their knowledge about tenses and modals through this exercise type. In a number of instances, the learners fill in the blanks by considering the pictures presented with the exercise. In addition to the practice of grammatical issues, numerous activities are used in order to assess students’ language skills such as writing, speaking, listening and reading. Considering the speaking activities, students indicate their opinions concerning a given situation and make and act out dialogues. In addition, students produce sentences and paragraphs

by describing pictures. Discussion question such as “Which one do you agree?” are included in the textbook. By answering the questions, speaking is also initiated in the classroom.

In a number of the listening exercises, students hear information in order to check their guessing and correct the mistakes. Most of the listening exercises are structured in the format of ‘listen and fill in the blanks’. Putting the sentences in to correct order, choosing the right answers in a set of multiple-choice questions, and completing charts according to the information presented in the listening materials are the other types of activities assessing students listening abilities.

Most of the reading activities in the workbook are composed of answering questions, indicating true/ false statements and matching exercises. Additionally, gap-filling exercises and multiple choice questions are used.

Regarding the writing exercises at the basic level, students complete sentences, paragraphs and charts. In addition, students write sentences and paragraphs according to the pictures. Rewrites are also provided and the learners are required to write again according to the words given in the parentheses. The students also practice their writing skills in creative activities such as writing letters, descriptions and stories by using the pictures. The students also rewrite the last paragraph of the given story in order to change the ending and this is another alternative wherein students use their cognitive abilities.

**M.6.** The degree of correspondence between the interviews, questionnaires and the workbook analysis results regarding its efficacy

The actual features of the textbook correspond to the teachers’ responses to the questionnaire items and the interviews. The teachers indicated in the interviews

that the textbook should both include mechanical and creative exercises and the workbook of *NBS* has such kind of exercises. Besides, the workbook provides variety. The workbook of *NBS* also practices the other skills such as reading, writing, and listening. In the interview questions the teachers did not volunteer extensive information on this topic. Although the majority of the exercises are structures in a mechanical form, the use of varied activities practicing language skills such as speaking, listening, writing and reading compensate the wide use of mechanical exercises. Additionally, some of the writing and speaking exercises were designed to activate students' creative thinking skills such as rewriting the ending of a story or discussing on a specific issue by considering the given pictures.

The majority of the workbook activities are based on the gap-filling exercises. These exercises assess students' knowledge considering the structural issues consistent with the structures used in the student's book such as the distinguishing between subject and object pronouns, or countable and uncountable nouns. The students are also tested considering their knowledge about tenses and modals through this exercise type. In a number of instances, the learners fill in the blanks by considering the pictures presented with the exercise. In addition to the practice of grammatical issues, numerous activities are used in order to assess students' language skills such as writing, speaking, listening and reading. Considering the speaking activities, students indicate their opinions concerning a given situation and make and act out dialogues. In addition, students produce sentences and paragraphs by describing pictures. Discussion questions such as "Which one do you agree?" are included in the textbook. By answering the questions, speaking is also initiated in the classroom.

In a number of the listening exercises, students hear information in order to check their guessing and correct the mistakes. Most of the listening exercises are structured in the format of 'listen and fill in the blanks'. Putting the sentences in to correct order, choosing the right answers in a set of multiple-choice questions, and completing charts according to the information presented in the listening materials are the other types of activities assessing students listening abilities.

Most of the reading activities in the workbook are composed of answering questions, indicating true/ false statements and matching exercises. Additionally, gap-filling exercises and multiple choice questions are used.

Regarding the writing exercises at the basic level, students complete sentences, paragraphs and charts. In addition, students write sentences and paragraphs according to the pictures. Rewrites are also provided and the learners are required to write again according to the words given in the parentheses. The students also practice their writing skills in creative activities such as writing letters, descriptions and stories by using the pictures. The students also rewrite the last paragraph of the given story in order to change the ending and this is another alternative wherein students use their cognitive abilities.

## **Teachers' thoughts regarding the features of an ELT teacher's guide**

### **N.1. The interview question**

What are your suggestions for a model ELT teacher's guide as a supplementary material?

### **N.2. The questionnaire item**

Q27. The teacher's guide provides practical activities/ideas for the teacher to use in the class.

### **N.3. The analysis of the interview data regarding the features of a model teacher's guide**

Regarding a model teacher's guide for the teachers, all of the participant teachers indicated that it is possible to evaluate a teacher's guide as successful if it provides practical advice in changing situations. Two teachers' criticisms focused on the deficient aspects of the guides as they only provide a collection of answer keys and tape-scripts. Besides, Teacher 2 stated that it is the teacher's guide mission to inform the teachers concerning different options, approaches and methods to be used in the classroom. The need for a detailed teacher's book because of the tight schedules of the teachers (T 4 and 5), the necessity of additional information and vocabulary about the reading texts (T 4 and 5), the possibility to present photocopiable papers and activities to be used in the classroom (T 6) are also indicated as the possible aspects regarding the features of a model teacher' guide.

**N.4.** The analysis of the questionnaire data in regarding the efficacy of the teacher guide of *NBS*

Table 21

The evaluation of the teachers' guide

The evaluation of the teachers' guide	SA		A		D		SD		Mean	S.d.
	N	%	N	%	N	%	N	%		
The teacher's guide provides practical activities/ ideas for the teachers to use in the class	1	1.7	12	20.0	32	53.3	15	25.0	1.98	<b>0.7247</b>

Note 1. **SA**: Strongly Agree **A**: Agree **D**: Disagree **SD**: Strongly Disagree

Note 2. Value Mean Range. **SA** 3.26-4.00 **A** 2.51-3.25 **D** 1.76-2.50 **SD** 1.00-1.

According to the table 15, 47 teachers (78.3 %) considered that the teacher's guide does not provide practical activities/ideas for the teacher to use in the class. Specifically for this item, one fourth of the participants (25 %) strongly disagree with the statement '*The teacher's guide provides practical activities/ideas for the teacher to use in the classes*'

**N.5.** The analysis of the teacher's guide of *NBS* by the researcher

The teacher's guide of *NBS* is not interleaved and it is presented as a separate book with black and white color combinations. Similar to the elements of the student's book, the teacher's guide also includes the contents section with the same sub-components (Introduction, table of contents, units, grammar reference, irregular verbs, references and the word list). Each unit begins with the identification of the students' acquisitions in terms of functions, vocabulary and relevant structures.

Regular and optional answer keys for the exercises both in the student's book and in the workbook are presented in the guide. Games for the students, tips and notes for the teachers are among the elements of the guide. Games are suggested to be used as an introductory section in the units or as follow-up activities. Tips are

designed to provide information on various issues such as the role of the teacher in the classroom, student-teacher interaction or the teacher's role in carrying out a certain activity. One of the tips focuses on the learner's styles and asserts that "There are Ss who have very well motivated behaviors towards learning tasks with no reward expectation (the task itself is the reward) whereas there are ones who are the opposite. Such kinds of Ss perform a task as long as they are assured that they are going to receive a reward at the need. Ss should take reward from this point of view". Mostly, the notes in the guide are in the form of explanations or direct advices regarding the sections of the textbook. A sample note in the guide of *NBS* is "Teacher's encouragement for role play and other activities plays a big role in Ss' decisions to make the first attempt. Seeing that the teacher is not focused on mistakes and giving feedback in a positive way, Ss feel more motivated to try more often".

A confusing aspect exists in the guide since the answer keys of a specific exercise are not presented on the same page in the student's book. Additional answer keys are not included in the guide with the aim of presenting alternative choices. Except one instance, it is not possible to encounter additional information concerning the content of the reading passages. As the samples taken from tips and notes illustrate, these elements do not provide creative suggestions for the teachers. They only provide information on a variety of issues concerning the classroom dynamics such as the students and the activities. The only place wherein the creative suggestions are observed is the games.

**N.6.** The degree of correspondence between the interviews, questionnaires and teacher's guide analysis results regarding its efficacy

In the open-ended question 36, the participants indicated that it was difficult for them to follow the teacher's guide of *NBS* as they cannot find the listening scripts in their actual places many times or the teachers recognized the scripts in the following pages. It is also stated by the teachers that the information in the answer keys is erroneous and these teachers also observed spelling mistakes. The teachers also found the black and white combinations as discouraging while following the guide. In addition, the guide was evaluated as incomprehensive in terms of including limited additional information considering the reading texts.

During the interviews the participant teachers evaluated a teacher's guide as successful as long as it provides practical advice on changing situations. However, the teacher's guide of *NBS* includes a limited number of creative suggestions for the teachers. The teachers' relevant thoughts are consistent with the questionnaire results as the majority (78.3 %) of the participants indicated that the teacher's book does not include practical advice. A number of participants criticized the notes and the tips in the guide since they are structured to remind the teachers a number of aspects they have been practicing from the early years of their teaching careers, thus these notes are not appealing for them.

### Conclusion

In this chapter, the data collected from the participant questionnaires and interviews were analyzed and interpreted. The results will be further exemplified in the next chapter. These were then triangulated with the in-dept analysis of the target

text by the researcher to find areas of consistency and commonality. The results will be further discussed in chapter five. Chapter Five is the conclusions chapter which discusses the findings, pedagogical implications, limitations of the study, and areas for further research.

## CHAPTER V: CONCLUSION

### Overview of the Study

This study investigated the perceptions of Anatolian High School ELT teachers by evaluating the existing features of the EFL textbook *New Bridge to Success for 9<sup>th</sup> Grade New Beginners*. The study also aimed at to learn teachers' suggestions and beliefs for an ideal ELT textbook designed to meet the needs of high school students in Turkey. This study addressed the following research questions:

1. What are the English teachers' suggestions and beliefs for a model ELT textbook prepared for the high school students in Turkey?
2. To what extent does the *New Bridge to Success for 9<sup>th</sup> Grade New Beginners* meet the teachers' expectations for a model textbook?
3. To what extent are teachers' evaluations of *New Bridge to Success for 9<sup>th</sup> Grade New Beginners* consistent with a detailed critical analysis of the text carried out by the researcher?

In order to fulfill the purposes of the study, two sets of data were collected: The results of the questionnaire designed as a checklist and the results of the individual teacher interviews. The participants were sixty English teachers currently working in Anatolian High Schools in Ankara. After conducting the questionnaire, the individual interviews were carried out with 12 volunteer teachers during the following week.

The data were analyzed in three stages. First, the interview data were transcribed, categorized and coded according to the purpose of the study and the research questions. Second, the questionnaire data were analyzed by using SPSS 10.0 and finally the actual features of the textbook *NBS* was examined by the researcher.

In this chapter, the major findings of the study will be summarized and discussed. The chapter will also present pedagogical implications drawn from the findings, the limitations of this study, and suggestions for further studies.

### Discussion of the Findings

This section discusses the major findings and the conclusions that have been drawn through the data collection process. The findings of the study will be presented in three different sub-sections referring to each research question:

- The results of the interview data displaying the teachers' suggestions and thoughts for a model ELT textbook
- The results of the questionnaire data reflecting the teachers' perceptions on the features of the textbook *NBS*
- The correspondence between the results of the questionnaires, interviews and the researcher's analysis of the textbook.

The data analysis of this study was done by taking into consideration the correspondence between the teacher's responses in the interviews, the questionnaire results displaying the teachers' evaluations concerning the features of the textbook *NBS* and the results of the researcher's objective analysis of the textbook. In this respect, this chapter will summarize information regarding what the teachers would like to see primarily in a model ELT textbook and to what the extent the results of

the interviews, questionnaires and the researcher's analysis of the textbook correspond to each other. At this point, the results will be presented by referring to each research question.

Research Question 1: The interview results depicting the suggestions of teachers concerning the features of a model ELT textbook for high school students

As an introduction to the interview, the participants were asked about their priorities while selecting or evaluating an ELT textbook. The participant teachers focused on the possible features of a model ELT textbook designed for the high school students. In every stage of their suggestions, the participants focus on the importance of reflecting both the written and spoken aspect of communication in the classroom. The importance of the choice of a working methodology, the presentation of language skills with a focus on integration, importance of language functions, the appropriateness of the textbook material in terms of students' needs, levels, and interests are among teachers' priorities while evaluating an ELT textbook. Four participant teachers also focused on the necessity of presenting authentic materials or the ones reflecting real-life situations in the textbook in terms of transferring textbook knowledge into students' personal and future careers. In addition, two teachers consider that the textbook should include materials relevant with the objectives of the curriculum that is consistent with the students' ages.

Regarding the physical appearance of an ideal textbook, the participants indicated that it is necessary for a textbook to have a colorful, motivating and an attractive cover. On this issue, the teachers also focused on the superiority of the attractive ELT textbooks in terms of their high-quality cover, papers and printings. In addition, the internal design of the textbook elements such as lettering, headings, and

the placement of texts, instructions and illustrations into the pages are stated as the other important considerations under the heading of physical appearance.

As another component of the textbook, teachers also focused on the features of illustrations. A group of participants made a distinction between the use of drawings and the photographs in regards to the students' needs and these participants suggested the use of real photographs for the high school students. Another group of teachers recommended the presentation of different kinds of illustrations as a mixture.

The majority of the participants considered that a communicative methodology following a content-based approach is ideal for the high school students and such kind of a methodology should be based on four main language skills, namely reading, listening, speaking and writing. Additionally the organization of the textbook would manipulate students in order to give prompt answers to the questions that they are likely experience in their daily lives. Superiority of language use and functions over single presentation of grammatical issues is another aspect indicated by the teachers. Further, the teachers evaluated a successful textbook as long as it provides sufficient number of activities for enhancing interaction in the classroom. Further, an effective textbook should manipulate students to use the language for different purposes under different circumstances and create as a basis in terms of providing discussions in the classroom.

According to the participants, the materials in textbooks should evoke both the spoken and written communication in the classroom in terms of students' needs. A textbook can be regarded as successful as long as it improves students'

productivity in all skills and provides an assorted organization over a monotonous one.

Considering the presentation of cultural issues in the textbooks, it is essential to reflect the target language culture overwhelmingly into the textbook material (Byrd, 2001). The participants also suggested the presentation of Turkish culture in terms of making comparisons and the representations of multicultural aspects. Additionally, they indicated that it would be inappropriate to disregard the cultural aspects of L1 and teaching the language via the representations of the Turkish culture.

The participant teachers also indicated their thoughts concerning the four main language skills. The suitability of the skill exercises in terms of the students' needs and levels and the importance of a varied selection of the activities are indicated by the teachers. Specifically for the speaking skill, the importance of guidance and authenticity is stated. According to the teachers, the speaking activities should create a reason for students to talk and discuss and such activities should require pair or group work discussions. While focusing on the writing exercises, the participants indicated a number of aspects such as the guidance, integration of writing activities with other skills (speaking and reading) and activating students' creative and cognitive thinking skills. Moreover, the writing samples should be selected from the ones since students are able to write in their daily lives. It is also necessary for the students to experience writing different kinds of essays and writing samples such as short stories, poems, letters postcards, and e-mails. Regarding the reading skill, interesting, attractive and motivating reading passages are indicated to be effective in students' language learning process. Another aim should be to achieve

an appropriate content consistent with students' ages, preferences and expectations (Breen, & Candlin, 1987; Tomlinson, 1998). The reading instruction should be informative and the texts shouldn't be used just for the sake of reading. Relevant reading strategy instruction should be achieved in the textbooks. Concerning the features of the listening skill, the listening scripts should be in accordance with the authentic language and real-life situations. It is also necessary to integrate the listening with other skills especially with the speaking skill. In addition, the natural flow of the language should be reflected without adjusting the pace of the listening material.

The teachers suggested a number of aspects concerning the presentation of vocabulary in ELT textbooks. The teachers considered that the selection of vocabulary should be consistent with the students' needs and levels. Additionally, the vocabulary should be presented and assessed in all language skills (Cunningsworth, 1995).

The necessity of presenting the grammar both explicitly and implicitly is stated by a number of participants (Ur, 1996). A great majority of the teachers suggested the use of meaningful and contextual grammar exercises. The teachers also focused on the efficacy of an implicit and situation-based instruction with the aim of teaching different structures and phrases between the L1 and L2. In addition, the participants pointed out the superiority of the implicit instruction of structural issues and the importance of presenting situations and tasks in which students have to use the specific structures. A number of participants recommended the use of mechanical grammar exercises in the first stages and identified the necessity of using grammar in productive skills.

According to the participant teachers, an effective teacher's guide should provide practical advice in changing situations and such a guide would comprise different options, approaches and methods to be used in the classroom. Further, a guide is considered to be successful as long as it includes additional information and vocabulary concerning the reading texts. The teachers also would like to see photocopiable papers and activities for the classroom use within the teacher's guide.

A number of guides were criticized by the teachers because of providing only a collection of answer keys and tape-scripts. Considering the students' workbooks, most of the teachers believe in the necessity of presenting both mechanical exercises and interactive tasks. If a textbook follows a communicative methodology, a workbook would support it by providing the structural aspects. According to the teachers, the workbooks should manipulate students to improve the language sub-skills (especially vocabulary) as a result of using the workbook. Most of the participants evaluated particular textbooks as ineffective because of including numerous mechanical and structural exercises.

Research Question 2: The evaluation of the questionnaires in order to find out whether the *New Bridge to Success for 9<sup>th</sup> Grade New Beginners* meet the teachers' expectations for a model ELT textbook

At this point of the discussion, it would be useful to summarize the most striking aspects of the results of the questionnaire data. The participant teachers mostly agree on the following features of the textbook:

- The cover of the textbook is durable (86.6 %)
- The content of the textbook is arranged by taking into consideration the whole academic year (88.3 %)
- The textbook includes materials concerning different people from different cultures (88.3 %)
- The workbook is useful for additional practice (96.7 %)

Moreover, it is possible to observe that teachers share common opinions by indicating their disagreement considering several features of the textbook. In other words the participant teachers do not consider that a number of features or aspects are successfully presented in the textbook. According to the majority of the participants, the cover of the textbook is unattractive (83.3 %), the textbook does not reflect representations of L 2 (80.3 %), the topics are uninteresting for the students (88.3 %) and the exercises are not designed according to the students' interest (80 %). Also, most of the participants (81.7 %) did not consider that the vocabulary items are controlled to ensure the systematic gradation from simple to complex. Specifically for the 27th questionnaire item, one fourth of the participants (25 %) strongly disagree with the statement '*The teacher's guide provides practical activities/ideas for the teacher to use in the classes*'.

Although the mean scores are informative in terms of indicating whether the responses fall into Agree or Disagree categories, regarding a number of textbook features, teachers share different opinions. More than half of the teachers (55 %) indicated that the illustrations help students to comprehend the reading passages, on the other hand, the rest of the participants (41.6 %) considered that the illustrations are ineffective for manipulating the students to understand the reading texts. In the

open-ended questionnaire item (Q 36), a great majority of the teachers reflected that the illustrations, especially, the drawings are poor in quality, for this reason, they are ineffective in terms of reflecting the real scene of the reading passages.

While focusing on the language skills in the textbook *NBS*, the majority of the participant teachers (81.7 %) indicated that the reading exercises are appropriate for improving students' reading abilities. In addition, listening exercises presented in the textbook are found to be effective in terms of improving students' listening skills (80%). Furthermore, most of the participants agree on the efficacy of the listening material (CDs) in terms of improving students listening abilities and pronunciation. However, considering the speaking skill, most of the teachers (71.7 %) pointed out the inefficacy of speaking exercises in terms of enhancing students' speaking abilities. Especially for the writing skill, although a significant number (65 %) of the teachers agree on the efficacy of the writing exercises, the rest of the participants (35%) did not evaluate the writing exercises as successful.

The last section of the questionnaire was designed to find out the aspects that the teachers would like to see in the textbook regarding the four-language skills. The results indicated that a great majority of the teachers would like to see more speaking (95 %) and writing exercises (88.3 %). On the other hand, teachers' responses depict diversity whether or not they would like see more reading, grammar, and listening exercises. At this point, it is possible to state that there is a significant correspondence between the teachers' evaluations of the four-skills in the textbook *NBS* and teachers' following comments regarding the language exercises that they would like see more in the textbook.

Research Question 3: The degree of correspondence between the teachers' evaluations of the textbook, the analysis of the textbook carried out by the researcher and the (interview results)

Regarding the priority issue, half of the teachers in Q 36 indicated that the organization of some of the main headings is problematic in terms of not presenting the actual sequence of the skills. Moreover, focusing on the visual aspects, the sub-headings are presented with small typeset in the textbook. This aspect is criticized by a number of the teachers and they suggested that these headings can be redesigned by using big typeset and various colors in order not to present a repetitive organization. Most of the participant teachers consider that the explanations are clear. On the other hand, the teachers consider that the explanations need revising and guidance especially for speaking and writing exercises.

The participant teachers tended to be negative concerning the efficacy of the instructions in explaining the purpose of the relevant activities. However, the analysis conducted by the researcher did not match with the teachers' statements since the language of the instructions is simple, consistent and addresses the purpose of the practices at different levels.

Focusing on the topics and exercises, the majority of the teachers (88.3 %) consider that the topics are not interesting for the students and in the interviews teachers regarded the interestingness of the topics as a priority issue. Concerning certain units in the textbook teachers indicated that their student did not eager to participate in the activities in a number of units because of finding the units

uninteresting. The names of these units are; Traffic (4), Daily Routines (5), Dos and Don'ts (8), A Detective Story (12), Past Activities (16), Climate (18), Experiences (19) and Superstitions (20). Similarly, most of the participants (80 %) considered that the exercises are uninteresting for them and this result is consistent with the textbook analysis by the researcher since the mechanical exercises are depicted in the textbook to a great extent. Although creative activities and tasks are displayed, they are limited and none of the activities are based on authentic situations.

When focusing on the illustrations, the number of the drawings is more than the numbers of the photographs. During the interviews, although teachers indicated that all types of illustrations can be depicted in the textbooks, they believed that photographs are superior to drawings for high school students. The questionnaire item is asked to learn whether the illustrations in *NBS* help students while following the reading samples and teachers' responses display diversity. The negative answers of the teachers can be traced to their answers in Q 36 as they found the drawings are childish and criticized them in terms of not reflecting a professional work of art.

Most of the teachers considered that *NBS* is not successful in terms of initiating communication. The main reason for this consideration corresponds to the textbook evaluations since the number of speaking and writing exercises are less than the reading and listening exercises. It is also necessary to indicate that teachers' negative answers can be associated with the textbook analysis wherein acting out dialogues are displayed much more than the other speaking activities. Moreover, the limited presentations of daily-life usages and the discussions on issues such as advantages or disadvantages of eating in a restaurant are not found to be effective in terms of initiating communications. According to the teachers, their students would

like discuss on the issues such as the high school education in different parts of the world, the university life in other countries, their personal problems and their relationship with parents, friends and teachers.

Considering the equal coverage of the language skills, teachers' responses did not indicate a high agreement. The reason for this diversity becomes evident following a close analysis of the language skill presentations either in integrated form or in isolation. Although four-language skills are represented in an order, the total number of the listening and reading exercises are more than the speaking and writing. In this sense, teachers might have considered the relatively limited number of the presentation of productive skills as a factor affecting the equality issue in a negative way.

Vocabulary load and gradation is another issue that reflects discrepancies between the teachers' perceptions and the researcher's analysis. Most of the teachers did not consider that the load is consistent with the students' level. However, following the administration of a test in order to see the whether they are appropriate for the students level, the results indicated that the vocabulary selection. Although a slight gradation problem is detected by the researcher concerning the systematic increase in the number of K2 word level (the most frequent two thousand words), as the majority of the teachers stated, there does not exist such an important gradation problem.

Regarding the cultural load and presentations, five teachers in the interviews focused on the necessity of multi-cultural presentations in ELT textbooks. While analyzing *NBS* from this respect, it is possible to observe representations concerning

different people from different cultures (e.g. Japanese lifestyle, different feasts in the world). In addition, the majority of the teachers (88.3 %) thought in the same way and indicated that *NBS* presents information from different cultures. On the other hand, most of the participants (80.3 %) indicated the opposite considering the presentations of the target language (L2) since they stated that the reflections of L2 culture is limited in the textbook. This result becomes meaningful when considering the interviews since all of the participants focused on the necessity of presenting language via the representations of L2 culture.

A wide range of reading exercises are observed in the textbook *NBS* such as comprehension questions, multiple choice questions, true-false statements and matching exercises. Most of the participants (81.7 %) in the questionnaire considered that these types of exercises are effective in terms of improving students reading skills. However, during the interviews teachers also focused on the creative reading exercises and reading strategy instruction in the textbook. In *NBS*, strategy instruction focuses on a single aspect (guessing meaning from the context) and except a few exercises (finding the main idea of a poem), they are not effective in terms of activating students' cognitive skills. The disagreeing teachers in the questionnaire (18.3 %) might have found the reading exercises deficient from this perspective.

More than two third of the participants did not evaluate the speaking exercises as effective in terms of improving students' speaking skills. The textbook analysis revealed that the majority of the speaking exercises are composed of acting out dialogues and making dialogues with the partner. In the interviews, teachers indicated that it is not a useful way to initiate speaking with the use of dialogues.

Moreover, the teachers criticize the roles of the people in dialogues because they are not familiar for their students (fortune teller and a police inspector). The textbook *NBS* provides different discussion types. Except talking about the given pictures, the participants did not believe in the efficacy of the discussions such as “Are there any traffic problems in your city/ town? If yes, talk about them”, “What do you think about Tina’s daily routine? Is her life boring or exciting?” or “Which is more important to you; appearance or personality?” and these samples are presented in *NBS*.

In the interviews, the participants focused on the necessity of writing informal letters, postcards, e-mails, short stories and sample paragraphs relevant with the content of the unit. Moreover, the teachers suggested the use of formal letters, simple poems, essays for newspaper corners and comparison essays for depicting the similarities and dissimilarities in different cultures as writing exercises. One of the teachers also suggested that students should be trained in terms of writing different genres of writings such as reflection papers and discourse essays. Nevertheless, it is not possible to encounter this type of exercises in *NBS*. The agreement (65 %) and the disagreement (35 %) on the efficacy of the writing exercises can correspond to the aspects indicated above.

Considering the listening skill, the participants in the interviews indicated that the mechanical exercises are useful and these are also used in *NBS*. The percent of the agreeing teachers (80 %) considering the usefulness of the listening exercises is consistent with the teachers’ responses and the textbook analysis results. In addition, during the interviews, teachers reflected that the students need to improve their intensive listening skills since this type of listening requires internalizing the main idea presented in the materials and providing comments about it. However, this type

of training in listening is not provided in *NBS* and the teachers ( 20 %) who found the listening exercises ineffective in terms of developing students' abilities in listening might have focused on this deficient aspect.

As the textbook *NBS* claims to be a communicative textbook, teachers indicated that the implicit instruction is useful and the number of grammar exercises is adequate. In this respect, nearly half of the participants refused to have more grammar exercises in the textbook. On the other hand, another group of teachers believed in the necessity of presenting more grammar exercises.

In the interviews the participants indicated that most of the exercises would comprise the mechanical ones and they also suggested the use of creative tasks with the aim of improving four skills in addition to the grammar and vocabulary. The workbook of *NBS* presents both mechanical and creative exercises in addition to the practice of language skills such as writing, speaking reading and listening. Teachers' reflections in the interviews correspond to the questionnaire results since a great majority of the participants (96.7 %) considered that the workbook is successful in terms of providing additional practice. Moreover, in Q 36, the participants indicated that the layout of the guide is problematic, therefore they cannot follow the guide in accordance with the students' book.

During the interviews the participant teachers evaluated a teacher's guide as successful as long as it provides practical advice on changing situations. However, the teacher's guide of *NBS* includes a limited number of creative suggestions for the teachers. The teachers' relevant thoughts are consistent with the questionnaire results as the majority (78.3 %) of the participants indicated that the teacher's book does not include practical advice. The information in the answer keys is erroneous and they

also include spelling mistakes. The layout problem exists related to the placement of the listening scripts into the pages since they do not occur in their actual pages in the guide which should be consistent with the students' book.

#### Pedagogical Implications

The findings of this study raise a number of important issues regarding the EFL textbook evaluations. First, since the textbook *NBS* was designed for the high school students, the topics can be rearranged or chosen by taking into consideration their ages, expectations, and needs. Second, the illustrations may be restructured to meet the expectations of high school students by providing high-quality standards similar to the ones in commercial publications. Third, from the teachers' perspectives, the teacher's guide can be revised in order to provide practical ideas for the teachers to use in the classroom. Fourth, the results are considered to be informative considering the textbook elements which do not require revision regarding teachers' textbook evaluation results such as the presentation of grammar and the relevant exercises, the presentation of listening and the relevant exercises, and the workbook.

#### Limitations of the Study

Due to institutional permission limitations, only the ELT teachers were chosen as the participants of this study. If the students in Anatolian High School had been able to be included in the study, a broader perspective on the requirements or the possible problems could have been obtained. Similarly, if teachers from other cities had been included, a wider comparative perspective could have been acquired.

Another limitation of this study was that the ELT teachers in a number of Anatolian High Schools do not seem to have an adequate knowledge considering the detailed aspects of the features of the textbook *NBS*. According to these teachers' statements in the open-ended question of the questionnaire, they did not use the textbook extensively in the classroom as the main course material. This may be the main reason of their lack of knowledge regarding the elements of the textbook.

#### Suggestions for Further Studies

Based on the findings and limitations of the study, suggestions for future research can be made. Only the English teachers evaluated the features of the textbook *NBS*. For further research, another study would be carried out with students as they would reflect their opinions concerning the efficacy of the textbook *NBS* and the other concerned people taking active roles in the preparation period of the textbook. In this study, individual interviews were carried out with teachers and they reflected their suggestions for an ideal ELT textbook. Future research can also focus on finding out both teachers' and students recommendations by conducting focus group interviews in order to find out the common and different suggestions of teachers and students. As individual interviews require much time, students' perceptions would be obtained by providing checklists including rank-order items as they can list their priorities for a model ELT textbook from the most important aspect to the least important one.

Another interesting research area would be to conduct individual case studies as teachers who use the textbook would reflect the merits and the shortcomings of the textbook in a detailed way. Furthermore, in-class observations can be carried out, in this way, the researchers would observe the possible reactions of the teachers and

students to the elements of the textbook. Similarly, the most and the least required aspects of the textbook can be determined by taking into consideration the students' participations.

### Conclusion

This study explored English teachers' perceptions concerning a model ELT textbook to be used in Anatolian High Schools in Turkey. Another aim of the study was to find out in what ways the teachers were evaluating the textbook *New Bridge to Success for 9<sup>th</sup> Grade New Beginners*. In terms of collecting data, questionnaires and interviews were carried out with ELT teachers. The results showed that although the participants agree on the efficacy of many textbook features, their evaluations depict diversity for a number of textbook elements.

Except presenting the results of teachers' comments regarding the elements that they would like to see in the textbook *NBS*, it would be useful to depict the striking points in terms of the merits and shortcomings of the textbook together. Although teachers indicated that the cover of the textbook is durable, they consider that the cover is not appealing for students. Although most of the teachers indicated that the textbook includes information considering different people from different countries, it is pointed out by the majority of the teachers that the textbook is ineffective in terms of reflecting the representations of the target language culture (L2). Further, the participants evaluated the textbook as deficient in terms of presenting sufficient and useful speaking materials so the spoken aspect of communication becomes difficult as a result of using the textbook. In addition, the drawings are indicated as poor in quality and childish and are not found to be appealing.

for the high school students. As a supplementary material, the workbook was evaluated as useful and efficient in terms of enhancing additional practice.

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<b>II. Content ( Units, activities, exercises, skills and sub-skills)</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
7. The difficulty level of the textbook is appropriate to the students' level.				
8. The content is organized according to the students' language needs.				
9. Each unit is in the same format.				
10. The topics of the units are interesting for students.				
11. The units in the textbook provide students coverage of four main skills and other sub-skills (vocabulary and grammar).				
12. The textbook includes information about different people from different countries.				
13. The content of the textbook is prepared by taking into consideration the whole academic year.				
14. The exercises in the textbook are relevant to students' interests.				
15. As a result of using the textbook, students can use English as a means of communication.				
16. The textbook content reflects cultural characteristics of the target language.				
17. The reading exercises in the textbook are appropriate for improving students' reading skills.				
18. The writing exercises in the textbook are appropriate for improving students' writing skills.				
19. The speaking exercises in the textbook are appropriate for improving students' speaking skills.				
20. The listening exercises in the textbook are appropriate for improving students' listening skills.				
21. The vocabulary load seems to be reasonable for the students' level.				
22. The vocabulary items are controlled to ensure systematic gradation from simple to complex.				
23. The exercises in the textbook improve students' comprehension skills.				
24. The exercises improve students' ability to distinguish between main ideas and details.				
25. The exercises promote meaningful communication by referring to realistic situations.				

III. Supplementary Materials	Strongly Agree	Agree	Disagree	Strongly Disagree
26. The workbook is useful for students for additional practice.				
27. The teacher's guide provides practical activities/ideas for the teacher to use in the class.				
28. The listening materials and dialogues in the cassettes improve students' listening skills.				
29. The sample listening materials and dialogues help students to improve their pronunciation.				

**PART C: Please indicate your comments on the following statements.**

	Strongly Agree	Agree	Disagree	Strongly Disagree
30. I would like to have more authentic texts in the textbook.				
31. I would like to have more grammar exercises in the textbook.				
32. I would like to have more reading exercises in the textbook.				
33. I would like to have more writing exercises in the textbook.				
34. I would like to have more speaking exercises in the textbook.				
35. I would like to have more listening exercises in the textbook.				
36. I would like to have more .....				
				( please indicate)
37. Please indicate if you have additional comments or suggestions about the textbook:				

## APPENDIX B

### Interview Questions

These interview questions are designed to investigate the 9<sup>th</sup> grade English teachers' suggestions and beliefs concerning a model ELT textbook designed for the Anatolian High School students in Turkey. The interview questions are as follows:

1. What are your priorities while selecting or evaluating an ELT textbook?
2. According to you, what is the ideal design for the physical appearance of a model ELT textbook?
3. What is possible organization for the illustrations in a model ELT textbook?
4. By taking into consideration the students' needs and recent developments in language teaching, what is the possible methodology for a model ELT textbook?
5. According to you, what is the possible organization of a model ELT textbook in order to meet the needs of the students?
6. In what ways, the cultural aspect can be presented in a model ELT textbook?
7. What are your suggestions for the following items in terms of the general design of a model ELT textbook?
  - Dialogues
  - Reading (activities/ exercises)
  - Writing (activities/ exercises)
  - Speaking (activities/ exercises)
  - Listening (activities/ exercises)
  - Presentation of grammar (activities/ exercises)
  - Presentation of vocabulary (activities/ exercises)
8. What are your suggestions for the supplementary materials of a model ELT textbook?