REPUBLIC OF TURKEY
ÇUKUROVA UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES
ENGLISH LANGUAGE TEACHING DEPARTMENT

AN EVALUATION OF AN ENGLISH COURSEBOOK TITLED MOONLIGHT TARGETING 8 TH GRADERS WITHIN A TURKISH CONTEXT

Uğur BOYRAZ

MASTER OF ARTS

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MASTER OF ARTS

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To Çukurova University Institute of Social Sciences

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Uğur BOYRAZ

ÖZET

MİLLİ EĞİTİM BAKANLIĞI YABANCI DİL EĞİTİMİ VE ÖĞRETİMİ KAPSAMINDA 8. SINIF DÜZEYİNDE OKUTULAN MOONLIGHT ADLI DERS KİTABININ İNCELENMESİ VE DEĞERLENDİRİLMESİ

Uğur BOYRAZ

Yüksek Lisans Tezi, İngiliz Dili Eğitimi Anabilim Dalı
Danışman: Doç. Dr. Yonca ÖZKAN
Haziran, 2018, 150 sayfa

Çalışmanın temel amacı İngilizce öğretmenleri ve 8. Sınıf öğrencilerinin kullanmakta olduğu ders kitabı Moonlight'ın tasarım, içerik, amaçlar, yöntem, aktiviteler, dil becerileri, dil öğeleri ve genel özellikler bakımından incelenmesi ve değerlendirilmesidir. Belirlenen ölçütlere ek olarak, İngiliz dili öğretimi alanındaki temel konularda da öğrenci ve öğretmenlerin görüşleri araştırılmıştır.

Çalışma kapsamında, hem nitel hem nicel verileri incelemek amacıyla karma bir araştırma deseni kullanılmıştır. Çalışmanın verileri, 65 öğretmen ve 300 öğrenciye uygulanan kontrol listeleri, 15 öğretmene uygulanan yarı yapılandırılmış görüşmeler ve 10 öğretmene uygulanan odak grup görüşmeleri ile toplanmıştır. Çalışma, Adana' nın Yüreğir, Sarıçam, Seyhan, Çukurova ve Ceyhan olmak üzere beş ilçesinde uygulanmıştır. Nicel verileri incelemek için SPSS 24.0 nicel veri analiz proğramı kullanılmıştır. Bunun yanı sıra, nitel verilerin incelenmesi için içerik analizi ve tematik analiz uygulanmıştır. Araştırma sonuçları öğrenci ve öğretmenlerin Moonlight'a yönelik sahip oldukları algı ve görüşlerini ortaya çıkarmıştır. Genel olarak eleştiriler ağır bir kelime yoğunluğu, karmaşık metinler, telaffuz çalışmaları eksikliği, dil bilgisi tabanlı öğrenme, ilgi çekmeyen konular, yetersiz kültürel öğeler, dil becerilerinin sunumu ve birleşimindeki yetersizlikler üzerinde odaklanmıştır. Öte yandan, Moonlight' ın güçlü yanları da ortaya çıkmıştır. Bunlar, etkileyici kapak sayfasına sahip olması, uygun bir boyuta sahip olması ve bilgilendirici çalışma kitabı aktivitelerine sahip olmasıdır. Önceden belirlenmiş ölçütlere ek olarak, araştırmanın bulguları öğretmenlerin İngilizce dersinin kalitesinin artırılması, sınıf yönetimi ve öğrenci yerleştirme sınavları gibi temel konular hakkında önerilerini ortaya çıkarmıştır.

Araştırma, araç gereçlerin değerlendirilmesinde bir farkındalık ve İngiliz dili öğretimi hakkında tecrübelerin diğer kurumlarla ve paydaşlarla paylaşılmasını amaçlamıştır. Bu anlamda, çalışma kullanıcıların materyal ve eğitim süreçleri hakkında bir dizi öneriler ve geri dönütler sağlayabildiğini ortaya çıkarmıştır. Böylelikle, öğretmen ve öğrencilerin sesi olması bu çalışmaya değer katmıştır.

Anahtar Kelimeler: İngiliz dili öğretimi, materyal değerlendirme, ders kitabı değerlendirme, karma yöntemi araştırma deseni

ABSTRACT

AN EVALUATION OF AN ENGLISH COURSEBOOK TITLED MOONLIGHT TARGETING 8TH GRADERS WITHIN A TURKISH CONTEXT

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Master of Arts, English Language Teaching
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June 2018, 150 pages

The main purpose of the study is to explore the perceptions and views of English language teachers and 8th graders about the effectiveness of the textbook titled *Moonlight* in aspects of layout and design, subject and content, aims and objectives, methodology and activities, language skills, language components and general considerations. In addition to these criteria, general perceptions of teachers and students towards major concerns of English Language Teaching (ELT) are also investigated.

Within the scope of the study, mixed method research design was conducted in order to obtain both qualitative and quantitative data. The data consists of checklists conducted by 65 English language teachers and 300 8th graders; semi structured-interviews with 15 teachers and focus-group interviews with 10 teachers. The research was carried out in five districts of Adana; namely, Yüreğir, Seyhan, Sarıçam, Çukurova and Ceyhan. SPSS (Statistical Package for the Social Science) software version 24.0 was used to analyze quantitative data. Besides, content analysis and thematic analysis were conducted to analyze qualitative data. The results of the study revealed the perceptions and views of students and teachers towards the textbook titled *Moonlight*. The criticisms generally focused on the heavy vocabulary load, complicated texts, lack of pronunciation studies, grammar-based teaching, irrelevant topics, inadequate cultural considerations and drawbacks on integration and presentation of language skills. On the other hand, some strengths of *Moonlight* were revealed: the convenient size, attractive cover page and informative workbook activities. In addition to the pre-determined criteria, the findings revealed the suggestions of teachers in major concerns of ELT such as improving the quality of English courses, classroom management, and student placement exams.

The study aims to raise awareness of evaluating materials and sharing experiences of English language teaching with institutions and other stakeholders. In this regard, the study revealed that the users of the materials could provide valuable feedbacks and a set of suggestions related to the material and educational procedures. Therefore, to reflect the voices of teachers and students enriched the value of this study.

Keywords: English Language Teaching, materials evaluation, textbook evaluation, mixed-method research design

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ABBREVIATIONS

ELT: English Language Teaching

SPSS: Statistical Package for the Social Sciences

MONE: Ministry of National Education

TEFL: Teaching English as a Foreign Language

DEM: Discrepancy Evaluation Model

EFL: English as a Foreign Language

ESL: English as a Second Language

ESP: English for Specific Purposes

TEM: Turkish Education Board

CEFR: Common European Framework of References for Languages

TP: Teacher Participant

SP: Student Participant

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CHAPTER I

INTRODUCTION

1.1. Statement of the Problem

English has become a global language which is spoken and written in many countries in which people have several purposes to learn it. As Crystal (2003) points out, English is spoken fluently by about a quarter of the world's population. Besides, about 1.5 billion people are speaking English for several reasons in the early 2000s. Crystal also explains English as the most widely taught foreign language in over 100 countries. Turkey is also a country which is in the process of adaptation to the European Union; therefore, learners and teachers are expected to make the role of English vital in their lives to take part in a global world. That is to say, English is a key to open up to the world. Riddell (2014) states that the demand and need to learn English is high since it is used universally as the international language in science, technology, business.

The issue of English language learning and teaching has been discussed for many years. Language learning and teaching include several components and requirements such as effort, perseverance, and hard work. As Tudor (2003) explains, language teaching is "far more complex than producing cars" (p.3). Both teachers and students are expected to make an effort in learning the language. In this regard, Brown (2007) states:

> Teaching cannot be defined apart from learning. Teaching is guiding And facilitating learning, enabling the learner to learn, setting the conditions for learning. Your understanding of how the learner learns will determine your philosophy of education, your teaching style, your approach, methods, and classroom techniques (p.19).

According to Maley (1998), three basic elements are main sources of input in classes. These elements are teachers, learners and materials. In traditional methods, teachers and materials are thought of as main sources; however, learners take a place in the centre of the language learning and teaching in current methodologies. Therefore, learners are not supposed to be passive listeners. Their ideas and feedbacks have a great importance in each stage of educational procedures. Moreover, in Nunan's view (1988), there should be a meaningful dialogue between teachers and learners concerning educational goals and contents of lessons.

Byrd (2001) points out that teachers should be well qualified in both managing the teaching procedure in their classes and having knowledge of the education systems and administrative processes. Therefore, they can participate in the decision-making process adjusting the new systems into their own situations. Similarly, Hammad (2014) points out that teachers' perception is valuable on evaluating and selecting textbooks. Teachers have an active role in teaching English; therefore, their attitude towards materials determines the quality of the education as well. In this regard, it is necessary to take teachers' attention into the evaluation field. As Kim (2015) states, teachers should take part in the process of evaluation and adaptation of textbooks. Their ideas and criticisms can lead to usability and improvement of textbook in educational systems completely. Tok (2010) support this idea stating that teachers have a right to evaluate since they are the users of the material in actual settings.

Along with teachers and students, material is another significant component of the education system. In modern education systems, teachers and students have an active role as giving feedback or investigating material developments which they use in the class. Sometimes, teachers do not have a right to choose the most appropriate textbook according to their settings. Moreover, they may not suggest supplementary books due to economic burdens to the parents. In addition to that, as Byrd (2001) states, even if colleagues choose a textbook, it may not emphasize the personal decision of each individual teacher. Therefore, Grant (1987) states that evaluation is the most favorite step to take; in this way, students and teachers can change the situation in favor of them taking their own needs and objectives into consideration.

According to Tomlinson (2003), material development for teaching a language is complex since it addresses multiple stakeholders. Teachers use several course materials such as course books, working papers, pictures, graphics, and voice tapes. In many countries, course books are used as main teaching materials in educational environments. Therefore, English language textbooks need to be analyzed by users of the book so that students and teachers can take an active role in language learning system and other stakeholders can also use this knowledge in further research. Skierso (1991) supports this idea stating that teachers should know how to evaluate a text; therefore, they can take advantage of good sides of them and compensate for their deficiencies as taking their educational objectives into consideration. As it has been emphasized, there should be cooperative relationships among teachers, students and materials. In this case, it is too difficult to find a textbook which is appropriate for each

particular class and learners. A great majority of teachers have to teach English through a certain textbook. However, there is a limited chance to express their beliefs, attitudes and views about their materials. Besides, students are not encouraged to take an active role in learning systems. Their beliefs, perceptions have a great importance as well. The institutions and publishers should pay attention to students' perceptions and suggestions. In this regard, students do not have a chance to express their ideas about their materials. Lastly, it is too difficult to select a textbook for a grade or level. Therefore, each textbook or material needs evaluating. Furthermore, if the evaluators could be the users of the material, it would be an informative and valuable research.

1.2. Purpose of the Study

The main purpose of the study is to assess the overall effectiveness of the textbook titled *Moonlight* by analyzing the views of 8th graders and their English language teachers. The textbook was offered and distributed by Ministry of National Education (MONE). By focusing on the findings, all stakeholders can be kept informed of strengths and weaknesses of the textbook.

The study is designed to provide insight into the following research questions:

1. How do English language teachers and 8th graders perceive *Moonlight* in terms of
    a) Layout and design,
    b) Aims and objectives,
    c) Subject and content
    d) Methodology and activities
    e) Language skills and components
2. What are the views and experiences of English language teachers and 8th graders utilizing *Moonlight* in their ELT context?

1.3. Significance of the Study

English language teaching has always been the focus of investigation in the history. Several methods and techniques are proposed by linguists, researchers and scientists. However, the role of the textbooks is still prominent in teaching any content. In this regard, evaluating materials contributes both to researchers in the field and other stakeholders using the textbook. In a special case, the textbook titled *Moonlight* is offered by the Board of Education and Discipline for five years. All 8th graders in

Turkey are supposed to use this textbook in their classes. Besides, it should be noted that *Moonlight* has published since 2017; therefore, the textbook is used for the first time in 2017-2018 educational year. For that reason, not much is known about the quality of this book yet.

With the current educational practices, traditional methods have been questioned due to certain and strict role of teachers and students. That is, modern techniques and educational practices require a more active participation of stakeholders in each part of educational settings and procedures such as planning, implementing, and evaluating. This study provides an opportunity for teachers to express their viewpoints and foresights. In addition to teachers, students have a chance to express their ideas about their materials. Rather than being a passive participant in the class, students have an opportunity to become an active participant in the educational system.

At the end of the 2017-2018 educational year, new student placement examinations for high schools will be carried out. Therefore, the objectives of the textbook and success of students will have a serious importance to adapt the achievements. All the questions will be included through the content and functions of curriculum and the textbook titled *Moonlight*. Therefore, the findings of this study can be informative and valuable since it includes beliefs, views and suggestions of the users. Furthermore, the research studies of the field have been analyzed. In this case, it can be revealed that they generally include one or two data collection methods. In this case, questionnaire or checklist and interview are conducted. In this study, three data collection instruments were administered to have a deeper understanding of the issue. Besides, triangulation method was carried out to improve the validity, reliability, credibility, transferability and confirmability of the study.

1.4. Limitations

In this study, there are certain limitations. First of all, the checklist was designed in accordance with the literature review. The most common items were adapted according to current needs and requirements. However, each language setting may require different aspects of materials. In this case, teachers can adapt the checklist according to their needs and expectations. In this case, the checklist has a limited number of open-ended questions since the population of the participants was 365 people. Besides, the number of focus-groups can be increased. In this study, there were two focus groups who were working at two different schools. If the necessary permission is taken, several

teachers from different schools can be invited as well. The research was conducted in 5 districts of Adana: Sarıçam, Yüreğir, Çukurova, Seyhan and Ceyhan. The necessary permissions were taken and the schools are listed at the end of the study. In this case, if the time and permissions were available, the scope of the research could be extended including different districts and provinces. After that, *Moonlight* is generally used at state schools. In this case, private schools do not tend to use these books. Therefore, teachers working at private schools were exposed to only through two questions in interview. They expressed their beliefs about student placement examinations and the use of textbook in the classes. If a textbook was used at both private schools and state schools, the research could include private schools as well. Because of the number of participants and limited time, one specific grade and a single textbook were selected in order to investigate for this study. In this case, more than one book for several grades could be conducted.

1.5. Definition of Terms

Textbook: Main material of teaching. As Sheldon (1988) defines textbooks as "visible heart of any ELT program" (p.237). Also, Hutchinson and Torres (1994) explain that teaching and learning situation is incomplete in the absence of a relevant book. Tomlinson's (1998) definition:

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

Evaluation: In the words of Stake (1967), evaluation is categorized in two types: formal and informal evaluation. Formal evaluation is more planned and intentional including checklists, standardized testing tools, on the contrary; informal evaluation is more unplanned and including casual observations, subjective comments. According to Rea-Dickins and Germanie (1992), evaluation is " the means by which we can gain a better understanding of what's effective, what's less effective and what appears to be no use at all" (p.28). In Longman Dictionary of Contemporary English (2001), evaluation is defined as "the act of considering something to decide how useful or valuable it is". Moreover, Genesee and Upshur (1999) defines it as "an activity of gathering information to be used in making educational decisions" (p.140).

Textbook Evaluation: Hutchinson and Waters (1987) define textbook evaluation as "a straightforward, analytical matching process: matching needs to available

solutions" (p.97). Also, Lin and Chen (2010) argue that the function of a textbook is supplementing the teacher's instruction and providing a basic balance of language skills and components in learning activities.

Materials Evaluation: Ellis (1997) categorizes materials evaluation as predictive and retrospective evaluation. In a predictive evaluation, the material is evaluated for future circumstances, on the contrary, retrospective evaluation is related to after use of the material. Tomlinson (1998) defines materials evaluation as "the systematic appraisal of the value of materials in relation to their objectives and to the objectives of learners using them" (p.xi).

Language learning: "Learning a language requires not only learning words and learning how to combine and shape them, but it also requires that one learns the conditions under which to use each of these forms" (Zock, 1992, p.237).

CHAPTER II

REVIEW OF LITERATURE

2.1. Introduction

This chapter provides a general overview of the related literature. First of all, definition of the key terms is presented. Then, the role of the textbooks in ELT context is examined. Next, justification of textbook evaluation is handled. Approaches and methods of textbook evaluation follow this part. Besides, evaluative criteria are presented with the scholars. After that, research studies in the field are presented in a general perspective. Lastly, the present textbook titled *Moonlight* and the current curriculum published for 8th graders are described.

2.2. Definition of the Key Terms: Textbook, Materials and Evaluation

There is a wide range of definitions of key terms: textbook, materials and evaluation in the literature. To begin with the textbook, it is argued by many linguists, researchers and many stakeholders in education system. Prior to professionals; according to Oxford Advanced Learner's Dictionary (2000), textbook is defined as "a book that teaches a particular subject and that is used especially in schools and colleges" (p.1238).

Scholars and theorists make definitions of textbook reflecting different perspectives on the issue. According to Cunningsworth (1995), textbook is a resource for self-studies, a source of exercises and opinions for students, a framework serving as syllabus and a great assistant for novice teachers. In the words of Hutchinson and Torres (1994), "textbook is an almost universal element of English language teaching" (p.315). They maintain that textbook has an important role for new challenges and innovation. According to Nunan (1999), "textbook is the main component of any instructional program and it is difficult to imagine a class without it" (p.98). In addition to that, Tok (2010) explains the textbooks' function as "primary agents of conveying knowledge to learners and "making the existed knowledge available and apparent to learners in a selected, easy and organized way" (p.509). Also, Tomlinson (2003) defines textbook as "a route map" (p.39). To support this idea, he states that teachers and students can follow the requirements of curriculum and methodological objectives with the help of

textbook. Lastly, Gray (2000 defines the textbooks as “ambassadorial cultural artifacts” (as cited in Litz, 2005, p.7).

Each textbook is designed for some purposes, as Grant (1987) argues that there is no need to find a perfect book. It has a greater importance to find a book that meets learners’ need; therefore, it can be stated that textbooks can be optimized when the needs of learners are taken into consideration.

Grant (1987) categorizes textbooks into two types. The former one is “traditional textbook” (p.12). It generally focuses on teaching a language as a system. And, it gives importance to accuracy rather than fluency, in addition to that; rather than speaking and listening activities, writing and reading activities are taken into consideration. The latter one is “communicative textbook” (p.14). Their main focus point is to give a chance to use the language effectively; that is, they focus on fluency. Moreover, they reflect students’ unique requirements; therefore, accuracy is not important for communicative textbooks. Activities provide examples of daily life; so learners make a practice of language and use them in their real life.

In Byrd’s view (2001), ELT textbooks, another type of textbooks, are designed to teach English as a second language or foreign language. In this case, ELT textbook publishing has reached a great budget throughout the world (Johnson et al., Sheldon, 1988). It seems that this popularity will continue in next generations as well. According to Kitao and Kitao (1997), English textbooks should have some qualifications. They should have a standard and correct English. When students have limited vocabulary, vocabulary should be selected carefully. Then literary forms should take place in textbooks. Moreover, Kitao and Kitao (1997) suggest that textbook writers should control the grammar as for low-level students.

Materials are defined by scholars in education systems. There is a variety of definitions in this section the most frequently cited definitions are given. According to Tomlinson (2003), materials should have some features. First of all, they should give a chance to realize the feedbacks of learners. They should provide both intellectual and emotional knowledge. Thirdly, they should take attention of learners who have different learning styles and attitudes. Fourthly, they should encourage learners to use the language in real life and communicate with the target language. Lastly, they should help learners feel self-confident and relaxed. Furthermore, Tomlinson (2001) defines the materials as:

> Materials include anything which can be used to facilitate the learning of a

> language. They can be linguistic, visual, auditory or kinaesthetic, and they can be presented in print through live performance or display, or on cassette, CD-ROM, DVD, or the internet (p.66).

In addition to Tomlinson's list of materials, McGrath (2002) states that real objects and representations can be a material of learning and teaching systems. That is, a ruler, an eraser or a photograph, a scene can be used as a material in the class. Furthermore, Kitao and Kitao (1997) point out that technology also contributes to materials such as providing slides, videos and videophone systems. To sum up, in a broader term, Tomlinson (1998) defines it as "anything which is used to help to teach language learners" (p.xiii).

Allwright (1981) states two main approaches to realize the role of materials in the classes which are "deficiency view" and "difference view" (p.6). In deficiency view, materials compensate for deficiencies of teachers. Also, it is declared that experts write a material, therefore, they know how to plan the activities in a sequential way and adjust a syllabus better than teachers. Alternatively, in difference view, teachers and authors have equal roles. Whereas authors can have a skill of writing a material adeptly, teachers are also good at interpersonal and social skills. Teachers design a class to teach effectively.

Littlejohn and Windeatt (1989) state that materials are produced in a specific approach or perspective. For instance, when a textbook is written, the writer thinks about the readers' background knowledge, values, and attitudes. Moreover, cultural or linguistic knowledge is provided by the materials as well.

Scholars point out expected features of materials in view of their perspective towards learning and teaching procedures. For instance, Davison (1976) states that materials should allow for communication rather than perform controlled or semi-controlled exercises. Similarly, in Ellis's (1998) view, materials should focus on interaction among learners and other participants. For textbooks, main materials of learning and teaching contexts, scholars describe specific features as well. For instance, Grant (1987) states that textbooks should satisfy the needs of learners or teachers, and have practical information for national examinations and syllabus. Accordingly, O'Sullivan (1991) supports that textbooks should motivate learners in developing personal skills. Furthermore, according to McDonough and Shaw (1993), if materials do not suit to the particular situations, there is a need to make it more familiar and integral. Therefore, localization and practicality of the materials are of great importance.

In Teaching English as a Foreign Language (TEFL), ELT materials are defined as a resource to teach a language. For instance, textbooks, quizzes, worksheets, websites and visual materials can be thought of as ELT materials. In schools and colleges, global and in-house materials are used as a source of teaching. In-house materials are designed to meet the local needs while global materials address a larger community.

Some materials can be thought of as teacher friendly; that is, Bell and Gower (1998) state that they are used as a resource for planning a course sequentially. On the other hand, some materials can be thought of as learner-friendly, that is, learners can find a piece of their lives in these materials. Therefore, Gardner (2001) points out that learners get motivated to learn English when they develop familiarity with the material.

When it comes to definitions of evaluation, linguists and researchers make definition in their contexts. Rea Dickins and Germaine (1992) point out that "evaluation is an intrinsic part of teaching and learning" (p.3). Also, Morrison (2003) defines the evaluation as "an essential part of educational process" (p.385). Furthermore, Kiely (2009) states that evaluation has a fundamental role to confirm maintaining progress and quality of education. Lastly, according to Lynch (1996), evaluation is "systematic attempt to gather information in order to make judgments or decisions" (p.2). Also, Lynch states that the results of evaluation can be quantitative or qualitative by using different methods or techniques.

Morrison (2003) makes a list of purposes of the evaluation:

1. to ensure teaching is meeting students' learning needs;
2. to identify areas where teaching can be improved;
3. to inform the allocation of faculty resources;
4. to provide feedback and encouragement for teachers;
5. to support applications for promotion by teachers;
6. to facilitate development of the curriculum (p.385)

Hunston and Thompson (2000) point out functions of evaluation:

1. to express the speaker's or writer's opinion, and in doing so to reflect the value system of that person and their community;
2. to construct an maintain relations between the speaker or writer and hearer or reader;
3. to organize discourse;
4. to tell the reader what the writer thinks or feels about something (p.6).

Stufflebeam (1971) presents an evaluation model. In this model, he defines evaluation as "the process of delineating, obtaining, and providing useful information for judging decision alternatives" (p.3). Stufflebeam states that decision making can be carried out with the help of evaluation. In Stufflebeam's view, four main kinds of

evaluation provide a basis for the model. These are context, input, process and product evaluation. To examine briefly, context evaluation provides data about the planning of a system or an educational program. Input evaluation serves to get information about alternative strategies to accomplish objectives. For process evaluation, it provides data about implementation of a strategy or a program in institutions. Lastly, product evaluation deals with whether the objectives are achieved. Basically, the model investigates an evaluation procedure from planning to general assessment.

Ebel and Frisbie (1991) point out that evaluation is a subjective judgment which is formed after applying various measurements such as those provided by assessment and evaluation instruments. Similarly, Cronbach (1963) expresses the evaluation as a judgment of educational systems. According to Cronbach, evaluation should focus on information which helps guide educational decisions and improvement of curriculums.

According to Chastain (1988), teachers should always evaluate their teaching by observing their students' reactions, motivations, feedbacks and successes. After analyzing the results, they can see how learning and teaching procedure can be performed effectively.

Tomlinson (2012) points out that evaluation is different from analysis. While evaluation is based on judgments and subjectivity, analysis is more objective. Furthermore, according to Tomlinson, focus of point in evaluation is the users of materials while focus of point in analysis is the content and aims of materials. Also, content analysis is generally used in analysis of materials while checklists and evaluation forms are generally used in evaluation of materials.

Two main evaluation models can be discussed in this column: "goal attainment models and discrepancy models" (Rose & Nyre, 1977, p.189). To begin with goal attainment model, this model can be defined as objectives- oriented as well. Metfessel and Michael state steps of their paradigm of goal attainment model (as cited in Rose & Nyre, 1977, p.190):

1. Involve members of the total community directly and indirectly as participants in the evaluation;
2. Develop broad goals and specific operational objectives, both cognitive and noncognitive;
3. Translate objectives into forms that are communicable and that can be implemented to facilitate learning;
4. Develop criterion measures and instruments to determine whether the program achieved the objectives;
5. Measure the program's progress toward attainment of the objectives and, finally, measure attainment of the objectives;

6. Analyze the data;
7. Interpret the data in light of established standards and values; and
8. Formulate recommendations for program improvement as well as for revisions in the goals and objectives.

Another paradigm of goal attainment models was developed by Glaser in 1973. He argues six steps of a scheme (as cited in Rose & Nyre, 1977, p.190):

1. Specify the outcomes of learning in measurable terms;
2. Analyze the learners' entry behavior – the level of, knowledge, skill, or ability already in the students' repertoire relevant to each task specified in the objectives;
3. Provide students with various learning alternatives;
4. Monitor students' progress toward objectives;
5. Adjust the instructional program according to the level of students' performance as they progress toward attainment of the objectives; and
6. Evaluate the program for on-going feedback and program improvement.

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The Discrepancy Evaluation Model (DEM) was developed in 1966 by Malcolm Provus to provide information for evaluation. Under DEM, a list of criteria was defined, and the performance of the learners was measured by checking these criteria in the pre-determined list. Steinmetz (2000) states that this list can include criteria related to representations or descriptions of the qualities or characteristics that learners should possess. If there is a difference between the criteria and learners' performances, it is described as discrepancy.

When the definitions of scholars are examined, it is realized that each scholar defines evaluation with regard to his field of study or area of expertise. However, it is a common idea that evaluation is a subjective work since it is based on subjective judgments and comments. Nevertheless, using data collection instruments like checklist provides a systematic approach in materials evaluation and development.

2.3. Role of Textbooks in English Language Teaching

Textbooks have a great impact on education systems and they are used as main learning materials in classrooms. Some arguments and counter- arguments were pointed out by linguists whether to use textbooks in English as a Foreign Language (EFL) classes. That is, some linguists focus on the advantages of the textbook while some others argue that textbook has disadvantages. Furthermore, some scholars state that supplementing the textbook with other materials is an option. Lastly, some scholars explain the textbook in terms of cultural domains.

According to Prabhu (1992), there is a social interaction in the classes, so the level of predictability is low. That is, it is difficult to assume which phenomena will be at any time. At this point, Hutchinson and Torres (1994) propose the textbook as a material to lessen unpredictability. Therefore, students and teachers feel secure in what to do in the classes. Students know what to learn and teachers get acknowledged which orders they can follow. Richards and Rodgers (2003) support this idea by stating that guidebooks have a section including teachers' and students' roles in the class. If teachers or students prefer following this route, they may feel secure.

Richards (2001) points out that textbooks have a significant impact on learning programs since they provide syllabus, structure, activities and a general framework. Also, he points out that textbooks provide both input and instructions for practices. Therefore, they supplement teachers' instructions in the classes. Needless to say, teachers do not have to make a detailed preparation for their lessons. Because, photocopiable activities and instructions provided through the textbooks, make teachers' job easy. Similarly, Eisner (1987) proposes that a textbook provides a great amount of content, topics and clues to follow. Therefore, not only does textbook facilitate teachers' work, but also it helps training scheme managers arrange the curriculum. Similarly; Schmidt, McKnight and Raizen (1997) state that intentions and plans are abstract and textbooks make them concrete as actualizing in language activities by providing and organizing content. Moreover, Hutchinson and Torres (1994) state that a textbook completes the learning or teaching situation, in addition to that, they define it as "almost universal element of English language teaching" (p.315).

In EFL settings, textbook is the main source of exposure to English for learners since they have a limited chance to negotiate with English. O' Neill (1982) states four advantages for the use of textbook. First of all, textbook can be designed by taking

students' needs into consideration. Secondly, he proposes that students have a chance to look over the previous and following topics so that they can revise their knowledge. Thirdly, textbooks are generally cheap and accessible for teachers and students. Lastly, textbooks can be adapted to create an interaction in the class.

Ur (1996) mentions some advantages of using a textbook as well. She states that textbooks help teachers use the time effectively. Also, they help students gain autonomy since they can learn independently whenever they want. In this regard, Hedge (2002) points out that while choosing a textbook, actually, we choose a "planned sequence of items to be taught" (p.358). Similarly, Harmer (2002) states that "textbooks represent plans for teaching" (p.304).

Parrish (2004) is of opinion that students can preview or review the lessons with the help of textbooks. Each lesson may not be learned in the classes due to personal and environmental problems so students can study on their own. Also, she states that textbook can meet the needs for further studies in other settings. In addition to that, she emphasizes that sections and components of textbook motivate learners to learn in a systematic way since they can find easily whatever they look for. Each textbook has similar sections such as introduction, units, sequence, answer keys and index. Therefore, learners can learn necessary information easily. Also, Parrish (2004) concludes that textbook provides many resources to facilitate learning. These components can be listed as CDs, workbook, tapes, videos, stickers and so on. With the help of these audio-visual aids, teaching or learning the lesson can address multiple intelligences.

Sheldon (1988) points out that students are more dependent on published materials than home-produced materials. Teachers produce materials which are authentic and a significant part of communicative competence. However, as Sheldon states, English language programs and examination system lead to restricted and valid information. Therefore, textbooks attract a great deal of attention towards people in the society.

Tomlinson (2010) maintains that textbooks prepare students for language exams when qualifications and standards are registered at the specified level. Moreover, Tomlinson (2001) states that textbooks provide a connection among different disciplines and areas such as sociology, linguistics, acquisition, pragmatics, which contributes to interdisciplinary as well. Therefore, it provides a wide variety of knowledge.

According to Opoku-Amankwa (2011), the role of the textbook is not just providing knowledge; on the contrary, it should stimulate learners' interest; improve the quality of learning and contribute to cultural awareness. As Davison (1976) points out that in classes, textbooks are the second important figure after the teacher. Therefore, textbooks are not a single component; contrarily, they are emphasized as an integral part of education system.

Hutchinson and Torres (1994) claim that textbooks contribute to teacher's innovative abilities and creativity. They can follow educational practices and new approaches by examining different textbooks. Furthermore, Nahrkhalaji (2012) states that teachers do not have to generate materials by means of textbooks. Instead, they can concentrate on their professional development and be active in an academic career or their own educational pursuits. Similary, Nunan (1998) believes that teachers may be overwhelmed at work due to limited time, paperwork and intense work environments. In this case, textbooks can help them feel relieved by providing prepared sources. Rather than dealing with textbook preparation, teachers could spend their time and effort interacting with students.

Graves (2000) states some of the advantages of using the textbook. According to her, textbooks help teachers assess students' achievement providing a basis. Teachers can form a frame of topics and units in order to make their assessment valid and reliable by the means of textbooks. In addition to that, Graves points out that if all teachers follow a certain textbook, consistency through the program can be provided. Also, when all textbooks have a certain sequence, consistency through the levels can be provided.

While many prominent opinions are declared in favor of using textbook, some counter arguments are also emphasized by theorists, linguists and professionals. Allwright (1981) emphasizes that textbooks can be exposed to some biases and preferences of the authors. Authors can shape the readers' mind easily and they can emphasize their misconceptions even if they are not aware of it.

Cunningsworth (1995) states three disadvantages when using a single textbook in the classes. First of all, he points out that textbook can limit the teacher and students in creativity and variety. Secondly, every student is unique so there may be a trouble in addressing individual needs of all students. Lastly, it damages flexibility. Also Cunningsworth points out that: "Heavy dependence on coursebooks is far from ideal as it reduces the importance of the individual contributions that good teachers make at all levels in the learning procedures" (p.10). In addition to that, Cunningsworth (1984)

points out that “course materials for English should be seen as the teacher’s servant and not his master” (p.15.) This sentence expresses Cunningsworth’s view on the issue of how the textbooks should be used in the classes. Similary, Brown (1995) states that, textbooks cannot be thought of as a main aim, it just serves as an assistant to reach the main aim. Furthermore, Allwright (1981) emphasizes that textbook assist but cannot change the whole language program. Textbooks are great materials; however, heavy dependence on the textbook is criticized by the professionals. In this respect, McGrath (2002) also points out that heavy dependence on the textbook causes to possible risks and limitations. He points out that this situation damages teachers’ creativity. Moreover, he believes that the quality of the learning may be questionable if the entire lesson is based on textbook.

Ur (1996) states some points against using a textbook. First of all, she states that topics may not suit all the learners’ background, socio-cultural environments and other specific features. Secondly, textbooks can damage teachers’ autonomy. According to Ur, textbooks can contribute to learners’ autonomy while they damage teachers’ autonomy. Thirdly, textbooks cannot address all the learners’ learning styles and strategies so there is a lack of variety. Lastly, if teachers just use the textbooks, it may be a trouble of easiness, that is, they do not challenge to produce and create.

Ansary and Babaii (2002) state that textbooks are arranged before the situations so they cannot fit the real situation completely. Also, they point out that topics may not get all the learners’ attention since each learner has a different interest in real life. Similarly, Cathcart (1989) points out that textbooks comprise unrealistic situations and dialogues which cannot be seen in real life. That is, textbooks do not represent the actual phenomena completely, which reduces the authenticity.

Richards and Renandya (2002) list some disadvantages of textbooks. According to the researchers, textbooks are generally unsuccessful in representing language models. Secondly, they point out that discourse competence does not take place enough in textbooks. Lastly, according to them, teachers do not believe that textbooks are useful in terms of teaching idioms. Ahour, Towhidiyan and Saedi (2014) state that textbooks may have inadequacies in communicative functions. Even though many textbooks have a section of speaking and communication, they are too limited and scheduled so it causes to the problem of expressing oneself. In this case, they point out that coursebooks should include activities and project works for communicative competence.

Graves (2000) points out some disadvantages of the using textbooks in the classes. First of all, she states that authors can have a difficulty in focusing which aspects of the language while writing a textbook. Then, authors can have difficulty in balancing the proportion of the activities. Thirdly, the material may not be current; therefore, it may not meet the actual needs of the learners. Lastly, she states that arranging the time may be difficult for learners when the textbooks have an unrealistic timetable for the activities.

Sheldon (1988) states that textbooks may not discriminate language levels of learners such as beginner, intermediate, advanced level. Also, Sheldon criticizes that textbooks include intensive knowledge on each page because of commercial concerns of publishers. He expresses it as" a maximum textual density on each page" (p.239). Furthermore, he points out that teachers' books are too limited, that is, they are similar to students' books but for including answer keys.

Some linguists and theorists criticize textbook due to social and cultural biases. Carrel and Korwitz (1994) discuss that EFL/ESL textbooks include a lot of examples of bias with gender, sexism and stereotypes. That is, the authors can impress their ideas upon learners consciously or subconsciously. Also, Renner (1997) points out that inequality in social roles can be observed in textbooks. Moreover, cultural biases are discussed and criticized. It is a known fact that language cannot be separated from culture, therefore; authors can impress their biases with the culture easily. Alptekin (1993) points out that "most textbook writers are native speakers who consciously or subconsciously transmit the views, values, beliefs, attitudes and feelings of their own English-speaking society" (p.138). When considering the published materials throughout ELT and EFL contexts, it can be realized that many American and British EFL materials have stereotyped elements, social and cultural biases. Therefore, learners may have difficulty in expressing themselves in a different culture and it can cause to reluctance and resistance to learn the language.

Another issue is marketing textbooks. Sheldon (1988) criticizes that textbooks are regarded as "…tainted end-product of an author's or a publisher's desire for quick profit" (p.239). That is, Sheldon criticizes that some authors can use textbooks to earn money so they can ignore educational attainments.

Ur (1996) suggests that textbooks can be supplemented by other materials. The use of textbooks can change according to situations and settings. Therefore, there is no need to follow the book blindly or neglect the book completely. According to Ur, video and

audio equipment, projectors, posters, games, pictures, computers can supplement the textbooks and contribute to effective learning. Similary, Garinger (2001) point out that using textbook without any supplemental material does not meet needs of students. And teacher and students need a framework to follow. Therefore, according to the researcher, there should be a balance between total dependency on textbooks and ignoring the use of textbooks.

Some scholars consider the textbook from a different angle. Their main hypothesis is that language teaching is connected with the teaching of culture. Therefore, textbooks, as main materials to teach language, are necessary to the teaching culture as well. Saluveer (2004) points out that if students have cultural information, they have a better understanding of the society. Also, Feng and Byram (2002) state that there is a need to have a knowledge of target culture in order to communicate in target language. If textbooks have fundamental components of the culture, it serves in a cultural transmission. Moreover, according to Byram and Fleming (1998), teachers may not be qualified in teaching culture since they may not get a good training on how to teach culture. Therefore, textbooks have a vital role for teaching culture for untrained teachers as giving instructions step by step. On the other hand, some scholars argue that authentic materials are produced for social purposes so they are better than published materials in terms of emphasizing cultural elements (e.g. Guariento & Morley, 2001; Jordan, 1997). Furthermore, in Feng and Byram's view (2002), English is thought in a global perspective. That is, the language is a reflection of different languages and cultures. In this regard, according to the researchers, textbooks should have a variety of cultural elements.

Arguments and counter-arguments are discussed within the context of the role of textbooks in the classes. According to Harmer (2002), textbook proposes an action to teachers. Teachers take all the highlights into consideration and decide whether to perform the action. While some teachers think a feature of textbooks as an advantage, some other teachers can find it as a disadvantage. Although the education is planned and formal, every class has a unique story. Therefore, as characters of the story, teachers and students make their own way. Every class may have a different interest and need. In this case, most of the scholars propose evaluation and adaptation of the textbooks (e.g. Brown, 1995; Cunningsworth, 1995; Littlejohn, 1998; O'Neill, 1982; Robinson, 1991; Sheldon, 1988; Tomlinson, 2003; Ur, 1996).

2.4. Justification for Textbook Evaluation

Due to the fact that textbook is one of the main sources of teaching and learning settings, textbook evaluation has been emphasized as a significant issue. McGrath (2002) defines the textbook evaluation basically as" discovery of what you were looking for" (p.22). Also, Sarıçoban and Can (2012) point out that when textbook evaluation is carried out systematically, a promotive effect can be observed in teaching and learning systems.

Different reasons have been mentioned for evaluating textbooks. Brown (1995) points out that textbook evaluation can give a chance to see whether the aims and objectives of textbook correspond to students' needs. The fundamental aim of a textbook is to carry out the educational goals as well. Also, Murphy (1985) supports this idea by stating that materials evaluation should be based on "current needs and objectives" (p.12). To get knowledge about whether it appeals to needs and objectives, the evaluation of it can be seen as a strong option.

According to Cowles (1976), book reviews or advertisements of publishers may not be sufficient or reliable in order to describe a textbook or any kind of papers. Because critics may not have comprehensive knowledge of all the situations and cases. Furthermore, advertisements may be published for deriving a profit irrespective of educational goals and needs. Therefore, evaluation can be thought of as a necessity. Similarly, Celce-Murcia (2001) points out that a valuable data of the consistency among teachers, students and curriculum can be obtained with the help of textbook evaluation. Cunningsworth (1995) emphasizes that "careful selection is made, and that the materials selected closely reflect the aims, methods and values of teaching program" (p.7). In addition to that, he states that:

> No course book will be totally suited to a particular teaching situation. The teacher will have to find his own way of using it and adapting it if necessary. So we should not be looking for the perfect course book which meets all our requirements, but rather for the best possible fit between what the course book offers and what we as teachers and our students need (p.6).

Sheldon (1988) points out that appropriate selection of a textbook serves as a great assistant to make an educational decision. Therefore, a complete evaluation enables all stakeholders to find out the appropriate textbook for their institutions. Moreover, it enables teachers to be familiar with the content of the book so that they can see strengths and weaknesses easily. In addition to that, Sheldon (1988) states that:

> Textbook appraisal is not a once-only activity. When a coursebook is selected, its success or failure can only be meaningfully determined during and after its period of classroom use. Learners are not taught in a vacuum, but come from

> somewhere and are proceeding towards specific educational goals and future training. The coursebook ultimately needs to be appraised in terms of its integration with, and contribution to, these longer-term goals (p.245-246).

McDonough and Shaw (2003) state that textbook should be evaluated seriously. They insist that "inappropriate choice may waste time and funds and this may have a demotivating effect on both students and other teachers" (p.60). Before the educational year, every textbook can be evaluated so students and teachers do not hesitate in using the book. When the book does not suit the needs and requirements, perseverance and passion of learners can be lessened.

Every textbook does not meet the requirements of learners and teachers. Therefore, textbook evaluation gives a chance to make an overview and select an appropriate material. Also, Riazi (2003) points out that evaluation of textbook can lead to select textbooks for a newly started language programs, with the results of it, make a decision to change or update.

Ansary and Babaii (2002) point out that each stakeholder should take a responsibility of selecting the textbook because they consume it in education system and know the deficiencies completely. Therefore, it is necessary to evaluate textbook before selecting the appropriate one for the system. Similarly, according to McGrath (2002), textbook evaluation should be taught in teacher training programs. Therefore, teachers can develop their capacity to evaluate published materials. In this way, they will spend less time to adapt or supplement a textbook. Furthermore, Dudley-Evans and St John (1998) state that every teacher may not be a good material developer; however, every teacher should evaluate their materials to match between the objectives of the classroom and outcomes of the materials.

Kiely (2009) states that evaluation can ensure the quality of textbooks and aid enhancement of them. Moreover, according to Kiely, in recent years, practice and research can be carried out simultaneously. Evaluation contributes to practical training in the classes and provides valuable data for academic institutions.

Littlejohn (1998) notes that evaluation of textbook enables teachers to take a control over the material. By this way, it can be used and designed more effectively in times of need. Moreover, Littlejohn states that evaluation help teachers realize whether content and methods are appropriate for the teaching context. Furthermore, teachers can see whether textbooks contribute to autonomy, problem-solving skills and learner-centered education systems.

According to Bloom, Hastings and Madaus (1971), with the help of evaluation, it can be realized if there is any certain change in learners' personal improvement. Also, teachers can see the amount of change in their students from a different perspective. Textbooks are generally designed from easy to difficult; therefore, teachers can analyze learners' writing activities or other activities and compare the outcomes of each learner easily.

Ellis (1997) points out that textbook evaluation contributes to teachers' increase of their knowledge. By this way, they can make a progress in their professional lives as well. Textbook evaluation provides a holistic view in terms of action research as a form of professional development. In this regard, they can have great importance in teacher training programs. In addition to that, textbooks are effective tools for education authorities to make a plan. Davis (2003) claims that textbooks aid with implementation and monitoring of the curriculum. Furthermore, Ellis (1997) points out that retrospective evaluation helps teachers and other authorities realize which activities work and how modifications can be carried out if they do not work. Also, it helps institutions whether they use the same material next years.

Chen and Chen (2001) state that evaluation should be carried out continuously and frequently. Therefore, teachers and stakeholders can follow a dynamic process. When they ascertain a problem, they can compensate for it or change the activity or problematic issue simultaneously. Consequently, they can prevent probable mistakes and failures of textbooks.

Sewall (2005) explains that textbook evaluation is necessary because they are exposed to wrong opinions and biases. And, Sewall clarifies the issue stating that "editors of history textbooks in America give the nation's students a misshapen view of the global past and a false view of the global future" (p.500). In addition to that, Commisso (2004, p.11) points out that textbook is "a window to the world" for children. It shapes their thoughts and personality. Therefore, evaluating the textbooks aids to protect the children from biases and stereotypes of the authors.

According to Hutchinson and Torres (1994), it is very difficult to express a textbook as a good or bad material and there is no chance to compare them. Therefore, evaluation of it provides certain and positive results. By searching the results, decisions over the book can be more meaningful.

Reynolds (1974) points out that it is crucial to take feedback for authors to design their works and determine improvements for future editions of course books. Therefore,

if the feedbacks are collected from teachers, the users and active participants of educational teaching programs, it provides beneficial and supportive highlights for authors.

In Litz' view (2005), textbook evaluation provides a systematic perspective to both teachers and students. They can gain an attitude towards researching and gathering information. After an evaluation, they can analyze a textbook in a critical way. Also, they can find the part easily which they look for in a published material.

Tomlinson (1998) points out that while evaluating a textbook or a material, it contributes to critical thinking. That is, evaluators have time to think over the theoretical background of materials and their practical use in the class. According to Tomlinson, it can be thought of as a kind of "action research" (p.238).

In the view of Tomlinson (2006), it is difficult for textbook to satisfy all students since each one has different thoughts, feelings, cultures, learning styles and wants. Therefore, Richards (2007) suggests that textbook needs to be evaluated to suit each "particular situation" (p.256). Each student is unique so with the help of evaluation, textbook can turn out to be useful for different situations. Furthermore, Hutchinson and Waters (1989) insist that material evaluation should be carried out to see whether materials fit to "particular purpose" (p.96). Moreover, Mukundan (2006) concludes that the focus point of the textbook evaluation is to judge the fitness of materials to "the expected language learning outcomes" (p.175). To sum up, education comprises formal and planned learning activities. Therefore, before the academic year, textbooks are arranged. And, some expectations are also planned with the textbook. If the textbooks do not suit the learning situations and expectations of stakeholders, there is a need to evaluate them.

2.5. Approaches to Materials Evaluation in English Language Teaching

Since the 1970s, language teaching has focused on learner-centered techniques and methods. As a matter of fact, learners' fundamental needs and individual differences are taken into consideration while designing a material. If it does not meet the requirements, evaluation or adaptation are thought of as a solution by many scholars. Moreover, when teachers have a limited time and training to prepare extra materials for each class, they prefer evaluating or adapting the material as well.

Allwright (1981) points out that material can be effective in learning and teaching procedures as controlling and improving the quality of education. In addition to that,

Allwright states that materials help students learn how to learn, and defines it as a fundamental component of teaching and learning systems. Furthermore, Kitao and Kitao (1997) state that materials are one of the five main components of language instruction. The other components are learners, teachers, methods and evaluation.

Hutchinson (1987) expresses the importance of materials evaluation stating that:

> …. materials evaluation plays such an important role in language teaching that its potential for influencing the way teachers operate is considerable. Materials evaluation can and should be a two-way process which enables teachers not just to select a textbook, but also to develop awareness of their own teaching / learning situation (p.37-38).

Ellis (1997) suggests an approach to materials evaluation. Ellis's (1997) approach categorizes the evaluation into two types: predictive evaluation and retrospective evaluation. Predictive evaluation is carried out to choose a material before using it in the classes. According to Ellis, two main ways can be mentioned to carry out this kind of evaluation. Firstly, experts' reviews can be a route for teachers. Their reviews can be used as a predictive evaluation. Alternatively, teachers can make their own predictive evaluations as well. By carrying out it, they can use published checklists and guidelines. However, Ellis argues that this kind of evaluation may be limited to assure a scientific character. In his article, he supports his idea with the Sheldon's (1988) viewpoint on how subjective an evaluation is. When it comes to retrospective evaluation, it is carried out after using the materials in the classes. By this kind of evaluation, it is realized whether materials have worked, which activities do not satisfy the needs of learners, how teachers or other stakeholders can modify the materials. Furthermore, Ellis (1997) states that validity of the materials is also tested by retrospective evaluation.

Ellis (1997) also states that micro and macro evaluation can be carried out. In macro evaluation, materials are assessed in a general perspective; therefore, Ellis describes it as a bit difficult to carry out. On the other hand, micro evaluation focuses on special characteristics of the materials. Especially, teachers select tasks according to their interest and field of study; then, these tasks are analyzed in an empirical way in this kind of evaluation. Both micro and macro evaluation can be carried out in retrospective evaluation. However, to make an empirical study, Ellis suggests using micro evaluation to collect more certain results. Furthermore, he states that the collection of micro evaluations can be a basis of the macro evaluation.

Cunningsworth (1995), McGrath (2002) and Tomlinson (2003) classify evaluation into three stages: pre-use evaluation, in/whilst-use evaluation and post-use evaluation.

According to Tomlinson (2003); in pre-use evaluation, evaluators take a quick look through the components of materials including content, physical appearance. Therefore; it gives a general idea to realize the potential value of materials. Tomlinson (2003) maintains that to make this kind of evaluation more clear and scientific, more than one evaluator can evaluate and collect their results in a systematic way. In whilst-use evaluation, evaluating the materials is carried out while using them at the same time. The value of the materials is decided while performing in the classes. According to McGrath (2002), this kind of evaluation is generally carried out by the active users of the materials, that is, teachers and students are involved in the evaluation. Naturally, it has some positive and negative sides. For positive sides, McGrath (2002) states that teachers and students feel more responsible for learning and teaching. Then it can be said that it is more reliable than pre-use evaluation since it gives more detailed information about content and other components of the materials. Similarly, it helps teachers realize the feedbacks directly. However, Tomlinson (2003) criticizes that it is generally based on observation of teachers. Therefore, it prevents the evaluators to measure what is not observable in learning and teaching. In that regard, some suggestions are stated by scholars. McGrath (2002) suggests that the data should be collected from different sources and these results should be analyzed in a systematic way as comparing different perspectives. Moreover, McGrath suggests recording the data to realize students' and teachers' reflections. Alternatively, Tomlinson (2003) suggests that some supplementary methods can be used to get deeper information about some criteria which cannot be measured just by observing. For instance, to realize what extend materials can motivate learners, he suggests "nothing such features as student eye focus, proximity to the materials, time on task and facial animation" (p.24). Furthermore, Tomlinson (2003) suggests providing more specific criteria in order to measure specific points of materials. When it comes to post-use evaluation, this evaluation is more common than pre-use and whilst-use evaluation. It is generally used to see general impact of materials into learning and teaching systems. Moreover, it helps stakeholders determine to choose the same material again in next years. It is carried out at the end of the courses to measure to what extent the materials are effective to provide short or long-term outcomes. In Tomlinson's view (2009), many data collection tools like specially-designed tests, interviews, questionnaires, diaries can be used in post-use evaluation. And, according to McGrath (2002), psychological and linguistic aspects of language learning can be assessed at this stage of the evaluation.

Also, McGrath states that general questions can be asked; that is, which components the users like, which components they do not like and their reasons why they like or dislike the material can be questioned at post-use evaluation. Additionally, he points out that if more than one experienced teachers and students study on the issue, post-use evaluation becomes more reliable. Similarly, Masuhara (1994) points out that the results of this stage of evaluation provide valuable information to select criteria for academic researchers. Therefore, authors can also benefit the results, and use these feedbacks when writing a course book. Lastly, Cunningsworth (1995) states that post-use evaluation provides information of performance of coursebooks and make teachers aware of their strengths and weaknesses. As discussed, the post-use evaluation provides many advantages for evaluators; however, it has also some drawbacks. Firstly, it is time consuming and it requires proficiency and expertise. Similarly; as Aftab (2011) states, many factors can affect the results of evaluation such as teachers' attitudes, learners' motivation, different learning styles and strategies of students. Therefore, it needs a great effort to discriminate the results from these factors.

McDonough and Shaw (1993) have proposed three stages of evaluation: external evaluation, internal evaluation and overall evaluation. In external evaluation, evaluators are thought of as people who look through the material from the outside. Therefore, main and observable features of the materials can be analyzed with this evaluation. It may include levels, objectives, context, layout, design and presentation of the material. In internal evaluation, a deeper analysis is provided on especially skills, authenticity of the materials, the suitability of materials to the needs of learners, appropriateness for different learning styles. In overall evaluation, the coursebook or material is evaluated for the final stage. It includes usability, adaptability and flexibility of the material. For flexibility, it is measured whether materials are adapted to the different levels of learners. Adaptability refers to whether materials are suitable for addition or extraction of part when taking different circumstances into consideration. For the usability, it is measured whether materials work with the syllabus.

Littlejohn (1998) has proposed three levels for examining materials called level 1, level 2 and level 3. Littlejohn describe teachers as evaluator or analyst as well. Therefore, he mentions as teacher-analyst in many parts of his works. To begin with, Littlejohn (2011) describes level 1 as "objective description" (p.185). At this level, physical properties of the materials are examined. Littlejohn defines it as a section on which most of the evaluators agree since all information is objective and certain. At this

level; explicit features of materials are the issue of analysis. They can be publication date, paper quality, the intended audience, type of materials, page numbers, the length of units, and some sections: answer keys, audio scripts. For level 2, it is called "subjective analysis" (Littlejohn, 2011: 186). At this level, learning activities and tasks are examined. Furthermore, there is a deeper level of analysis to make teachers' assumptions clear. Lastly, level 3 is defined as "subjective inference" (Littlejohn, 2011: 197). The third level is based on the findings of level 1 and level 2. Moreover; at this level, issues of approach, aims, learner and teacher roles, learning types, principles and philosophy of the materials are questioned. Furthermore; Littlejohn (2011) proposes a framework including materials analysis, evaluation and action. This framework is shown in the following diagram:

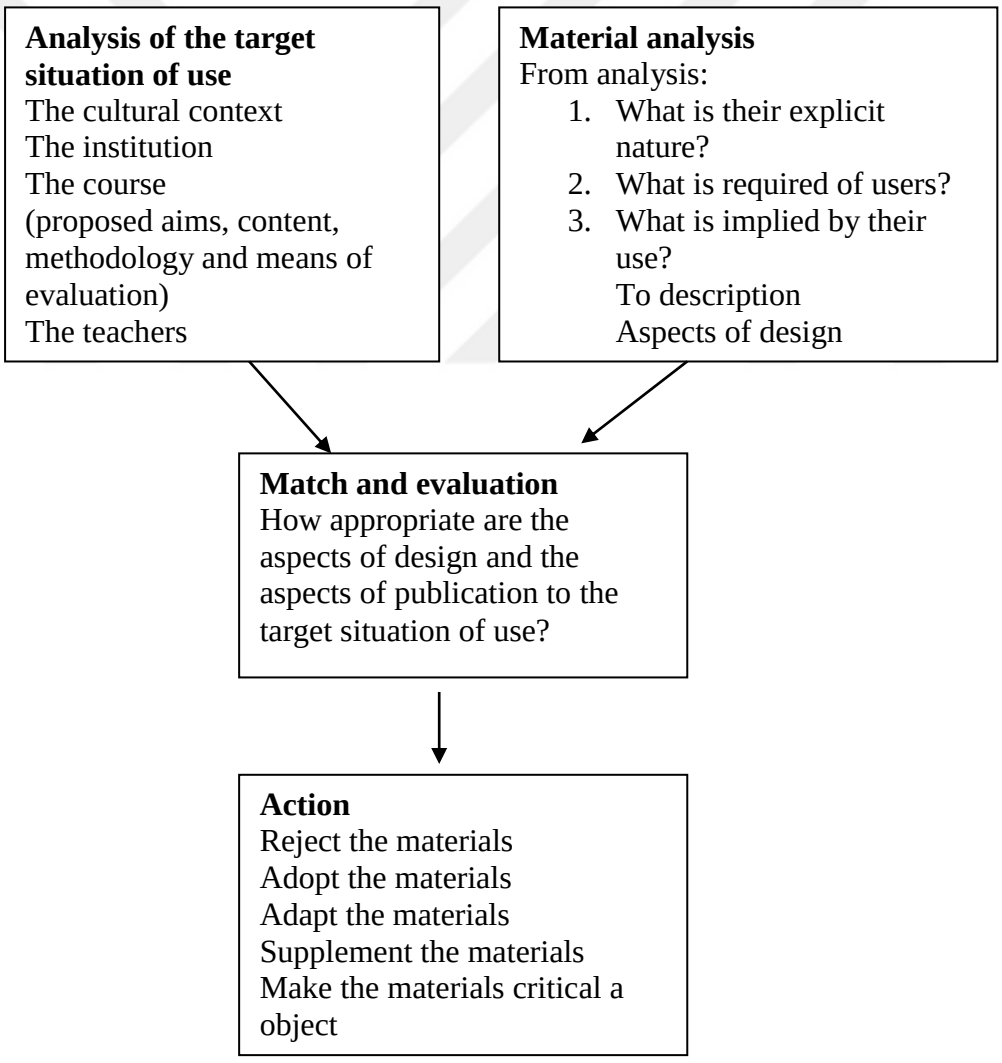


Figure 1. A preliminary framework for materials analysis, evaluation and action

Source: Littlejohn, 201, p. 202

According to Littlejohn (2011), teachers' and students' requirements are described. Therefore, both learners and teachers develop a consciousness towards materials. Then, materials are analyzed to realize whether it meets the expectations. At the end of the process, some proposals are declared in terms of using the materials again, or rejecting their use or adapting the materials or supplementing the materials with other sources.

Robinson (1991) has several studies on English for Specific Purposes (ESP). In this case, she classifies materials evaluation into three types: preliminary evaluation, summative evaluation and formative evaluation. In preliminary evaluation, before an ESP course, stakeholders or evaluators do it to select an appropriate material, especially published materials. Therefore, they can use a checklist to realize whether the material has intended features. In summative evaluation, material's effectiveness is analyzed at the end of the course. In this evaluation, checklist or questionnaire can be used. Furthermore, it provides valuable information about the performance of teaching. Lastly, formative evaluation is carried out while the course is on-going. Therefore; materials are modified taking the actual circumstances into consideration. In this evaluation, performance tests, questionnaires and interviews can be used.

Cunningsworth and Kusel (1991) studied on teachers' guides. According to the researchers, teachers' guides have a significant importance in non-English speaking countries. Therefore, teachers are dependent on ELT materials. In this respect, they also suggest two evaluations: global appraisal and detailed evaluation. In global appraisal, general perspectives of teachers on language learning and teaching are analyzed. Furthermore, assumptions on theories of language learning are investigated. However; in a detailed evaluation, a more specific analysis is carried out. Each unit is examined in terms of content, presentation and guidelines.

Cunningsworth (1995) states two terms for textbook evaluation: "evaluating for potential and evaluating for suitability" (p.15). In evaluating for potential, course books are evaluated without thinking of any specific circumstances. On the other hand, in evaluating for suitability, the requirements and objectives of the class determine the goodness of textbook. In this regard, textbooks should meet the specific needs of the learning environment. Briefly, Cunningsworth (1995) clarifies that the difference between the two evaluation types can be realized with these questions: "What would this coursebook be good for?" and "Would it be good for my class" (p.15).

Grant (1987) suggests three stages evaluation: initial evaluation, detailed evaluation and in-use evaluation. In the stage of initial evaluation, the preface, contents and

abstract are examined quickly. In that regard, Grant suggests a test called "CATALYST" (p.119). It has a meaningful acronym questioning some features of a course book respectively; that is, it questions communication, aims, teachability, availability to additions, level, your (evaluator's) impression, student's interest, trying and testing. If the materials are successful in this test, the evaluators can proceed to the next step. In the detailed evaluation, the second step, teachers are expected to make their own judgments using a questionnaire. Therefore, teachers can understand to what extent the material meets the requirements. And, in-use evaluation, textbook is evaluated in an on-going process. Even if it is adopted, it should be evaluated to see whether it works in the class.

Hutchinson and Waters (1987) describe evaluation process in four main stages: "defining criteria, subjective analysis, objective analysis, matching" (p.97). First of all, the criteria of the evaluation are set. Then, the particular circumstances are analyzed in the view of what expectations are for the learning situation. After that, the material is analyzed in an objective way. Lastly, the two analyses are compared. Therefore, it is realized whether the material is appropriate for the particular learning situation. Furthermore, it can be understood whether the material can meet the requirements.

According to Byrd (2001), systematic evaluation can be carried out with checklists and interactions with learners. Moreover, it addresses the system for textbook evaluation. In this regard, the appropriateness of materials with curriculum, students and teachers is examined. For the first area, materials should fit the curriculum; that is, many materials are arranged in the basement of national curriculums. Byrd states that it may be difficult for small groups of learners due to specific needs. Furthermore, it is also difficult for publishers to address all groups of learners' requirements. For the second area; materials should have a correlation with learners as Byrd points out that materials are produced for learners. Even though materials are organized well, their main goal is to attract learners. Furthermore; in her view, textbooks consist of three basic components: content, examples and exercises. Three of them should appeal to learners' needs and attractions. Furthermore, Byrd points out that materials are actually produced for teachers as well. In this case, teachers also examine content, examples and exercises to select a textbook. Publishers should ask themselves whether teachers can use this material effectively in the classes. At the end of the process, checklists can be organized and adapted in this systematic manner.

Various scholars believe that textbooks or other materials should be evaluated by more than one evaluator (e.g. Daoud & Celce-Murcia, 1979; McGrath, 2002; Tomlinson, 2003). It is called group evaluation which ensures looking for different perspectives and judgments. In this respect, each evaluator can express their idea independently. However, there is a necessity to follow the same manner while evaluating. That is, they can use the same checklist or criteria. Otherwise, new problems can arise in order to reach a common idea.

Hemsley (1997) mentions three basic kinds of evaluation which are an intuitive approach, a formal prior-to-use evaluation and a process approach. In intuitive approach, materials are evaluated on the basis of first impressions. Therefore, according to Hemsley, it may not be thought of as a formal evaluation since it is not carried out in a comprehensive and systematic way. For the formal prior-to-use evaluation, Hemsley points out that "it can be considered systematic, detailed, principled and comprehensive, involving, as it does, the use of carefully developed procedures and checklists of criteria which are used to perform a step-by-step examination of the materials" (p.74). That is, it has a system in itself which ensures the objectivity of the evaluation as well. For the process approach, Hemsley states that it can be expressed as a process including predictive approach, material selection and retrospective evaluation. Therefore, it has several advantages since it contributes to a variety of evaluation procedures. It examines the evaluation process in a holistic way.

Tucker (1975) introduces a system for evaluation of EFL/ESL textbooks. This system consists of three main components: criteria, scheme and a chart or graph. First of all, according to Tucker, criteria should meet the requirements of psychological, pedagogical and linguistic fields. For the scheme, it is suggested that a rating scheme can be set to get reliable and observable data. In this regard, a chart or a graph is used to visualize the results. In addition to that, Tucker proposes some qualifications for textbook evaluation. Firstly; in Tucker's view, evaluation should include predetermined criteria which can be regarded as universal characteristics of EFL/ESL textbooks. Secondly, evaluation should be carried out in a systematic way. Therefore, the system can ensure reliable and valid assessment. Furthermore, the method, used for the evaluation, should allow contrastive analysis as well. Similarly, the results of reports or records should be clear enough to understand perspectives of evaluators. Also, rating and weighting should be feasible to get the common points for each criterion quickly. Lastly, Tucker emphasizes that the process of the evaluation system should be flexible.

Therefore, it can be adapted according to the requirements of the special cases or settings.

Roberts (1996) proposes an evaluation model for materials. In this model, it is criticized that evaluation is carried out as just applying the criteria; contrarily, evaluation is regarded as a total process comprising all the stages such as designing, assessment, publishing and piloting. The process is expressed in a two main categorizations: before publication and after publication. Before publication, the designers create a draft of the material and publishers express their viewpoints and resources. Then, the final draft is sent to the publishing company where publishers make a further study on the material as well. If it satisfies both publishers and materials designers, the material is piloted with a target group. At this stage, it is realized whether the project is successful or not. When the material goes through the phases, it is evaluated by teachers in terms of meeting the pre-determined criteria. After that stage, the material is trialed in the classroom so that it is realized whether it is appropriate for the particular population in the class. For the last stage, teachers and learners express their ideas and judgments as a final evaluation. Consequently, it is decided whether the material is rejected or approved. Roberts points out that objective and reliable data can be carried out with the help of this model as it comprises a variety of stakeholders such as materials designers, learners, educators and publishers. Furthermore, decision times are presented for three times; that is, if the material may not go through a first phase, the system does not allow it proceed next stages. Lastly, unlike to other approaches, it examines the process of materials evaluation before publication as well. Therefore, it saves time, money and effort as well.

According to Byrnes (2000), language learning has psychological barriers, especially for second language learners. These learners may feel anxious towards learning due to some conscious or unconscious applications in educational systems. Therefore, materials evaluators take this situation into consideration while preparing or carrying out a checklist. Similarly, authors or materials designers should do further studies to overcome these obstacles as well.

Morrow (1977) explains the intended features for evaluating textbooks. According to Morrow, while evaluating a textbook or a material, the evaluators should be acknowledged for some issues. These can be listed as the reason why the material is produced, who has produced the material, the process of the producing material and what the material is about.

2.6. Methods of Textbook Evaluation

Various scholars publish their studies on textbook evaluation. Basically, they present three methods: impressionistic method, the checklist method and in-depth method (e.g. Cunningsworth, 1995; McGrath, 2002).

The impressionistic method comprises first and general evaluation of a textbook. Cunningsworth (1995) states that it involves looking through content, cover page and brief descriptions of the components of the coursebooks. According to Cunningsworth, it can be used "when doing a preliminary sift through a lot of coursebooks before making a short list for more detailed analysis, and also when looking at a new material that may be considered for adoption at a later date" (p.1). In McGrath's (2002) view, impressionistic method can assess to what extent the material is practicable and whether it serves to the syllabus or objectives of the classroom. In brief, this method generally gives a general idea about the textbook; however, it should be complemented with other methods and data collection tools to obtain more systematic and valid information. That is, it does not provide a detailed information about main strengthens and weakness of the book. Therefore, Cunningsworth (1995) maintains that using just this method is not enough to decide whether a textbook is appropriate for learning and teaching settings.

The checklist method, as realized by its name, provides data using various checklists. Using a checklist for textbook evaluation is so common and popular among several prominent scholars (e.g. Cunningsworth, 1995; Hutchinson & Waters, 1987; Littlejohn, 1996; Richards, 2001; Sheldon, 1988; Skierso, 1991; Ur, 1996; Williams, 1983). Checklists can be thought of as a list of intended features for textbook evaluation.

These instruments help the evaluators measure the quality and effectiveness of the materials. They can be used both in predictive evaluation (e.g. Ellis, 1997; Mukundan 2007), and in retrospective evaluation (e.g. Daoud & Celce-Murcia, 1979; Skierso, 1991). In this regard, the goal of the evaluation and the perspective of the evaluators decide the timing of the checklists.

According to McGrath (2002), this method provides several advantages for the evaluators and researchers. First of all, this method has a valid system; that is, it provides systematical information comprising all components of the textbooks. Secondly, it allows the evaluators to obtain a great deal of data in a very limited time. Thirdly, this method can allow all the stakeholders to compare materials with each

other. Lastly; the results, obtained by the checklist method, are objective and clear. That is, it clarifies the weakness of the impressionistic method while making a decision on a textbook.

Scholars and theorists state fundamental suggestions for a qualified checklist. In this regard, McGrath (2002) points out basic requirements of a good checklist According to him, checklists should have these qualifications:

1. provide comprehensive information of the sort that will facilitate evaluation
2. and comparison
3. while making as few demands on the evaluator as possible
4. lead for the selection of the materials which are appropriate for the context
5. but also contribute to the advancement of learning and teaching in that context (p.48).

In addition to checklists, scholar and researchers emphasize their viewpoints about criteria which are included in checklists. In this case, Cunningsworth (1995) believes that the number of the criteria should be reasonable; otherwise, evaluators can be overwhelmed by details. Another scholar, Tucker (1978) points out that:

> A textbook evaluation checklist should consist of a comprehensive set of criteria based on the basic linguistic, psychological, and pedagogical principles underlying modern methods of language learning. These criteria should be exhaustive enough to insure assessment of all characteristics of the textbook. And they should be discrete enough to focus on attention on one characteristic at a time or on a single group of related characteristics (p.219).

Some evaluators and scholars believe that open-ended questions should take part in checklists (e.g. Tomlinson, 1998). On the other hand, McGrath (2002) points out that closed-ended items provide quick and valid results. Furthermore, while classical checklists have yes/no responses, some scholars suggest checklists with three to five points rating scale (e.g. Sheldon, 1988; Skierso, 1991; Williams, 1983). Even though quantitative scoring provides objective and valid information, it may be limited to assess a few features of textbooks. Therefore; it is necessary to supplement this method with qualitative data. Another scholar, McGrath (2002) suggests that if the checklist is piloted and revised before the application, it may provide more efficient results.

The in-depth method includes an examination of a specific part, one or two units, of the textbook in a detail. Several scholars make an explanation of this method. McGrath (2002) explains it as “go beneath the publisher’s and author’s claims to look at, for instance, the kind of language description, underlying assumptions about learning or values on which the materials are based on” (p.27-28). Moreover, Cunningsworth (1995) states that this method includes specific procedures focused on particular parts.

Also, he points out what can be examined over there as “the balance of activities and skills contained in a unit, the potential for learner participation, the amount of new language introduced, the amount of recycling, etc” (Cunningsworth, 1995, p.2). Furthermore, Hutchinson (1987) defines it as a comprehensive study of one or more extracts. As realized by the definitions and explanations, this method provides a detailed data for the selected parts of the materials; however, according to McGrath (2002), it has some drawbacks. Firstly, the chosen part may not represent the entire textbook. Secondly, it includes a partial evaluation so this may narrow down the perspective of the evaluators as well. Lastly, it is time-consuming and it requires expertness in certain fields.

2.7. Evaluative Criteria for Textbook Evaluation

Scholars differentiate between the meaning of criteria in terms of their point of view and field of study. According to Ur (1996), two types of criteria can be expressed: general criteria and specific criteria. The former refers to the criteria which can cater for any textbook. The latter refers to the criteria which can only be used for the chosen textbooks catering for specific situations and circumstances. In addition to that, McGrath (2002) classifies criteria into two types: essential criteria and desirable criteria. He believes that this classification helps the evaluators and stakeholders decide whether to reject a textbook. According to him, if a textbook lacks of any essential item, this textbook should be rejected immediately. On the other hand, if a textbook lacks of intended features, to think about rejecting it should be thought once again. That is, there is no need to reject it immediately. Tucker (1975) also categorizes criteria into two types: internal criteria and external criteria. For Tucker, internal criteria refer to criteria which are related to language itself while external criteria refer to the whole aspects of a textbook. In addition to Ur’ (1996), McGrath’s (2002) and Tucker’s (1975) classification, Tomlinson (2003) also classifies the criteria into two types: universal criteria and local criteria. The former refers to the criteria which can be used for any textbook which can cater for any learner. For instance; layout, cover page, authenticity can be thought of as universal criteria. On the other hand, the latter refers to the criteria which cater for specific context in which the materials are used. All in all, various scholars define the criteria in their perspectives. When looking through the prominent scholars’ checklists, it is realized that checklists are generally based on generalizable criteria. These criteria can be exemplified as language skills and functions, aims,

approaches, methodology of the textbook, cultural components, activities and physical characteristics: layout, organization, design and cover page.

Williams (1983), Grant (1987), Sheldon (1988), Skierso (1991), Cunningsworth (1995), Ur (1996), Tomlinson (2003), other theorists and researchers state that textbook evaluation instruments should include certain criteria. Because, as Ansary and Babai (2002) state, all stakeholders may not make an agreement on which items are necessary for the textbook. Furthermore, McGrath (2002) emphasizes that subjective comments of the evaluators may damage objective results. In order to overcome these two problems, it is suggested to use criteria. In addition to that, McGrath (2002) suggests evaluators having "a critical view of criteria" (p.48). Therefore, evaluators may be conscious of their viewpoints and evaluation procedures.

Sheldon (1988) also believes that criteria are necessary for evaluating textbooks. In that regard, he points out some significant issues. Firstly, he points out that criteria provide an informative and systematic route for the evaluators, publishers and researchers. Then, according to the researcher, published books may not always cater for learners' needs in local settings. Therefore, supplementary books or other activities may not meet the requirements. In this case, it is necessary to develop criteria for these regions. By this way, criteria may help the publishers and authors realize the actual needs; accordingly, they take this situation into consideration. Furthermore; Sheldon (1988), like Tomlinson and Masuhara (2004), states that teachers or evaluators should develop a checklist or select the most appropriate criteria for their situations. In this regard, he maintains that if one textbook is evaluated with the same criteria but in different contexts, the results may not be the same. Similarly, after scoring the items with plus or minus, the results may not be also appealing for teachers; that is, one teacher can care on the cultural components of the material whereas others can think the grammatical functions as important. Therefore, in Sheldon's view, the appropriate checklist with criteria is advisable.

Tomlinson and Masuhara (2004) set a guideline to state fundamental features for evaluative criteria. Firstly, questions should be evaluative. Then, each item should measure one achievement or specific point. That is, it may be complex to measure more than one criterion with one question. After that, questions should not be too complex to understand for the evaluators. Lastly, questions should not have dogmatic structures. In addition to the guideline, Tomlinson and Masuhara suggest each evaluator or teacher

developing their own checklist. In this case, they should be aware of their class's needs, expectations, cultural and academic backgrounds.

As it has been argued with Tomlinson and Masuhara's guideline (2004), Byrd (2001) and Sheldon (1988) also state some points to explain how criteria are supposed to be. According to the researchers, criteria should be selected according to the teaching and learning context. In this regard, making a needs analysis is suggested to the evaluators who want to develop their evaluation instruments. In this case, Tomlinson (2003) suggests matching criteria with the special circumstances in educational contexts; therefore, he believes that evaluation can be conducted in a more systematic and purposeful way. In addition to that, Tomlinson (2003) maintains that criteria should be clear and understandable for stakeholders and researchers. Therefore, it contributes to the reliability of the research as well. All in all, these suggestions help the evaluators develop the most appropriate instrument for their educational contexts.

When the previous studies are analyzed and reviewed, it is realized that most of the scholars propose criteria with their checklists. The reason why the checklist is mostly used is explained over here. According to Nezhad, Atarodi, and Khalili (2013), two reasons can be stated in order to realize why checklist is necessary and essential. Firstly, educators may need to analyze more than one book at the same time so they may be confused in a detail. Also, they may be impressed by the sales figures of some publications. Secondly, teachers may feel disturbed when they confront recent developments which seem unfamiliar to them. Accordingly, they may not have a clear and objective perspective. In this case, Nezhad et al. (2013) believe that checklists balance these two extremes. Similarly, McGrath (2002) points out that checklists provide systematic and accessible data for the evaluators. Therefore, they can obtain a great deal of data in a short time. Furthermore, he states that researchers can record data with the help of checklists; therefore, they can make a comparison in a convenient way.

Like checklists, evaluation forms are generally used for textbook evaluation. In this regard, Harmer (2001) states that evaluation forms can be used to decide whether a textbook caters for learners' needs. Furthermore, he believes that if those forms are used after impressionistic evaluation, valuable data can be obtained. Lastly, it can be stated that checklists and evaluation forms are flexible ways to measure the quality of the material. Moreover, the appropriateness of them for the educational settings can be observed. In addition to that, they can be supplemented with other instruments according to personal needs and educational objectives.

Teachers, learners, authors, publishers and other stakeholders have shared goals in educational systems. In some circumstances, it may be conflicting to decide which textbook is appropriate and appealing. Therefore, most scholars propose criteria with checklists, evaluation forms, evaluation model or approaches to set a standard (e.g. Breen & Candlin, 1987; Chambers, 1997; Cunningsworth, 1995; Daoud & Celce-Murcia, 1979; Ellis, 1997; Hutchinson & Waters, 1987; Littlejohn, 1996; McDonough & Shaw, 1993; Sheldon, 1988; Skierso, 1991; Tomlinson, 2003; Ur, 1996; Williams, 1983). These prominent scholars develop their evaluation instruments. Most of them use main headings and sub-headings to make the checking items more accessible and clear. Below, most prominent evaluation instruments are described on the basis of evaluative criteria.

Tucker's (1975) checklist consists of two main criteria: internal criteria and external criteria. Internal criteria have three main headings: pronunciation criteria, grammar criteria and content criteria. For pronunciation criteria, it is measured whether presentation of pronunciation is appropriate and complete and whether practice of pronunciation is adequate. Grammar criteria concern the adequacy of patterns, appropriateness of drills, sequencing of form equally in all units and competence of practices in grammatical points. For the content criteria, the criteria related to contexts and situations, functions, rehearsal of topics and the appropriateness of content for the target group's age and level are included. The second main part, external criteria are called general criteria as well. This part includes the criteria related to the quality of editing and publishing, prices of the material, guidance for the non-native or novice teachers, convenience for the supplementary materials and authenticity of the language used by the authors. All in all, Tucker uses 18 evaluative items in the checklist, a majority of them are related to the internal criteria and the remaining of them, seven criteria, take place under the heading of external criteria. According to Tucker, the criteria are based on linguistic, pedagogical and psychological terms. Furthermore, it can be expressed that the checklist is a significant part of the Tucker's evaluative system.

Cowles (1976) presents evaluative criteria with a comprehensive checksheet. In this case, Cowles states that the data obtained by materials evaluation may not lead to expected results with some manners in which the evaluation is carried out by reluctant teachers and curriculum committees. Moreover, Cowles maintains that no textbook can meet all the requirements of different situations. Therefore, Cowles believes that this

checksheet may be beneficial for all the evaluators as providing a comprehensive format. In addition to that, Cowles also emphasizes some issues about checksheet or evaluation forms. To look through the checksheet, it includes twenty-six major questions about textbook evaluation. It generally comprises criteria related to guidance, approaches, sequence, accuracy, skills, language areas, cultural considerations, use of English, illustrations, instruction types and supplementary components: workbook, tests and recorded materials. This checksheet is a bit different from other checklists and evaluation forms. In this regard, unlike many other checklists (e.g. Brown, 2001; Cunningsworth, 1995; Dougill, 1987; Garinger, 2002; Miekley, 2005; Sheldon, 1988; Tucker, 1975), this checksheet includes no categorization or big headings like practical considerations or language skills. Furthermore, no stable option is provided for all the checking items; that is, each question has its own options. For instance, the checking item of guidance includes the options of (well), (poorly) and (no) while the part of instruction part provides the options of (class), (group) and (self). In addition to that, the checksheet also provides open-ended questions to get a more qualified data. Lastly, it is emphasized that the checksheet pays attention to communicative competence and the use of language in the life since it provides criteria related to use of English, comprehension, meaning, frequency and availability of songs, poems or games. Furthermore, Cowles (1976) states that "communicative competence still awaits definition in the evaluation of textual materials. Thus, the term 'free expression' has been retained in the current checksheet" (p.302).

Daoud and Celce-Murcia (1979) present an evaluation checklist. The checklist includes five main criteria: subject matter, vocabulary and structures, exercises, illustrations and physical make-up. For the subject matter, the items are related to the appropriateness of the topic and contents for learners' needs or interests, logical ordering of the materials and actuality of the material. For the vocabulary and structure part, the items emphasize vocabulary load, systematic gradation of vocabulary from simple to complex, the teaching of new vocabulary and logical sequence of sentences and paragraphs. For exercises part, authenticity, developments in comprehension, practices of spelling, dictation and guided composition. For the illustration part, it is measured whether the illustrations create a good atmosphere for learning. The last part of the textbook is physical make-up in which cover, size and appearance of the books take place. In addition to textbooks, Daoud and Celce Murcia (1979) present some items for the Teacher's Manual in the same checklist as well. This part also has four

main criteria: general features, methodological or pedagogical guidance, type and amount of supplementary exercises for each language skill and linguistic background information. All in all, this checklist can be regarded as practical for researcher, evaluators and teachers.

Williams (1983) suggests a checklist with seven criteria: general, speech, grammar, vocabulary, reading, writing and technical. For the general part, it measures the presentation of the language items, appropriateness of the textbook for the current methods of language teaching and individual or social differences in learning. The speech part measures speech acts, pronunciation and different accents of speakers of English. Moreover, it helps the researchers make a contrastive analysis of English and mother tongue. Grammar part refers to the questions with grammatical structures, drills, and the proportion of communicative competence in structures. For vocabulary part, it measures selection and allocation of vocabulary, receptive or productive skills in vocabulary teaching, problems of vocabulary with social and personal background. For reading part, it measures types of meaning: main meaning and implied meaning, appropriateness of reading passages for learners' background, a variety of English. For the writing part, it measures the controlled or semi-controlled compositions, appropriateness of the writing activities for learners' personal differences, techniques of writing composition. The last criterion, technical, measures design, cover, pictures and diagrams.

Matthews (1985) suggests criteria for textbook evaluation. These criteria can be categorized as general impression, grammar, four language skills, methodology, layout, grading, teaching and practice of a new language, illustrations, variety, series, story-line, sexism, ease of use, culture, bias, availability, pre-testing and price of the textbook. These criteria are presented with 'yes/no' questions in addition to open-ended questions. The evaluators, researchers, publishers or teachers can get a meaningful data by examining the textbook based on these criteria. Therefore, they can choose the most appropriate textbook for their classroom.

Breen and Candlin (1987) present a guide for evaluators, teachers and designers. This guide is based on two phases providing several criteria for evaluation and selection of the material. Questions in the first phases concerns whether the objectives and content of the material contribute to classroom atmosphere and what it requires learners and teachers to do. Furthermore, it can be said that this phase includes eighteen questions related to the emphasized issues. These questions lead the evaluators and

teachers to critical thinking. Therefore, they feel a sense of responsibility and conscious before passing to the second phase. For the second phase, it can be realized that this phase includes various criteria concerning learners' needs and interests, the process of learning/teaching, learning strategies and approaches, qualifications for design of the materials, expectations and priorities of learners for a good textbook. That is, this phase measures the questions of the first phase in a more detail, also it concerns about the appropriateness of the material for the learning situation. Furthermore, when looking through the questions, it can be realized that learners and teachers should have long-term objectives and conscious of what they are learning or teaching. Therefore, they can determine their priorities and needs, so that Breen and Candlin's guide makes a difference in their educational life. In a particular case, they can make more conscious and practical choices. All in all, Breen and Candlin's study can be thought of as a bit complex for the evaluators and designers; however, it is a fact that this guide is a valuable and informative source for the evaluating and selecting materials.

Dougill (1987) presents a study including various criteria for textbook evaluators, checklist designers and all stakeholders in educational contexts. First of all, Dougill states that evaluators should get knowledge about their target group. "The first job of an evaluator is to establish the age-range, type of student and marked aimed at, as well as the presumptions, aims and purposes of a textbook" (Dougill, 1987, 29). The criteria suggested by him are grouped under five groups: framework, subject matter, the units, form and course components. The framework concerns general features and appropriateness of syllabus, progression of the course, the amount of recycling items, effectiveness of skills and meaningful cohesion with certain aspects. The second part, the unit, refers to the length of unit, presentation of the content, variety and regularity within the units and clarity of objectives for students. Another part of the checklist is subject matter which measures interests of students and cultural considerations. The next part, form, focuses on illustrations, psychological effect of material, tables, lists, answer key and other visual aspects: density of pages and layout. The final part is course components which include questions about the cassette, teachers' book, drills, tests and workbooks. According to Dougill, there may be no right way for all teachers. Therefore, he suggests all teachers to make a choice. However, he also maintains that to make a choice, teachers should be qualified in terms of knowledge, teaching experience and training. In this regard, Dougill (1987) explains that:

In writing about evaluation it is difficult to avoid stating the obvious because

> the main criteria are, to a large extent, common sense. To ignore them, however, would be to omit the key elements, the main course as it were of the menu. I therefore propose to list the chief considerations a reviewer will bear in mind when looking at a book and then to go on and examine some more general but less obvious points (p.29).

Grant (1987) presents a three-stage evaluation in which some criteria are included. In the first stage, a test called CATALYST is carried out. At the stage of detailed evaluation, criteria are presented throughout questionnaire which concerns about the appropriateness of the course book for the needs and requirements of learners, teachers and syllabus. Therefore, the collected data is a source of an overall evaluation of the textbook. In this case, the questionnaire, presented for the learner's suitability, has criteria related to learners' needs and interests, cultural considerations, language input and practice, skills and communicative activities. Secondly, Grant presents criteria for concerning the suitability of textbooks for the teacher's requirements. In this part, the criteria are related to timing of the activities, teacher's guide, availability and practicality of the textbooks, contents and layout. Lastly, the criteria, presented for measuring the suitability of the textbook to the syllabus, are related to the organization, presentation, logical sequence, learning methods and techniques.

Sheldon's (1988) checklist is one of the most comprehensive ones with seventeen categories and seventy items. The categories included in the checklists are rationale, user definition, availability, layout/graphics, accessibility, selection/grading, linkage, physical characteristics, authenticity, appropriacy, sufficiency, educational validity, cultural bias, stimulus/practice/revision, flexibility, guidance and overall value for money. Every category generally includes three or four questions with related issues. If a researcher or evaluator aims to collect comprehensive data, this checklist may satisfy their needs. Headings and questions seem to be efficient in the times of 1980s. However, evaluators and teachers may state that it takes too much time to conduct since it requires detailed exploration of textbooks. Furthermore; in Sheldon's view, textbook evaluation is subjective and changeable according to the particular cases or settings. In addition to that, he maintains that the success of the course book can be realized after classroom use. Therefore, it is realized that Sheldon believes that post use evaluation may help get a valuable data about textbooks.

Skierso's (1991) checklist is also one of the longest and comprehensive studies. According to Skierso, this guide help stakeholders evaluate and direct their assessments in a professional way. The criteria examine aims and goals, subject matter,

bibliographical data, exercises and activities, vocabulary and structures, layout and physical make up. Apart from textbook, Skierso presents criteria for teacher's manual as well. In this part, general features, methodological and pedagogical guidance, linguistic background information and supplementary exercises are included. In Skierso's view, it is necessary to collect data about learners, teachers and institution before conducting a study. Furthermore, she supports that impressionistic evaluation can be carried out to eliminate inappropriate textbooks. To make a general review of criteria, bibliographical data examines the qualification of author and availability of textbook in terms of financial matters. Aims and goals concern the appropriateness for students' needs. Subject matter has criteria related to variety of texts and cultural considerations. In vocabulary and structure part, accuracy, load suitability of vocabulary and grammar. In this case, it is realized that Skierso's (1991) study includes criterion related to accuracy and grammar whereas Ur's (1996) study pays attention to target community and fluency. The next part of the checklist, exercises and activities, focuses on suitability for syllabus, presentation of skills, communicative development, learner participation and promotion for critical thinking. The last part of the checklist has criteria investigating layout and physical makeup in relation to durability of the material, linkages, suitability of artwork and contribution to the learning atmosphere.

Cunningsworth (1995) presents a checklist for the purposes of evaluation and selection. The checklist includes eight main criteria: aims and approaches, content, design and organization, topic, skills, teacher's book, methodology and practical considerations. Especially looking through questions about skills, content, methodology and topic; it can be realized that this checklist is a favor of learners. Because learners' priorities and concerns are emphasized under these categories. In addition to that, teachers' book is also examined; therefore, teachers' sensitiveness is taken into consideration. To give general information about the checklist, each heading consists of four to seven questions. It does not have a scale; therefore, it requires evaluators just to mark the checking items if it meets the requirements of the criterion. Furthermore, the checklist includes both general questions such as approaches or methodology of the textbook and specific questions like topics or skills. All in all, the study provides criteria from a broad angle; however, it succeeds in including fundamental issues.

Ur's checklist (1996) provides nineteen questions and no headings. In general, questions are about objectives and approaches of the textbook, layout, topics, syllabus and organization, language components: vocabulary, grammar and pronunciation,

language skills, fluency and extra course book components like audio cassettes. The checklist also provides two columns: right and left column. Over there, evaluators can check the importance of items in terms of their priorities and perspectives. That is, as Ur explains, the evaluators can use some codes for items such as tick or double ticks to describe high scores, cross or double crosses for low scores and question mark for partial confirmation or uncertain decisions. According to Ur, if a textbook evaluation instrument is conducted by more than one evaluator, it provides a variety of data. Therefore, evaluators or teachers can share their experiences, priorities and concerns. All in all; as it has been argued, Ur pays attention to the target community. In this regard, fluency, skills take a significant place in her study. As a consequence, Ur's checklist can be defined as a flexible study since it provides blank lines for evaluators to add or extract items. Therefore, evaluators can adapt the study according to their contexts.

Brown (2001) presents textbook evaluation criteria which are adapted from Robinett (1978). The checklist includes twelve main categories: goals of the course, language skills, approach, sequencing, quality of practice material, general content, general sociolinguistic factors, vocabulary, sequencing, format, accompanying material and teacher's guide. The first part concerns whether the textbook accomplishes the course goals. The part of background of students includes criteria about whether the textbook fits students' age, culture, educational background and motivation for learning language. For the third part, the language skills concern whether the textbook integrates four language skills and present them in a balanced approach. For the fourth part, general content includes questions about general features such as validity and authenticity of textbook, appropriateness of topic or situations for the student's proficiency level. The part of material's quality includes criteria related to exercises, student participation, instructions, grammatical rules and review. Another part is sequencing which concerns how the textbook is sequenced as supporting with four checking items named by grammatical structures, by skills, by situations and by combination of previous ones. The vocabulary part concerns vocabulary teaching strategies. As for general sociolinguistic factors, this part includes questions about a variety of English and cultural content. Another criterion is format which comprises items in relation to typesetting, illustrations, layout, size of the book, editing, index content and special notations like phonetic symbols. For accompanying material, this

part includes questions about workbook, tapes, posters and tests. The last part examines teacher's guide in terms of methodological guidance, exercises and answers key.

Byrd and Celce-Murcia (2001) present a checklist which is based on evaluating textbooks on the basis of four issues: fit between the textbook and the curriculum, fit between the textbook and teachers, fit between the textbook and students, overall evaluation of the fit of the book for this course in this program. As it is realized from the categories, the checklist is basically based on the fit among curriculum, students and teachers which are three main significant components of educational systems. For the first part, fit between the textbook and the curriculum, it has criteria related to fit of textbook to the program/course and it concerns whether the textbook provides linguistic and thematic contents. For the second part, fit between the textbook and students, it has criteria about understandability of the examples, content and explanations. For the third part, fit between the textbook and teachers, it concerns whether the textbooks provide explanations or guide for teachers, to what extent they meet the needs of teachers and whether they provide appropriate language skills and knowledge of language. The last part concerns the general decision on selection of the textbook.

Garinger (2002) presents a study evaluation or selection process in English as a second language. In this process, ESL teachers can eliminate the course books following the steps; at the end of the process, the left ones can be selected for using in the classes. In this respect, Garinger proposes criteria in a checklist under four main categories: program and course, exercises and activities, skills and practical concerns. In Garinger's view; first of all, evaluators should acquire data about the curriculum. Therefore, they can realize whether the functions of textbooks meet the requirements of curriculum. Accordingly, the first part of the study includes criteria related to program and course. For this part, it is considered whether the textbook is appropriate for curriculum, and whether the textbook caters for learners' needs, cultural and personal differences. The second part concerns whether there is a balance among language skills and whether they challenge learners to use language efficiently. Another part is exercises and activities which is related to language acquisition, progressive approaches and controlled/free activities. Lastly, practical concerns include criteria about cost of the textbook. For this study, she presents two options: yes or no. Furthermore, she provides explanations and clarifications for criteria which also can serve as a guide for the evaluators. All in all, this study has a great importance as providing comprehensive criteria for ESL textbooks.

McGrath (2002) proposes criteria with a checklist which is presented for first-glance evaluation. This study includes four main criteria: practical considerations, context relevance, increase of learners' interest, teaching and learning aids. The first part is practical considerations which are related to questions of availability, cost and level of textbooks. The second part concerns supplementary materials like such as teacher's book, test and cassettes. In addition to that, self-study sources are examined over here. Thirdly, context relevance encompasses sub-categories such as suitability to learners and teacher, suitability of course for the intended learners. In this case, the issues of syllabus, assessment, personal differences and objectives of courses are examined in this part. The part includes questions about layout, topics and visuals. The questions can be referred to as simple and comprehensible. Therefore, it can be used in a first-glance evaluation; however, it may not be effective in a detailed evaluation since it misses vital criteria such as methods, approaches, skills, activities and exercises.

Litz (2005) presents textbook evaluation forms including seven main criteria: practical considerations, activities, layout and design, skills, subject and content, language type and overall consensus. His study provides evaluation forms for students and teacher separately. Both of them have the same categorizations; however, students' form has some extracted questions due to the avoid overloading. While student's form includes twenty-five questions, teacher's form includes forty questions. It can be stated that the questions are convenient for the main criteria. Furthermore, the study provides a needs analysis so that evaluators can collect data about the objectives of courses and individual differences of learners can be identified. Unlike many other textbook evaluation instruments, this study presents a ten point scale for the evaluators. That is, evaluators can mark from (1) to (10) in reference to their consideration. Similarly, the scale is presented under each question whereas most of the instrument includes it opposite the item.

Miekley's study (2005) is based on evaluating and selecting of reading textbooks. In this regard, he presents a checklist which helps evaluators evaluate and select a textbook in a more practical and reliable way. In this case, Miekley states that this checklist refers to the second language instruction and recent studies. When it is examined in a broad angle, criteria are presented under three main categories: textbook, teacher's manual and context. The questions of these parts are different from each other; that is, they are prepared specially for their categories. The textbook part includes criteria related to content, exercises and activities, vocabulary and grammar, in addition

to the attractiveness of texts and physical make-up. In this part, evaluators feel that the study pays attention to reading since when looking through the checking items, it can be realized that reading issues are emphasized. In this case, the questions generally refer to presentation of topics and functions, authenticity, real-life issues, literary genres, repetition and presentation of vocabulary, task-based activities, reading strategies: top-down or bottom-up strategies, critical thinking of text and density of the texts. For the teacher's manual, the evaluation is addressed to the background information, methodological guidance, general features, and supplementary exercises and materials. The last part, context, refers to appropriateness of textbooks for the curriculum, learners and teachers.

Mukundan, Hajimohammadi and Nimehchisalem (2011) develop a checklist for textbook evaluation. The checklist consists of twenty-seven checking items under two main categories: general attributes and learning-teaching content. General attributes include the issues such as syllabus, suitability of the textbooks to learners' age, needs and interests, methodology, supplementary materials and physical attributes: layout, visuals, durability and cost-effectiveness of the textbook. Furthermore, learning-teaching content, the other main part of the checklist, has some criteria related to vocabulary, grammar, pronunciation, exercises and language skills in addition to general features: situations in dialogues, literary language of the course book, cultural sensitivities and presentation of tasks. Mukundan et al. (2011) state the process of developing their checklist. In this process, previous checklists are reviewed before preparing the checklist. Then, a list of evaluative criteria is created. After that, the list is developed by adding some items under categories. As the last step, a five-point scale is added to the checklist. According to Mukundan et al., this checklist can be carried out in pre-use, whilst-use and post-use evaluations. Furthermore, they state that the checklist, prepared by them, provides valuable and informative data for designers, teachers and material developers.

Demir and Ertaş (2014) develops a checklist for ELT coursebook evaluation. In their studies, both borrowed items from other checklists and accompanied items are utilized. The checklist provides fifty-six checking items under four main categories: subject and content, skills and sub-skills, layout and physical make-up, practical considerations. The first consideration, subject and content, concerns whether the content is interesting, challenging, motivating and understandable for learners who have different learning styles and strategies. The second part includes questions about

vocabulary, grammar and pronunciation in addition to four main language skills: listening, reading, writing and speaking. Each part has specialized questions about the related skills. Over here, twenty-three questions provide a detailed investigation about skills and sub-skills. Other main category is layout and physical make-up which includes several checking items related to quality of printing, size and weight of the textbook, illustrations, pictures, diagrams, design and organization of the course book. The last part is practical considerations that concerns whether the textbook is accessible and affordable. Furthermore, this part concerns whether the book supports supplementary materials or caters for different language strategies. Evaluators can mark the items with two options: yes/no. Therefore, they can see the results of the preferences of the users easily. All in all, Demir and Ertaş believe that this checklist provides an alternative for the evaluators and researchers of ELT department. Furthermore, in their view, quantitative checklists should be supported by open-ended interviews and the comments of users.

In addition to these studies, some other scholars suggest criteria for textbook evaluation and selection as well. First of all, Hutchinson and Waters (1987) state that four main criteria: audience, aims, content and methodology can be basement of a qualified textbook evaluation. Therefore, the evaluators should take these criteria into consideration while evaluating. Like Hutchinson and Waters, Tomlinson (2003) claims some criteria for material evaluation. According to him, validity and reliability of materials, contributions of materials into short-term and long-term learning, perceptions of both learners and teachers, appropriateness of materials for the requirements and needs, flexibility and credibility of the materials should be concerned while carrying out a materials evaluation. Furthermore, McDonough and Shaw (1993) present some criteria for materials evaluation. According to the researchers, availability and visuality of the materials, layout and presentation, cultural and social considerations, achievement types, vocabulary teaching should be included as main criteria in evaluation forms or checklists. Also, Littlejohn and Windeatt (1989) argue this issue. According to the researchers, psychological and cognitive criteria should be included in evaluation forms or checklists in addition to general features. They maintain that learners' personality and cognitive processes should be examined. Lastly, Ansary and Babai (2002) do a scientific study on reviews of checklists and textbook reviews; consequently, they present universal criteria of EFL/ESL textbooks. According to this study, approaches of language learning, content presentation, physical make-up and

administrative concerns can be called fundamental features of textbook evaluation. In this regard, evaluators, materials developers, teachers and publishers can examine these features in their studies.

When analyzing samples of textbook evaluation instruments, it is realized that they cater for the necessities of the time. The features pointed out by the experts, actually represent the learning and teaching necessities of their times. Therefore, researchers can also acquire data about linguistic developments and theories within the process. In this regard, Garinger (2001) points out that scholars reflect their concerns by selecting the features to put in their data collection instruments; similarly, teachers also reflect their concerns and priorities by selecting the checklist or evaluation form. In that case, it is realized that all stakeholders reflect their sensitivities by their choices.

Detailed checklists and evaluation forms generally include common characteristics such as cover page, layout, organization, content, objectives, methods, functions, skills, activities and language components like grammar, vocabulary, pronunciation. However, they can use different headings or categorizations. For instance, Cunningsworth (1995) collects all skills under one heading named skills whereas Williams (1983) examines each skill separately in his checklist. Also, Skierso (1991) examines cost-effectiveness of materials in the section of 'bibliographical data' while Cunningsworth (1995) puts it under the heading of 'practical considerations'. As a consequence of criteria and scholars' studies, Ansary and Babai (2002) state, evaluators and scholars may differentiate checklists and other instruments in next generations since needs and requirements can also change. In their view, many prominent evaluation instruments may diminish completely and new approaches can be offered in a quite different perspective.

2.8. Research Studies on Textbook Evaluation

Litz (2005) conducts comprehensive study including users' views to evaluate textbook called *English Firsthand 2* which is used for undergraduate science students at University of Sung Kyun Kwan. He collects the data from eight instructors and five hundred students through questionnaires. The questionnaire is designed to evaluate textbook in terms of language type, content, language skills, practical considerations, layout and design, social and cultural considerations. Apart from the questionnaire, he also conducts a needs analysis for students. The results and findings obtained shows that the textbook is attractive in terms of physical considerations, language skills and

activities. However, the shortcomings are also stated; in this case, the issues related to the lack of authenticity and overwhelmed activities with repetitions are criticized. At the end of the study, Litz provides suggestions to the author. In this case, according to Litz, cooperative learning strategies should be implemented and activities should lead learners to negotiate in meaningful practices.

Tok (2010) carries out a textbook evaluation in order to investigate effectiveness of *Spot On* which is used for 8th grades students in Turkey. This case study is carried out with 46 English teachers in Malatya and Adıyaman. The course book is evaluated in terms of activities, tasks, layout and design, language type, skills, subject, content and whole aspects: appropriateness for the institution, contributions to the further studies. A five-point likert scale is used for the evaluation. The results of the study reveal that *Spot On* is effective in terms of guidance, balance of activities, integration of language skills, varieties of content and subject. However, the textbook is found ineffective for some issues. In this regard, layout and design are not favored by the evaluators. In addition to that, the results reveal that practices are not meaningful and motivating for them. As a consequence, Tok points out that "the negative attributes far out-weighed the positive characteristics" (p.516). Furthermore, he suggests the author to organize and adopt the textbook in a communicative way.

Tomlinson, Dat, Masuhara and Rubdy (2001) also conduct a comprehensive study including evaluations of eight coursebooks published in UK. The books, *Clockwise*, *Cutting Edge*, *Inside Out*, *Language in Use*, *Landmark*, *Reward*, *True to Life*, *Wavelength*, are evaluated by the authors of the study, that is, Tomlinson et al. (2001) agree on the criteria, then each author evaluates the textbooks independently. In this regard, they write evaluative comments for each criterion, additionally, they use a five point likert scale to grade the course. While evaluating the book, they use both overall criteria such as flexibility, syllabus, approach, content, etc. and specific criteria such as appearance, design, reading texts. Consequently, each textbook is analyzed by its positive and negative sides, and each one is scored by the percentile. For instance, the authors give *Wavelength* an average score of 70%. By looking through these results and comments, the books -*Language in Use*, *Landmark* and *Wavelength*- are recommended by the researchers. Similarly, the books –*Clockwise*, *True to Life* are criticized. All in all, Tomlinson et al. accepts that the results are inevitably subjective even though they make an effort to compensate for it by putting together different authors who have different cultures and backgrounds. Furthermore, they present a list of positive and

negative tendencies to textbooks. According to the researchers, better quality of teachers' book and workbook, the attempts of engaging learners in the lesson and a move towards providing more audio components can be stated for the positive trends. Controversially, the density of grammatical items, neglecting of reading and writing activities and exercises which do not cater for cognitive and behavioral processes can be pointed out for negative tendencies.

Şimşek and Dündar (2016) carry out a textbook evaluation in order to investigate effectiveness of the book titled *Sunshine 7* which is used for 7th grade students in state schools. The main purpose of the study is to identify weaknesses and strengths of the book and define course book's role in educational settings. Data are collected through survey questions administered to 396 7th graders and 85 English teachers from different locations in Mersin. Furthermore, content analysis is performed to examine survey questions. The results of the study reveal that the textbook is effective to some extent in relation to topic choices, content and reading texts. However, to a large extent, the textbook is not effective due to limited activities, vocabulary overload and inappropriate exercises for students' level. Moreover, the study reveals that the course book is not a used as a main source of input in the classes. Teachers use some paper-based materials to teach grammar; therefore, their students can get high scores on state examinations. For students, they prefer more visuals, entertaining activities and more cultural components of other countries.

Kırkgöz (2009) conducts a study involving evaluation of three textbooks: *Texture*, *Trip 1* and *Time for English* which are used for 4th grade classes in primary schools. The textbooks are evaluated by criteria in relation to content, layout and design, subject, methodology, skills and overall. This case study is carried out with English teachers and students in state schools. Data collection instruments involve questionnaire and interviews. The questionnaire is held with 406 students and 46 teachers who use different textbooks in the classes; that is, eight of teachers use *Trip1,* 26 of them uses *Time for English* and 12 of them uses *Texture*. Furthermore, an interview is conducted with 61 teachers and 160 students. The results obtained through questionnaire reveals that *Trip 1* is most favored textbook among three textbooks in terms of meeting the criteria. The findings of the interview with students reveal that students like learning English with pictures, songs and games in the books. Also, they use English for greeting and asking questions in real life. On the other hand, the results of the data collected through interview with teachers reveal that teachers have a positive attitude towards all

three textbooks since they believe that the textbooks meet the requirements of curriculum objectives. Also, they believe that these three textbooks improve student engagement. Therefore, students can learn English at the desired level with the help of these textbooks.

Tekir and Arikan (2007) carry out a textbook evaluation study in order to assess the effectiveness of *Let's Speak English 7* which is used for 7th graders. The case study investigates the views of students and teachers, and compares student's and teachers' responses. Furthermore, the shortcomings of the textbook and the ways to supplement the materials are investigated. The subjects of the study are 50 English teachers and 80 7th graders. The teachers work in different schools in Ankara whereas all the students, participating in evaluation, study at one school named Vildan Nurettin Demirer Primary School. The data is collected through questionnaire which is designed for teachers and students. Both questionnaires aim to evaluate the book in relation to physical appearance, vocabulary and structure, subject matter, exercises and activities. Apart from these criteria, teachers' questionnaire includes a part of aims and goals as well. The results of the study reveal that both teachers and students have negative views towards the book. In a special case, the results indicate that linguistic items do not contribute to actual communication. Furthermore, critical thinking activities, role-plays and information gap tasks are not included adequately. Apart from the findings, the researchers also present suggestions for the author or designers of the textbook. According to Tekir and Arikan, needs analysis should be carried out before designing a course book. Next, topics and activities should provide a variable content. Furthermore, the textbook should enable each student to attain personal or academic development.

Dülger (2016) conducts a study which investigates the effectiveness of EFL coursebooks on teachers' views. This case study is different from other evaluations due to the fact that the researcher does not specify the coursebook to be evaluated. That is, subjects of the study evaluate the book whatever they use in the class. In a special case, the coursebook used for the primary schools is different from the book which is offered to the high schools. Therefore, the researcher aims to get a general data about the coursebooks used in institutions. The study is carried out with 118 English teachers from primary, secondary and high schools in Düzce. The data is collected through questionnaire which includes two main sections with 38 checking items. For the first section, general attributes include criteria in relation to syllabus, methodology, appropriateness for learner's needs and requirements, physical attributes and

supplementary materials. For the other section, the criteria for listening, reading, writing, speaking, vocabulary, grammar, pronunciation, exercises and general features of learning/teaching content are included. The results of the study reveal that EFL coursebooks do not satisfy participants in terms of language skills and language areas. Furthermore, the researcher states that the participants do not feel a sense of sympathy through the textbooks which are evaluated. In this regard, he points out that realizing from the results, teachers view the books neither excellent nor appealing.

Sarıçoban and Can (2012) conducted a study which involves an evaluation and comparison between local and international English textbooks in terms of aims and methodology. The purpose of the study is emphasized as specifying differences between local coursebooks and international textbooks for 9th grades. This study is carried out in Ankara with 15 English teachers from high schools. The data collection instrument of the study is a checklist with a scale presenting three options from 'never' to 'always'. As a foreign English coursebook; *Real Life, New Streetwise, New Headway, Enterprise, Hotline, Up Beat, New English Files, Solutions, Upstream* and as a local English coursebook; *New Bridge to Success* and *Breeze* are evaluated. At the end of the study, the results reveal that local and foreign coursebooks are close to each other in terms of aims. However, for methodology and activities, the same case is not pointed out. In this regard, foreign coursebooks seem to be much better than local ones as meeting the needs in relation to methodology. The researchers also suggest some issues for all stakeholders. According to Sarıçoban and Can, this study can be used as a guideline by teachers, researchers, textbook designers and students. Furthermore, they state that textbooks should be designed in a process-oriented way. Besides, they maintain that textbooks should promote students to use language for problem-solving and they should provide a variable content to contribute student's academic and intellectual knowledge. Similarly, the activities should help students develop their communicative competence as allowing them to use the language creatively. For assessment, Sarıçoban and Can suggest an on-going evaluation. In this case, teachers can use quizzes or mid-terms to test their students' knowledge.

Aytuğ (2007) carried out a textbook evaluation which investigated effectiveness of the textbook titled *New Bridge to Success* used for 9th grades. The subjects of the study are 60 English teachers who work in Anatolian High Schools in Ankara. The data is collected through questionnaire and interview. The questionnaire is conducted with 60 English teachers and 12 of them are also interviewed. This evaluation is carried out on

the basis of the criteria namely; content, physical appearance and format, supplementary materials and additional comments and suggestions. In this case, priorities and suggestions of the participants are identified. The results of the study reveal that teachers believe that cover of the textbook does not seem to be appealing for their students. Furthermore, the book does not satisfy the needs in terms of reflecting target culture. Also, the textbook is emphasized as inefficient in relation to speaking parts. In this regard, teachers do not believe that *New Bridge to Success* contributes to communicative competence. Lastly, the workbook is found desirable as a supplementary material.

Yildirim (2006) conducted a comprehensive study which is a part of project supported by MONE. The purpose of the study is to investigate the perceptions of high school teachers and students towards the history textbooks used in the classes. The study is carried out as a part of a project which lasts for three years. Therefore, it seems to be comprehensive and informative for all stakeholders. Apart from the evaluation of history textbooks, the study contributes to social sciences in terms of planning of curriculum, designing of materials and administering processes of learning and teaching. The data is collected through two separate questionnaires and interview. As emphasized over here, the researcher conducts two questionnaires for teachers and students separately. The criteria of the questionnaire conducted with teachers are physical appearance, language, content, learning and teaching aids, guidance for teachers and impacts on students. Also, the other questionnaire investigates some issues related to physical appearance, content, illustrations, flow, impact on students' interests and cognitive processes. The subjects of the study are about 123 history teachers and 414 students from 34 high schools in 23 provinces. The schools are selected from seven geographical regions by MONE. Therefore, the sample can represent the whole population. In the process of conducting questionnaire, an e-mail system is used. In this regard, the researcher sends questionnaires to the one teacher in each school. The questionnaires are administered by the teacher and sent back to the researcher again. After conducting the questionnaire, interview is carried out with a sub-sample group including eight teachers and 44 students from high schools in Ankara. The results of the study reveal that the textbooks do not promote students' engagement. Therefore, they lead students to memorization. Contrarily, Yildirim suggests promoting learners to critical thinking. Furthermore, the participants believe that the history textbooks expose students to information overload. Moreover, the language of the book is found

ineffective; that is, students have difficulty to understand content and reading texts. In addition to shortcomings of textbook, the study provides recommendations of participants to authors and publishers. In this case, they recommend that the textbooks need to be more challenging and appealing for students. Also, they should provide a variety of content and activities which develop cognitive skills.

2.9. Description of the Present Textbook and Curriculum

The textbook titled *Moonlight*, published in 2017, is offered to 8th graders for five years by MONE. The textbook is written on the basis of units, namely; friendship, teen life, cooking, communication, internet, adventures, tourism, chores, science and natural forces. Over here, it is realized that the names of the units are the same with the themes of the curriculum which is published by Turkish Education Board (TEM) for 8th graders.

The textbook consists of similar sections for every unit. In this regard, the units begin with vocabulary part. Students can see matching and gap-filling activities with related words on the unit. After that, language skills are presented in both separate and integrated way. Following this section, a part named fun page takes place in every unit. This part generally includes songs, rhymes, games, cultural representations, etc. aiming both teaching and having a fun. Another part of the units is named as self-check which is a kind of worksheet. Over there, students can have a chance to make a practice on vocabulary and grammar points. For homework and further studies, each unit also has a project part. This part generally suggests further studies for students and collecting all the studies in a portfolio. Last part of the units is a kind of self assessment including four or five questions to check whether to accomplish the objectives for that unit. At the end of the textbook, three parts take place. Firstly, irregular verbs are presented to consolidate forms of the verb such as infinitive, past and past participle. Then, a word list, composed of fundamental words for each unit, is included. Lastly, references take place on the last page of the textbook.

According to the current English Language curriculum for 8th graders, functions, which students will be able to carry out at the end of the course; can change depending on the requirements of the units. However, it can be stated briefly as:

- Accepting and refusing
- Apologizing
- Giving explanations

- Making simple inquiries
- Telling the time, days and dates
- Describing the frequency of actions
- Expressing likes and dislikes
- Expressing preferences
- Stating personal opinions
- Describing simple processes
- Expressing concern and sympathy
- Handling phone conversations
- Talking about plans
- Making excuses
- Making simple requests
- Making simple comparisons
- Talking about daily life
- Talking about past events
- Describing places
- Describing weather
- Expressing feelings
- Expressing obligation
- Making simple suggestions
- Describing actions
- Making predictions about the future

According to current English Language curriculum published by TEM, English language teaching procedure and educational policy is based on the Common European Framework of Reference for Languages (CEFR). According to CEFR, 8th graders are supposed to learn English at stage A2. Therefore, MONE suggests the publishers and authors write English textbooks as taking CEFR into consideration. For English learning model, some issues namely, communicative competence, developing language skills, use of audio and visual materials, motivation for learning, taking a positive attitude towards language learning process, enjoyable learning with games and songs are emphasized in the curriculum. Furthermore, it is suggested to use more than one assessment type. For instance, portfolio, peer and self-evaluation, observation forms and pencil-paper tests can be utilized at the same time.

CHAPTER III

METHODOLOGY

3.1. Introduction

This chapter provides a general overview of the research design, participants, data collection tools and process of data analysis. First, research paradigms underlying this study are explained in relation to the reasons for adopting this paradigm. Then, the research design is described with reference to why mixed- method research design is used. Next, the profile of participants is introduced. Data collection methods and data analysis procedures follow this part. Finally, the chapter focuses on trustworthiness and ethical considerations of the study.

3.2. Research Design

Within the study, mixed methods research design was used to collect both the quantitative and qualitative data. Mixed methods design has gained a huge popularity within the research fields. Several definitions have emerged that incorporate elements of methods, philosophy, methodologies, multiple ways of collecting data and research designs. Firstly, Greene, Caracelli and Graham (1989) define mixed method as combining at least one quantitative and qualitative data. It is also defined as "an approach to knowledge (theory and practice) that attempts to consider multiple viewpoints, perspectives, positions, and standpoints" (Johnson, Onwuegbuzie, Turner 2007, p.113). Similarly, Tashakkori and Teddlie (1998) define it as combination of "qualitative and quantitative approaches in the methodology of a study" (p.ix). Mixed method also helps researchers of social sciences consider the world from different angles. It contributes to innovative considerations and senses besides being used merely as a method. In this regard, according to Greene (2007), it contributes to "multiple ways of seeing and hearing, multiple ways of making sense of the social world, and multiple standpoints on what is important and to be valued and cherished" (p.20). Lastly, Creswell and Plano Clark (2007) define it as:

> Mixed methods is a research design with the philosophical assumptions as well as methods of inquiry. As a methodology, it involves philosophical assumptions that guide the direction of the collection and analysis of data and the mixture of qualitative and quantitative approaches in many phases in the research process. As a method, it focuses on collecting, analyzing, and mixing both quantitative and qualitative data in a single study or series of studies. (p.5)

As it is realized from their definition, mixed method research design is not merely mixing two data. It also has origins from two different approaches, methodologies, epistemologies and worldviews. In the history, there have been many debates surrounding research paradigms and research types: quantitative research and qualitative research. The former is associated with positivist paradigm. In a special case, this paradigm focuses on empirical measurement and determination. According to Johnson and Onwuegbuzie (2004), researchers of this paradigm are called to "eliminate their biases, remain emotionally detached and uninvolved with the objects of study and test or empirically justify their stated hypotheses" (p.14). On the contrary, the latter is associated with constructivist paradigm. In a special case, it focuses on understanding multiple meanings and constructing social or historical phenomenon. In this regard, Johnson and Onwuegbuzie (2004) state that researchers of this paradigm believe in the subjectivity of knower and multiple realities. At this point, with the emergence of mixed methods design; it is emphasized that neither research type is superior to the other. Contrarily, two methodologies are rigorous and they complement each other.

In addition to these major paradigms, Creswell (2003) points out four typical worldviews or knowledge claims to understand the main characteristics of researches. These can be listed as post-positivism, constructivism, advocacy and pragmatism. The pragmatist has been increasingly associated with mixed method research design. Basically, it focuses on using multiple sources or strategies, real-life practices, pluralism and problem-based considerations. This study also has pragmatic philosophy due to the fact that multiple data collection methods and variable sources were used regardless of the use of whether certain qualitative or quantitative methods. The main purpose is to accomplish the research goals by collecting a variety of data.

Many scholars and theorists draw an association between mixed methods and pragmatism. In this respect, Creswell (2003) points out that "for the mixed methods researchers, pragmatism opens the door to multiple methods, different worldviews, and different assumptions, as well as to different forms of data collection and analysis in the mixed methods study" (p.12). Besides, Teddlie and Tashakkori (2009) refer to pragmatism as third methodological movement and paradigm in which qualitative and quantitative approaches are combined. In their words, mixed method researchers are defined as "working primarily within the pragmatist paradigm and interested in both narrative and numeric data and their analyses" (p.4). Similarly, Johnson and Onwuegbuzie (2004) point out that pragmatism is compatible to the mixed method

research design. In this regard, they state that "it offers and immediate and useful middle position philosophically and methodologically; it offers a practical and out-come-orientated method of inquiry that is based on action and leads" (p.17). Besides, they maintain that researchers can answer research questions from diverse perspectives with the help of pragmatism.

3.2.1. Rationale for Adopting Mixed Method Research Design

In this study, the main purpose was to obtain comprehensive and comprehensible data by combining both qualitative and quantitative research methods. Mixed method research design serves this purpose efficiently. In this case, it provides a strong insight by eliminating the weakness of the two methods and utilizes their strengths. Furthermore, both numerical and narrative data was used in this study which is another reason why mixed method is used. The statistical data helps conduct the research to a larger group of participants. Accordingly, the narrative data helps explore the numerical data. After collecting the data, to check the results on both qualitative and quantitative perspective gives a confidence to me. In this case, Niglas (2004) states that mutual confirmation of the two data can improve the validity and reliability of the research. Similarly, Creswell, Fetters and Ivankova (2004) point out that mixed method research ensures rigorous and valid results. Besides, Gorard and Taylor (2004) believe that if the data is collected using various methods, the results may be more persuasive.

The rationale of mixing two methods, research and data is also explained by many scholars and theorists. They believe that mixed methods design has several benefits. Creswell and Plano Clark (2006) have pointed out some benefits of it. First of all, they state that quantitative research is believed to be insufficient in understanding the multiple meanings in a context or setting. Similarly, qualitative research is believed to be insufficient in generalizing the data in large groups of participants. In this case, they express that mixed methods overcome these deficiencies. Secondly, Creswell and Plano Clark (2006) state that mixed methods provide an opportunity for researchers to have relationships among quantitative and qualitative researchers. In his words, "We are social, behavioral, human sciences researchers first, and dividing between quantitative and qualitative only serves to narrow the approaches and collaboration to inquiry" (p.9-10). Lastly, they express that mixed methods research is practical. According to the scholars, researchers feel free to choose any method, instrument or skills to solve a problem. They also mention it as natural. Because, when a participant talks about an

issue, he has no barriers such as just talking about numbers or words. Therefore, both numerical and narrative data can be collected simultaneously and naturally.

Some scholars explain the rationale of mixed methods with research questions. In this regard, Bryman (2006) states that mixed method design helps researchers answer the research questions from diverse perspectives. Besides, he maintains that it also helps researchers study a research problem in a detailed way. Similarly, Lavelle, Vuk and Barber (2013) point out that some research questions require undertaking mixing methods for the need of both quantitative and qualitative dimensions. Furthermore, Creswell and Plano Clark (2006) explain that "Mixed method research helps answer questions that cannot be answered by qualitative and quantitative approaches alone" (p.9).

Some authorities explain why mixed method is necessary for the compatibility of two methods and data. Creswell et al. (2004) express that "qualitative data help explore statistical results from quantitative data, or that quantitative outlier or extreme results can be better understood through qualitative data collection. Quantitative results might also help researchers select qualitative cases" (p.8). Similarly; Fetters, Curry and Creswell (2013) state that "The qualitative data can be used to assess the validity of quantitative findings. Quantitative data can also be used to generate the qualitative sample or explain findings from the qualitative data" (p.2). Furthermore, Greene et al. (1989) point out that the results of quantitative method may trigger further researches in qualitative methods. Besides, the results of qualitative method may lead further studies with quantitative methods. Therefore, combination of qualitative and quantitative methods may support to conduct more comprehensive studies.

Greene et al. (1989) also point out five main purposes for mixing research methods. These items also explain general benefits of mixed methods research. These include "triangulation, complementarity, development, initiation and expansion" (p.259). Within the explanation of these purposes, it is realized that mixed methods research is effective in mutual corroboration, enhancement of results, overcoming paradoxes, extending a depth of a research and using one method to inform others.

As a consequence, Johnson (2009) points out that "Mixed methods research provides an antidualistic and syncretic philosophy and set of approaches or possibilities for merging insights from diverse perspectives; its working goal is to provide pragmatic, ethical solutions to local and societal problems" (p.449). As Johnson states, mixed method may have a responsibility of focusing on social and local problems as

well. Maybe; for that reason, mixed methods is associated with pragmatism and problem-centered approaches. In this regard, Dörnyei (2007) claims that mixed methods can reach to larger audiences; the researchers can use this power to solve the problems and announce it to the public and academic environments.

Apart from benefits, mixed methods design has some limitations. According to Creswell and Plano Clark (2007), it requires more perseverance, skills, time and resources than qualitative and quantitative research alone. In this case, they claim that mixed method researcher should have experience and knowledge of both quantitative and qualitative methods. Besides, they believe that it requires a good planning to allocate sufficient time for two types of data and sources. Similarly, Halcomb and Andrew (2009) point out that if there is no integration plan, collecting both quantitative and qualitative data may become an issue of complexity. In spite of these limitations, if researchers intend to reach comprehensive data; mixed method design provides several possibilities and opportunities for them.

3.2.2. Mixed Method Designs

Several mixed method designs have been explained by scholars. Before choosing a mixed method type, some considerations are expressed in order to choose a mixed method design. According to Creswell (2009), four main considerations influence the design of a mixed method research. These include timing, weighting, mixing and theoretical perspectives. For the timing factor, researchers should decide on phases of data collection either sequentially or concurrently. Also, the researcher should decide on which data type would be collected first. As a second factor; weighting is related to give a priority to quantitative or qualitative research or weighting may be equal between these two research types. The third consideration, mixing is about how the data are mixed: integrating, connecting or embedding. The last one is about how theoretical perspective or philosophy influences the research. The relationship between the research and theory may be explicit or implicit. In addition to these factors, Halcomb and Hickman (2015) maintain that researchers should have knowledge about the rationale of using mixed methods, theoretical background of research design and the skills required for implementing methods. Furthermore; according to Creswell and Plano Clark (2007), available resources and stakeholders have a great importance in deciding research designs. Furthermore; Bryman (1988) points out that it is significant for guidelines to explore how, when and why different methods can be combined. As a consequence,

Creswell, Plano Clark, Gutmann and Hanson (2003) point out that features and characteristics of mixed method designs should be explored. In this regard, when the literature is examined, it is realized that many scholars express many types of mixed methods designs in several fields such as educational research, health, social and behavioral sciences, communication and language sciences, family sciences, evaluation, sociology, information systems and political science (e.g. Creswell et al., 2003; Greene et al., 1989; Greene & Caracelli, 1997; Morgan, 1998; Morse, 1991; Patton, 2002; Sandelowski, 2000; Tashakkori & Teddlie, 1998). In this study, Creswell et al. (2003)'s classification is examined as it can be seen in Figure 2 and Figure 3. Among these designs, sequential explanatory design was used in the study, which is "the collection and analysis of quantitative data in a first phase of research followed by the collection and analysis of qualitative data in a second phase that builds on the results of the initial quantitative results" (Creswell, 2009, p.211). Besides, Creswell et al. (2003) characterize sequential explanatory design as "the most straightforward of the six major mixed method designs" (p.215).

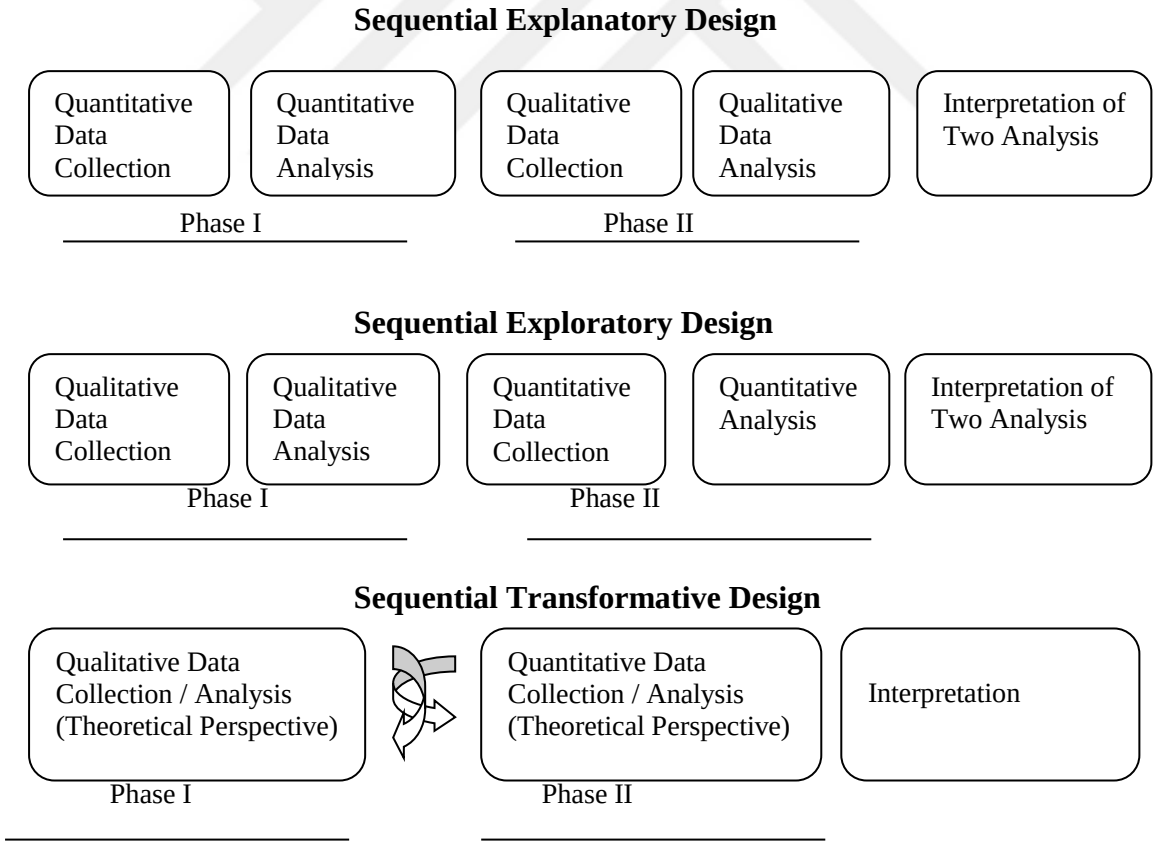


Figure 2. Sequential designs
Source: Adapted from Creswell et al., 2003

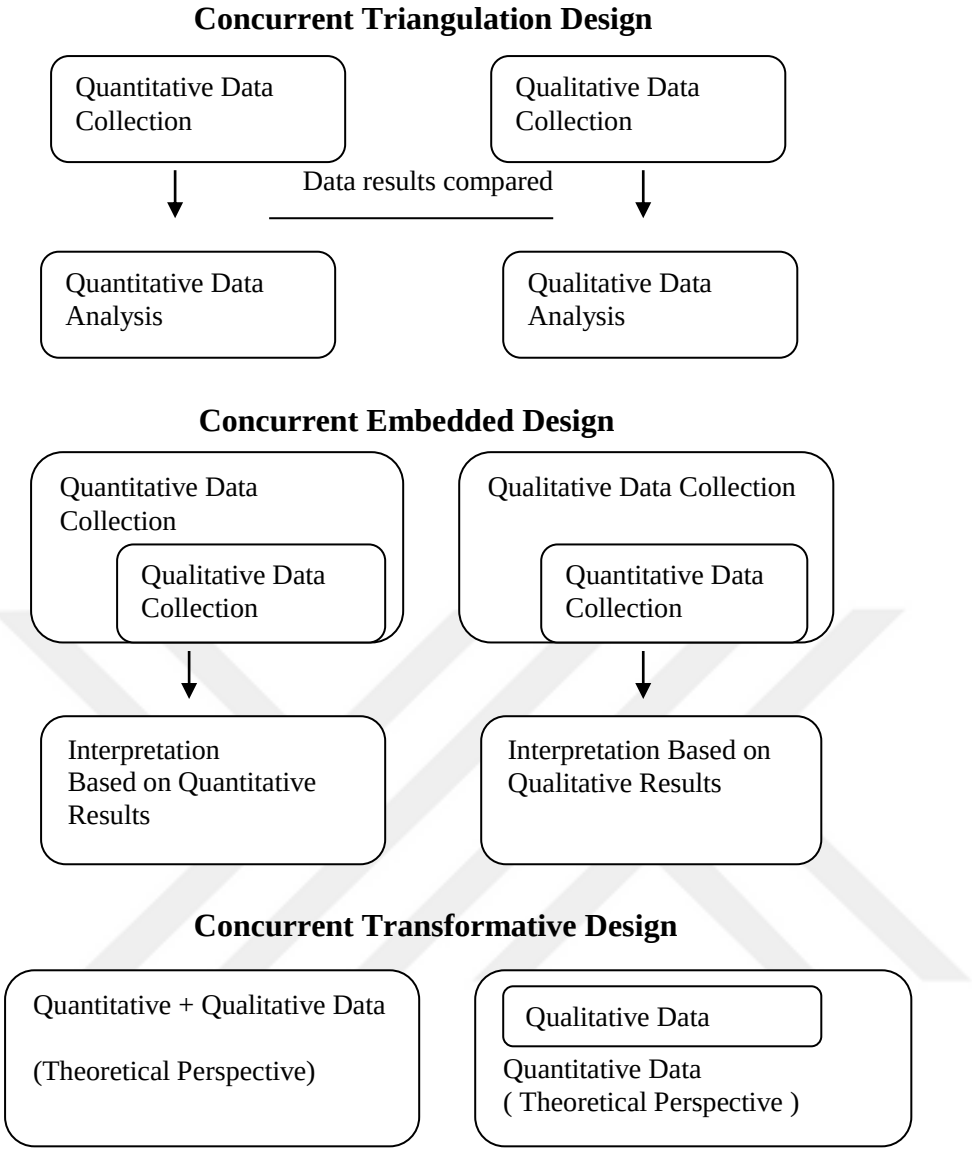


Figure 3. Concurrent designs
Source: Adapted from Creswell et al., 2003

3.3. Sample Selection

Sampling is defined as "principles and procedures used to identify, choose and gain access to relevant units which will be used for data generation by any method" (Mason, 1996, p.83). Many sampling designs are described by scholars and researchers. According to Onwuegbuzie and Collins (2007), sampling designs include two main components: sampling scheme and size. In a special case, sampling scheme provides strategies to select participants while sample size is about the number of participants. The researchers take these issues into consideration while selecting a sampling design.

Four main sampling procedures can be expressed in the literature, namely; purposive sampling, probability sampling, convenience sampling and mixed methods

sampling. In Maxwell's (1997) definition, purposive sampling is expressed in these sentences "particular settings, persons, or events are deliberately selected for the important information they can provide that cannot be gotten as well from other choices" (p.87).

Probability sampling is generally described with statistical inferences. Tashakkori and Teddlie (2003) define it as "selecting a relatively large number of units from a population, or specific subgroups (strata) of a population, in a random manner where the probability of inclusion for every member of the population is determinable" (p.713). While probability sampling is associated with quantitative research, purposive sampling is associated with qualitative research.

Some scholars like Sandelowski (2000) point out that both purposeful and probability sampling can be used in order to enhance understanding of narrative data and use the opportunity of generalizable statistical data. Over here, Teddlie and Tashakkori (2009) point out five main types of mixed methods sampling strategies: "basic mixed method sampling strategies, sequential mixed method sampling, parallel mixed method sampling, multilevel mixed method sampling, using multiple mixed method sampling" (p.185). In this study, sequential mixed method sampling was used. In Graff's (2014) view, "using sequential mixed method sampling, researchers select units of analysis (e.g. participants) by using probability and purposive sampling strategies, one after another" (p.56). Probability sampling was used in quantitative phase. In this phase, secondary schools were selected randomly. The sample selection was carried out before the study began as Teddlie and Tashakkori (2009) states that decision about the sample selection of probability sampling is before the study. Besides, this case helped me reach an adequate size for the research. About 65 English teachers and 300 students were conducted by checklist. Then purposive sampling was used. In this procedure, a sample of the whole population was selected purposively. By this way, conducting a small number of participants helped me to reach a greater understanding of the issue. About 15 English teachers were conducted by semi-controlled interview. Furthermore, 10 English teachers were conducted through focus-group interviews. In this case, the population of the school and willingness of teachers help the researcher decide selecting the participants. In this case, the selection was also carried out purposively. By this way, qualitative sampling was conducted to obtain depth information to answer the specific research questions. As a consequence, both probability and purposive sampling ensures external validity and transferability.

3.4. Setting and Participants

3.4.1. The Research Site

The study was conducted in several secondary schools (8th grades) from five districts of Adana; namely, Seyhan, Ceyhan, Çukurova, Yüreğir and Sarıçam. All the schools were state schools and necessary permissions for the study were released from both each headship and the provincial directorate of national education. The education strategies and policies of the schools were in control of Ministry of National Education.

3.4.2. Teacher Participants

The checklist was conducted with 65 English language teachers, all of whom were teaching 8th graders in state schools. Table 1 gives a detailed account of participants in terms of gender, age groups, teaching experience and educational status. Over here, the age groups were determined with regard to the researcher's novice experiences and observation in educational settings. Besides, age groups are examined in the related studies (Tekir & Arikan, 2007; Tok, 2010).

Table 1
English Language Teachers' Profile: Checklist Group

	Number	**Percentage**
Gender		
Male	17	26.16
Female	48	73.84
Age Groups		
Below 25	3	4.61
25-30	23	35.38
31-35	26	40
36-40	6	9.23
Above 40	7	10.78
Teaching Experience		
1-4	15	23.07
5-9	25	38.46
10-14	17	26.15
15-19	5	7.69
Above 20	3	4.63
Educational status		
Bachelor degree (BA)	53	81.53
Master degree (MA)	10	15.38
Doctor's degree (Ph.D)	2	3.09

The interview was conducted with 15 English language teachers. In this case, the participants who were interested in the research were selected; therefore, they were eager to talk about educational issues and topic of the research. Besides, the percentage

of the participant's gender was closer than the checklist's. Table 2 gives detailed information about the participants who were interviewed.

Table 2
English Language Teachers' Profile: Interviewees

	Number	**Percentage**
Gender		
Male	7	46.66
Female	8	53.34
Age Groups		
Below 25	4	26.66
25-30	4	26.66
31-35	3	20
36-40	2	13.33
Above 40	2	13.33
Teaching Experience		
1-4	3	20
5-9	4	26.66
10-14	4	26.66
15-19	2	13.33
Above 20	2	13.33
Educational status		
Bachelor degree (BA)	11	73.33
Master degree (MA)	3	20
Doctor's degree (Ph.D)	1	6.67

The focus-group interview was conducted with 10 English language teachers in two different secondary schools from Sarıçam and Ceyhan. Two groups of teachers were selected purposively. Each group of teachers was working in the same school. Table 3 presents detailed information about the participants who took part in focus-group interviews.

Table 3
English Language Teachers' Profile: Focus-Group Interviewees

	Number	**Percentage**
Gender		
Male	4	40
Female	6	60
Age groups		
Below 25	2	20
25-30	4	40
31-35	2	20
36-40	2	20
Above 40		
Teaching Experience		
1-4	2	20
5-9	4	40
10-14	2	20

15-19	1	10
15-20	1	10

3.4.3. Student Participants

Three hundred 8th graders participated in the data collection method: checklist. As it was mentioned in sampling part, participants were selected from 8th graders. The reason behind was that they could express their feelings and opinions comfortably. They were experienced when they were compared to other grades in elementary schools. Besides, they were about to graduate from the school; therefore, they could look back on their experiences in English learning and materials easily. Since they were preparing for the student placement examinations for high schools, they could analyze the course book rigorously. Table 4 gives an account of student participants in terms of gender and age groups. Like in teachers' checklist, age groups were determined with regard to the researcher's experiences and observation in educational settings. Besides, age groups are examined in related studies (Tekir & Arikan, 2007; Tok, 2010). Also, the profile of participants in this study is examined in the pilot study. The findings of the related studies and the pilot study were compared. By this way, similar age-groups were used in the present study.

Table 4
English Language Students' Profile: Checklist Group

	Number	Percentage
Gender		
Male	140	46,67
Female	160	53.33
Age Groups		
13	68	22.67
14	182	60.67
15	50	16.66

According to the findings of the first part of checklist: background information, 68% of the participants stated that they liked English courses. Besides, 45% of the participants believed that they studied English to be successful in student placement examinations and %30 of the participants noted that they wanted to learn English to speak with people from other countries. 65% of the participants noted that their English marks were between 55 and 70 on the report card.

According to 8th graders' curriculum (2013) published by Ministry of National Education, the level of student participants was A2 in accordance with Common

European Framework. Their coursebooks are designed in theme-based approach and their educational activities are supposed to surround on listening and speaking skills primarily, then reading and writing skills are developed.

3.5. Data Collection Tools

In this research, three types of data collection tools were used: checklist, semi-structured interviews and focus-group interviews. In the quantitative data collection part, checklist and semi-structured questions were conducted with both English language teachers and students. For qualitative data collection, semi-structured interviews and focus group interviews were used to explore the issues and supply rich data. In this regard, Tomlinson (1998) suggests that quantitative checklists should be accompanied with interviews and users' subjective comments. In the following sections, data collection tools will be described in detail.

3.5.1. Checklist

Checklists are defined as data collection instruments to help stakeholders to evaluate language materials, like textbook. They are among the most commonly used instrument in textbook evaluation. Most scholars of the field suggest using checklist (e.g. Byrd & Celce-Murcia, 2001; Cunningsworth, 1995; Daoud & Celce-Murcia, 1979; Ellis, 1997; McGrath, 2002; Mukundan et al., 2011; Sheldon, 1988; Skierso, 1991; Tomlinson, 2003; Tucker, 1975; Ur, 1996; Williams, 1983). Using checklist is also expressed as one of the most prominent methods for evaluating textbooks.

Checklists provide systematic, economical way to obtain explicit and comprehensive data (e.g. Cunningsworth, 1995; McGrath, 2002). Besides, Karamoozian and Riazi (2008) point out that checklists provide a common framework for researchers since they include main and sub-categorizations. Moreover, Skierso (1991) maintains that using checklist help match up with the objectives of syllabuses and the needs of educational settings. In this regard, Mukundan and Ahour (2010) also express their views as:

> … we see the essential role of the checklists as wanting to enquire about the comparability between the coursebook and the teachers' skills, abilities, their own theories and beliefs towards learning and teaching, and the extent to which the coursebook guides them and encourages their creativity and flexibility in adding, deleting, changing the tasks and exploiting the content" (p.346).

This study used checklists in which both quantitative and qualitative components were included. Structured questions and rating scale were used to obtain quantitative

data while open-ended questions were used to enhance qualitative data. The checklists used in the study were adapted from several prominent checklists (e.g. Breen & Candlin, 1987; Cunningsworth, 1995; Çakıt, 2006; Daoud & Celce-Murcia, 1979; Litz, 2002; Miekley, 2005; Mukundan, 2012; Sarıçoban & Can, 2012; Sheldon, 1998; Ur, 1996). Some items found significant were added from the available checklists while others were adapted in consideration of learners and teachers. In this case, Mukundan and Ahour (2010) support that checking items can be customized in order to provide flexibility for data collection process. Besides, White (2001) points out that "…any checklist requires adaptation before being submitted to the personal requirements of individual teachers" (p.5). Furthermore, Cunningsworth (1995) believes that checklists should be modified according to personal circumstances.

A pilot study was conducted with 10 teachers and 82 8^{th} graders. The checklists were examined by two experts. Considering the Cronbach's alpha score of 0.82 in teachers' checklist and in 0.85 in students' checklists, some items were redesigned to obtain more reliable and valid data. The questions of teachers' checklist were designed under main categorizations to provide convenience in following sections. The questions of students' checklist were designed in Turkish in order to avoid misunderstanding in answering the questions. Besides, the questions of both checklists were designed from simple to complex. The researcher informed the participants about the study and ensured that the information of the participants would be kept confidential and used only for research purposes.

The checklist consisted of two main parts. The first part included items to have personal information of participants such as gender, age, experience of teaching and educational status. The checklist designed for students included additional questions like attitude towards English, reasons for learning English and school success. The second part included six main criteria with sub-questions: layout and design, aims and objectives, subject and content, methodology and activities, language skills, language components and general attributes. In this part, teachers' checklist included 49 questions while students' checklist included 25 questions. Forty-seven questions of teachers' checklist were structured and two were open-ended questions; similarly, twenty-four questions of students' checklist were structured and one was open-ended question. Five points likert scale was used which ranged from excellent, good, fair, weak to totally lacking. In this respect, Tomlinson (2003) points out that the quantitative questions can be analyzed in a reliable way. Besides, the rating scale served

the purposes of research questions since all research questions of the study investigated to what extent the textbook was effective in several considerations. The last question of the checklist was designed to investigate participants' general views on the issue; therefore, the quantitative data was explored with qualitative data. As a consequence, internal consistency reliability of the checklist items was examined and problematic questions were revised. The checklists used in the research are inserted into appendix A and B.

3.5.2. Semi-Structured Interviews

Interview is widely used as a qualitative data collection tool in data collection procedures. Cannel and Kahn (1968) define it as "a two-person conversation initiated by the interviewer for the specific purpose of obtaining research-relevant information, and focused by him on content specified by research objectives of systematic description, prediction, or explanation" (as cited in Cohen, Manion & Morrison, 2011, p.411). According to Blaxter, Hughes and Tight (2006); interview is not merely data collection tool, it is a natural way of conversation in various settings as well.

Semi-structured interviews were conducted with English language teachers in order to obtain comprehensive and qualified data. In Gill, Stewart, Treasure and Chadwick's (2008) view, "semi-structured interviews consist of several key questions that help to define the areas to be explored, but also allows the interviewer or interviewee to diverge in order to pursue an idea or response in more detail" (p.291). Besides, they maintain that interviews provide rich data about beliefs, experiences and attitudes towards an issue. Similarly, Kajornboon (2004) believes that conducting semi-structured interview provides freer circumstances than conducting structured interview. Besides, it also helps the researchers feel secured because of following a guideline. That is, the researcher is free enough to explore any issue and ask additional questions; at the same time, he has a sense of order avoiding unplanned encounters and time-wasting. Unlike checklist, the interview also provided an opportunity to clarify the questions when the participant misunderstood. Therefore, the compatibility of data obtained by checklist and interview was ensured to reach comprehensive and comprehensible data.

The interview questions were designed in accordance with the same criteria of the checklist; namely, subject and content, aims and objectives, design and layout, language skills, language components and general attributes. In addition to these issues, culture and time management were also investigated. Before the interview, all participants were

informed about the study and given assurance about the confidentiality and ethical considerations based on the interview protocol, the interview started with easy questions which could be answered easily by all the participants. And other questions were designed in this order. At the end of the interviews, feedbacks about the conversation were taken, which provided an opportunity to express their general thoughts about the procedure and issue. In this regard, Talmy (2010) points out that there should be a chance for interviewee to bring up their comments and questions about the study at the end of the interview.

3.5.3. Focus- Group Interviews

Focus-group interview is one of the most widely used data collection tools which provide rich data about participants' beliefs, views and attitudes. It is basically defined as "a research technique that collects data through group interaction on a topic determined by the researcher" (Morgan, 1997, p.6). According to Lederman (1990), this technique includes a purposive sampling of specific participants who are supposed to focus on a given topic. In this study, participants were selected in the same schools so that participants might express their views easily. In this regard, Krueger and Casey (2000) state that focus-groups interviews can have similarities to the natural conversation since participants can influence each other like in real life. Furthermore, Morgan and Krueger (1993) maintain that group discussion is necessary to explore the ideas and examine the research problems. For these reasons, participants were selected purposively.

Focus-group interviews have both strengths and limitations like all methodologies and techniques. Gorman and Clayton (2005) identify some advantages of this data collection instrument. They believe that focus group interview provides an opportunity to realize the feedback immediately. Therefore, the researcher or moderator can clarify the issue or explore the problem. Besides, he can obtain valuable non-verbal data of participants like facial expressions, gestures and mimes. Berg (2007) points out that this method allows the participants to generate an idea collectively as expressing their priorities, perspectives and experiences. Similarly, Kitzinger (1995) believes that this instrument helps the researchers find out the reasons of participants' pattern of thinking. Patton (2002) states that focus-groups interviews provide enjoyable circumstances in which both researcher and participant learn from each other. Besides, he argues that participants can have a chance to check their ideas and viewpoints on the issue. Morgan

(1997) believes that focus group interviews can be used to clarify findings of other methods used in the research. Lastly, Krueger (1994) points out three strengths of this method. Firstly, he states that high face validity is ensured through this method. Then he points out that this method is an easy and quick way to obtain rich qualitative data in addition to having low cost.

Two groups of teachers were included in this part and each of them was conducted focus group interviews in different districts and times. The questions were designed in accordance with items of checklists and individual interviews. Teachers were informed about the issue and outline of the procedure. They were excited and responsive during the interviewing process. The durations of the interviews were 38 and 40 minutes. During the process, the questions were asked one by one, the participants answered them. At the same time, they commented on each other's opinions. They were generally energetic and compatible, which helped the moderate the process easily. The focus group interview contributed to self-development of both the researcher and participants. The questions are presented in appendix D.

3.6. Data Collection Procedure

In this research, both quantitative and qualitative data were obtained through checklists, interviews and focus-group interviews. I conducted the checklist with English language teachers who agreed to answer the questions. They were informed about the purpose and procedure of the study. The checklist was handed to teachers in paper and pencil format, and they returned the checklists after a week. Then, the second checklist was conducted with 8th graders. Since their questions are simple and designed in their mother tongue; they answered quickly and returned them within the same day.

The second phase of the data collection was the procedure of conducting semi-structured interviews with English language teachers. The interview was conducted with the volunteers of the first part. Before the beginning of the interview, the purpose and ethical issues were reminded. For each interview, the researcher asked the predetermined questions and allowed the participants to explore their views. When the interviewee asked to speak in mother tongue to clarify issues, they were allowed as well. During the interviewing, the researcher took some notes; furthermore, the interviews were audio recorded.

After two sessions, the researcher had knowledge about teachers' attitudes and towards the study. The volunteers were invited to participate in focus group interview.

Before this phase, the researcher explained the procedures of focus-group interviews since most of the teachers stated that it was the first time for them to conduct a focus-group interview. After warm-up questions, they stated that they weren't stressed. Besides, they were allowed to speak in their mother tongue to clarify some issues. That's why confidentiality and convenience were ensured. There were two focus groups in total and both of them were held on different days. Both of them were audio recorded. Member checking was conducted in order to verify to transcribe data obtained from both semi-structured and focus group interviews.

3.7. Data Analysis Procedure

The quantitative data generated from the checklists were analyzed through the most common tool: Statistical Package for Social Sciences (SPSS). SPSS, edition 24.0 was used to perform quantitative data analyses. Descriptive statistics are used to organize participant's responses in a convenient and meaningful way. Babbie (2008) states that quantitative methods are effective in generating a large amount of data on the basis of statistics. The analysis was conducted in accordance with the main categories of the checklist: namely, layout/design, aims/objectives, subject/content, methodologies and activities, language skills, language components and general attributes. The frequency of the items was shown in the tables and graphics. There were negative and positive statements in the checklist, and they were grouped under the same category. While "poor" and "totally lacking" values were interpreted as negative responses, "excellent" and "good" values were interpreted as positive responses. The open-ended part of the checklists was analyzed through content analysis.

The qualitative data conducted through interviews and focus-groups interviews were also analyzed. Thematic analysis was used to clarify the issues and explore a depth understanding of data. The coding was carried out by the researcher and two experts in order to have a high level of inter-rater reliability. To express the frequency of themes and coding, content analysis was also used. The analysis of qualitative data requires a bit more effort and perseverance. In this regard, Hatch (2002) states that:

> Data analysis is a systematic research for meaning. It is a way to process qualitative data so that what has been learned can be communicated to others. Analysis means organizing and interrogating data in ways that allow researchers to see patterns, identify themes, discover relationships, develop explanations, make interpretations, mount critiques, or generate theories. It often involves synthesis, evaluation, interpretation, categorization, hypothesizing, comparison, and pattern finding (p.148).

In this study, Creswell's (2012) six steps were followed to analyze the qualitative data. First of all, the data was collected. Secondly, the data was prepared for the analyses. Then, all the data was read through. Next, the data was coded. After that, the texts were coded for the themes to be used in research. Finally, the texts were coded for description to be used in the research.

3.8. Trustworthiness of the Study

This study was undertaken through mixed method research design; therefore, it included both quantitative and qualitative research. Lincoln and Guba (1985) define trustworthiness as "worth paying attention to" (p.290). In terms of trustworthiness of a research, several considerations were mentioned. Reliability and validity were generally associated with quantitative results (Teddlie & Tashakkori, 2009) while credibility, transferability, dependability and confirmability were associated with qualitative results (Lincoln & Guba, 1985).

Reliability is defined by many scholars. "Reliability concerns the extent to which an experiment, test, or any measuring procedure yields the same results on repeated trials" (Carmines & Zeller, 1979, p.11). Besides, LeCompte and Goetz (1982) point out that reliability is a degree to which the studies can be replicated, which requires using the same methods and obtaining the same results over the time. In this study, in order to test the reliability of the instrument, a pilot study was conducted. Besides, two experts analyzed the checklist and commented on the items and statements. After these procedures, irrelevant items were discarded. Furthermore, consistency was ensured between the checklists designed for students and teachers. In this case, the questions of the two checklists were designed in accordance with the same criteria. Furthermore, internal consistency reliability test was conducted and the scores were examined in the previous parts. In addition to that, about 300 students were conducted through the checklist. In this regard, Ellis (2012) states that increasing the number of participants increase the power of the study and reliability scores.

According to Joppe (2000), "validity determines whether the research truly measures what was intended to measure or how truthful the research results are" (as cited in Golafshani, 2003, p.599). Besides, Kirk and Miller (1986) define it as "the degree to which the finding is interpreted in a correct way" (p.20). According to Wainer and Braun (1988), construct validity is significant for quantitative researches. It is associated with whether the notion, hypothesis and questions support the methods and

procedures of the study. When literature is examined, it is realized that the use of checklists is prominent in textbook evaluation. Therefore, the choice of data collection tool was supported with literature review. The theories, methods and approaches emphasized in the field support the methodology of the study. For the content validity of the checklist, the checklists include seven main criteria with several questions to include most components of the material. Besides, the checklists existing in the related literature were all examined in designing the checklist. Therefore, most frequent items and criteria were utilized in the study, which also improved the content validity. Furthermore, the questions of students were designed in their mother tongue, which also increased the validity of the study due to avoiding the misconceptions and bias.

Credibility is defined as "the confidence that can be placed in the truth of the research findings" (Anney, 2014, p.276). It refers to the representation of the social life and perspectives of participants. In this regard, prolonged engagement in the fieldwork is suggested by scholars (Bitsch, 2005; Onwuegbuzie & Leech, 2007). The researcher has been an English teacher for five years; furthermore, he has been an English teacher for two years within the research field. Therefore, he had a chance to observe the educational circumstances and gain insight into them. As a consequence, the credibility of the qualitative phase of the study was ensured through prolonged engagement into the field. The second figure, transferability refers to the degree to which the results can be transferred to other contexts, which is a kind of interpretive generalization. To ensure the transferability, the research provides highly detailed description of the setting, methods, data collection instruments and situations. Besides, purposive sampling was used in the qualitative phase of the study. In this case, Bitsch (2005) points out that transferability judgment can be ensured by purposive sampling which enables to select units according to specific purposes of the study. The dependability of the research is related to consistency and stability of the results over time. To establish the dependability, peer examination was conducted. That is, one colleague and researcher who is a Ph. D student analyzed the data collection instrument and process of the study. According to Krefting (1991), peers help the researcher have greater insight of the study and realize the dependability of the study. Confirmability refers to the degree to which the results of the research can be confirmed by other researchers. Therefore, Lincoln and Guba (1985) states that findings and interpretations of the study should be supported by data. In this case, all the procedures of the research and profiles of participants were clearly stated in the study.

Triangulation method was used to make the study more reliable, valid, credible, transferable and confirmable. In this regard, triangulation includes using multiple data sources, researchers, methods and theoretical perspectives (Onwuegbuzie & Leech, 2007; Denzin, 1978). In this study, both qualitative and quantitative data were collaboratively used to support and interpret the results better. Different groups of participants were included in the study. Besides, three methods were utilized in order to obtain more accurate and valid results. Furthermore; before and after the data collection procedures, a colleague and an expert analyzed the data collection instruments and the results. The expert presented studies related to materials evaluation. In this regard, she compared and contrasted the data collection instruments with their studies (Sarıçoban & Can, 2012). Besides, an English teacher analyzed the data collection instruments in terms of appropriateness of it to the learning settings. As he is a researcher and teacher, he commented on it as taking his experiences of educational practices into consideration. In this case, some scholars express the strengths of triangulation techniques. According to Creswell (2003), triangulation method helps the researcher supplement the limitations of each method. Besides, he maintains that it provides confidence and richness for researches as avoiding biases of single methods. In addition, it helps the researcher explore new approaches and methodologies to meet the needs of the research. Similarly, Creswell (2009) points out that accuracy and validity of the researches can be enhanced through using multiple data sources. Besides, it provides a more holistic view. Lincoln and Guba (1985) also point out that at least two data analysis tools should be included so that researcher can obtain and interpret the data easily. Furthermore, Flick, Kardorff and Steinske (2004) state that triangulation can be used for confirmation purposes. The results of a research phase can confirm the following and previous results. Additionally, Fielding and Fielding (1986) state that triangulation helps the researchers have a depth understanding of the issue when using more than one method and theory.

3.9. Ethical Issues

Ethical considerations have been emphasized in all stages of the study. First of all, approval was released from the provincial directorate of national education. The research committee of the institution investigated the proposal of the research and data collection instruments within two weeks. After the approval, the directors of the schools received parent permission forms which allowed students to conduct the checklist.

Then, the participants were selected on a voluntary basis and they were informed about research purposes and ethical issues before data collection procedures. Anonymity and confidentiality were expressed to protect their privacy. Besides, it was emphasized that their identity would be kept confidential and they would not be mentioned in the study. During the data collection procedures, the researcher tried to create a pleasant, intimate and tolerant atmosphere which also appreciated by the participants.

CHAPTER IV

RESULTS

4.1. Presentation of Results

This chapter provides results of the study. First of all, the results obtained through the checklists designed for teachers and students are presented. While discussing the results, "totally lacking" and "weak" are handled together and they are interpreted as negative values. Similarly, "good" and "excellent" values are handled together and they are interpreted as positive values. Following this, the results of interviews and focus-groups interviews are outlined. To present a deep understanding of the responses, tables are utilized in this part.

4.2. English Language Teachers' Checklist Findings

The checklist was designed to explore 65 English teachers' views about evaluation of the textbook titled *Moonlight*. It was composed of two main parts. The demographic information was included in the first part. The second part consisted of 47 structured questions and two open-ended questions about pre-determined criteria, namely, layout/design, subject/content, aims/objectives, language skills, language components and general attributes. The structured questions were in five point-scale format which ranges from 'totally lacking' to 'excellent'. The last questions were two open-ended questions investigating general criticisms or suggestions of English language teachers about the textbook. The findings of teachers' checklist are presented under the categories in the checklist.

4.2.1. Teachers' Views about the Effectiveness of *Moonlight* in Terms of Layout and Design

Table 5
Teachers' Views about the Effectiveness of Moonlight in Terms of Layout and Design

		Totally lacking		Weak		Fair		Good		Excellent	
		f	%	f	%	f	%	f	%	f	%
Item1	Is the textbook organized effectively?	17	26.2	34	52.3	9	13.8	4	6.2	1	1.5
Item2	Is vocabulary list or glossary included?	13	20	36	55.4	11	16.9	4	6.2	1	1.5
Item3	Does the size of book seem convenient for students to handle?	10	15.4	14	21.5	2	3.1	18	27.7	21	32.3
Item4	Is the layout/design attractive?	21	32.3	29	44.6	8	12.3	7	10.8	0	0

Teachers were asked to indicate their views about the effectiveness of the textbook in terms of layout and design. The participants were asked four questions related to the criteria. Table 5 presents the results of this part exploring teachers' general views on the issue. The participants indicated variable responses on these aspects. A majority of the participants reported negative values for this part. Only Item 3was valued as positive as 60% of teachers stated that the size of the textbook was convenient for their students' hands.

4.2.2. Teachers' Views about the Effectiveness of *Moonlight* in Terms of Aims and Objectives

Table 6

Teachers' Views about the Effectiveness of Moonlight in Terms of Aims and Objectives

		Totally lacking		Weak		Fair		Good		Excellent	
		f	%	f	%	f	%	f	%	f	%
Item5	Are the objectives stated explicitly in textbook?	14	21.5	29	44.6	13	20	8	12.3	1	1.5
Item6	Do the objectives meet the needs of the learners?	27	41.5	29	44.6	5	7.7	3	4.6	1	1.5
Item7	Do the objectives suit to the learning situation?	25	38.5	28	43.1	7	10.8	4	6.2	1	1.5
Item8	Do the aims of the book correspond closely with the aims of curriculum?	17	26.2	28	43.1	12	18.5	6	9.2	2	3.1

Checklist Items 5, 6, 7, and 8 aimed to investigate teachers' views towards the textbook in aspects of aims and objectives. Although the majority of participants indicated preferences on negative values, the highest ranking was measured on Item 6. In this regard, 86.1% of the participants reported that the objectives of the textbook did not meet the needs of their students. The findings of semi-structured interviews were parallel to those of Item 6. In this regard, teachers reported that the topics were not interesting for their students. Besides, they stated that the textbook did not cater for individual differences and needs.

4.2.3. Teachers' Views about the Effectiveness of *Moonlight* in Terms of Subject and Content

Table 7

Teachers' Views about the Effectiveness of Moonlight in Terms of Subject and Content

		Totally lacking		Weak		Fair		Good		Excellent	
		f	%	f	%	f	%	f	%	f	%
Item9	Do the subject matters cover a variety of topics which arouse your students' interest?	24	36.9	29	44.6	8	12.3	3	4.6	1	1.5

Item10	Is the content graded according to requirements of your syllabus?	15	23.1	33	50.8	12	18.5	5	7.7	0	0
Item11	Is the material up-to-date?	13	20	27	41.5	14	21.5	10	15.4	1	1.5
Item12	Does the content serve as a window into learning about the target language culture?	22	33.8	29	44.6	9	13.8	4	6.2	1	1.5

Teachers' views about the subject and content were assessed through Items 9, 10, 11 and 12 in the checklist. Table 7 shows that teachers generally agreed on negative values. In a special case, four items of this part were measured on the highest ranking on negative values such as 81.5%, 73.9%, 61.5% and 78.4%. It is surprising that none of the participants responded positively to Item 10. In this case, no participant believed that content was graded according to requirements of their syllabus.

4.2.4. Teachers' Views about the Effectiveness of *Moonlight* in Terms of Methodology and Activities

Table 8

Teachers' Views about the Effectiveness of Moonlight in Terms of Methodology and Activities

		Totally lacking		Weak		Fair		Good		Excellent	
		f	%	f	%	f	%	f	%	f	%
Item13	Does the textbook allow different teaching and learning styles?	22	33.8	28	43.1	10	15.4	4	6.2	1	1.5
Item14	Does it allow students to develop communicative abilities?	23	35.4	31	47.7	7	10.8	3	4.6	1	1.5
Item15	Does the material include any advice/help for students on study skills and learning strategies?	22	33.8	32	49.2	10	15.4	1	1.5	0	0
Item16	Does the textbook give a sense of progress? (e.g. from simple to complex	25	38.5	29	44.6	6	9.2	4	6.2	1	1.5
Item17	Does the material involve students' values, attitudes and feelings?	23	35.4	31	47.7	7	10.8	3	4.6	1	1.5
Item18	Do the activities fit students' long-term goals?	26	40	30	46.2	6	9.2	2	3.1	1	1.5
Item19	Are ready-made achievement tests provided with the textbook?	27	41.5	25	38.5	9	13.8	3	4.6	1	1.5
Item20	Is allowance made for on-going evaluation?	18	27.7	33	50.8	11	16.9	2	3.1	1	1.5
Item21	Does the textbook allow students to check their learning?	15	23.1	28	43.1	16	24.6	4	6.2	2	3.1
Item22	Does the material inspire students to produce their own works?	25	38.5	26	40	9	13.8	4	6.2	1	1.5
Item23	Does the textbook provide a balance of activities?(e.g	20	30.8	36	55.4	5	7.7	3	4.6	1	1.5

	controlled/semi-controlled)										
Item24	Do the activities incorporate collaborative works? (e.g. pair/ group-work)	15	23.1	28	43.1	16	24.6	5	7.7	1	1.5
Item25	Do the questions in activities help distinguish between good and poor students?	21	32.3	27	41.5	14	21.5	2	3.1	1	1.5

Thirteen statements were listed which reflected views of teachers in aspects of aims and methodology. In this part, participants were required to respond to several statements in a variety of subjects. Table 8 displays that there was a high level of agreement on the items. Among them, Items 20 and 23 were the most highly rated ones, which were measured as 50.8 and 55.4 respectively. Both of them were valued as "weak" by the participants. In this regard, participants reported that the textbook did not provide a balance of activities; furthermore, on-going evaluation was not allowed through the textbook. Item 15 was valued as "excellent" by none of the participants.

4.2.5. Teachers' Views about the Effectiveness of *Moonlight* in Terms of Language Skills

Table 9

Teachers' Views about the Effectiveness of Moonlight in Terms of Language Skills

		Totally lacking		Weak		Fair		Good		Excellent	
		f	%	f	%	f	%	f	%	f	%
Item26	Are the four skills equally presented?	15	23.1	31	47.7	12	18.5	6	9.2	1	1.5
Item27	Are there enough reading and listening studies?	15	23.1	21	32.3	8	12.3	19	29.2	2	3.1
Item28	Are there enough speaking and writing studies?	14	21.5	28	43.1	18	27.7	4	6.2	1	1.5
Item29	Are language skills integrated?	14	21.5	34	52.3	10	15.4	6	9.2	1	1.5
Item30	Does the material present learning strategies for language skills?	22	33.8	33	50.8	8	12.3	2	3.1	0	0
Item31	Does the textbook pay attention to sub-skills?	22	33.8	31	47.7	8	12.3	3	4.6	1	1.5
Item32	Are reading passages and activities suitable for your student's level?	37	56.9	20	30.8	6	9.2	2	3.1	0	0
Item33	Are listening passages authentic?	25	38.5	22	33.8	11	16.9	6	9.2	1	1.5
Item34	Is material for spoken English designed to equip students for real-life situations?	25	38.5	23	35.4	12	18.5	4	6.2	1	1.5
Item35	Do the writing activities allow students to express their thoughts and point of views?	21	32.3	31	47.7	9	13.8	4	6.2	0	0

This part of the checklist investigated the effectiveness of the textbook in aspects of language skills. Ten statements related to the issue and the frequencies of participants'

responses are displayed in Table 9. It is reported that positive values were not measured on high frequencies. When it is compared to the other parts, in this part of the checklist, fair choices were measured on high frequencies. In this regard, participants reported that they indicated no positive or negative values. There was a negative correlation between Items 27 and 32. Actually, these items were related to similar issues. Item 27 was measured relatively high in terms of positive values while Item 32 was not measured so high. In this regard, 32.3% of the participants stated that there were enough reading and listening studies. On the other hand, only 3.1% of the participants stated that reading passages were appropriate for students' level. Besides, Item 33 displays that 10.7% of the participants reported that listening passages were authentic. In this regard, the difference of quantity and quality of receptive skills were emphasized.

4.2.6. Teachers' Views about the Effectiveness of *Moonlight* in Terms of Language Components

Table 10
Teachers' Views about the Effectiveness of Moonlight in Terms of Language Components

		Totally lacking		Weak		Fair		Good		Excellent	
		f	%	f	%	f	%	f	%	f	%
Item36	Is the vocabulary load appropriate for your students' level?	32	49.2	22	33.8	7	10.8	3	4.6	1	1.5
Item37	Are the words repeated and recycled across the book?	15	23.1	34	52.3	10	15.4	4	6.2	2	3.1
Item38	Is grammar contextualized?	21	32.3	29	44.6	11	16.9	3	4.6	1	1.5
Item39	Is grammar introduced implicitly?	21	32.3	29	44.6	12	18.5	2	3.1	1	1.5
Item40	Does the textbook include adequate material for pronunciation studies?	34	51.5	25	37.9	4	6.1	2	3.0	0	0
Item41	Does the material pay attention to correct use of punctuation?	5	7.7	8	12.3	7	10.8	33	50.8	12	18.5
Item42	Does the material pay attention to spelling of English words?	3	4.6	12	18.5	13	20	26	40	11	16.9

This part aimed to reveal the views about the language components of the textbook. In this regard; vocabulary, grammar, pronunciation, spelling and punctuation were investigated through the checklist. These cases were explored through seven checklist items. As it is shown in Table 10, there was a variety of measurements in this part since both positive and negative values were measured on high frequencies. The highest percentage was measured as 89.4 % through Item 40. In this case, a great majority of the participants reported that the textbook did not include adequate material for

pronunciation studies. On the other hand, Items 41 and 42 were measured as positive values by the participants. 69.3% of the participants reported that the textbook was effective in using correct use of punctuation; similarly, 56.9% of the participants stated that the textbook paid attention to the spelling of English words. Furthermore, there was a positive correlation between Items 38 and 39. Both of them were related to English grammar. Accordingly, the same findings were measured through these items. In this regard, participants reported that grammar was not contextualized; additionally, they stated that grammar was not introduced implicitly.

4.2.7. Teachers' Views about the Effectiveness of *Moonlight* in Terms of General Attributes

Table 11

Teachers' Views about the Effectiveness of Moonlight in Terms of General Attributes

		Totally lacking		Weak		Fair		Good		Excellent	
		f	%	f	%	f	%	f	%	f	%
Item43	Does the teacher's book guide teachers efficiently?	18	27.7	26	40	15	23.1	4	6.2	2	3.1
Item44	Are supplementary materials provided adequately?	19	29.2	30	46.2	10	15.4	5	7.7	1	1.5
Item45	Does your setting meet the requirements of teaching all subjects in the book?	17	26.2	21	32.3	18	27.7	5	7.7	4	6.2
Item46	Does the textbook increase your desire to teach English?	26	40	19	29.2	10	15.4	7	10.8	3	4.6
Item47	Is the prescribed time enough to teach all subjects in the book?	30	46.2	22	33.8	9	13.8	3	4.6	1	1.5

The final part of structured questions consisted of five statements that examine teachers' views about the general attributes of the textbook. The participants answered the questions which investigate to what extent *Moonlight* is effective in terms of teachers' book, supplementary materials, compatibility to the language setting, etc. The numbers of negative responses were highly valued through Items 44 and 47. In this regard, 75.4% participants reported that adequate supplementary materials weren't provided with the textbook. Furthermore, 80% of the participants stated that the prescribed time was not enough to teach all the subjects in the book. In this case, it can be reminded that the prescribed time for English lessons of 8th graders is four hours a week which is announced by the Board of Education and Discipline.

4.2.8. English Language Teachers' Responses to Open-Ended Questions

Table 12

English Language Teachers' Responses to Open-Ended Questions

1. What are your general criticisms about the textbook?	Code Frequencies
Complicated texts	14
Too many grammatical points	10
Heavy vocabulary load	9
Lack of visual materials	5
Not reflecting target culture	4
2. What are your general suggestions for the textbook?	
Simplified language and texts	11
Attractive content	9
Real-life situations	8
Variable activities	4
Cater for individual differences	3
Working with native speakers	3

Two open-ended questions were asked to English language teachers in order to explore their views about their general criticisms or suggestions for the textbook. The last two questions of the checklist were included here. The participants were asked to explore their views without giving an option. Some of the participants did not want to respond to the open-ended questions. The responses were analyzed and the themes that emerged from these responses are shown in Table 12. These themes are presented in detail with frequencies. The table includes code frequencies which are presented in an order from the most highly rated to the least ones. Over here, the most criticized issues are complicated texts, heavy vocabulary load, lack of visual materials and cultural considerations. Similarly, the most suggested responses are simplified language and texts, attractive content, real-life situations and variable activities.

4.2.8.1. What Are Your General Criticisms about the Textbook?

Table 13
English Language Teachers' Criticisms about the Textbook

What are your general criticisms about the textbook?	Code Frequencies
Complicated texts	14
Too many grammatical points	10
Heavy vocabulary load	9
Lack of visual materials	5
Not reflecting target culture	4

The participants were asked about their general criticisms about *Moonlight*. From their responses, five main themes emerged: heavy vocabulary load, not reflecting target culture, too many grammatical points, complicated texts and lack of visual materials. The themes and their frequencies are represented in Table 13.

The most frequently stated response was about complicated texts. In this regard, 14 participants reported that the texts of the book were complicated.

TP35: *The texts in the textbook seem to be too complicated for my students. They are not appropriate for students' age.*

The second theme that emerged from the responses was related to grammatical points. In this case, a great majority of the participants stated that the textbook included too many grammatical points.

TP23: *There is too much grammar through the textbook. Besides, the texts include many grammatical points so students get bored easily.*

The theme of heavy vocabulary load was stated by nine participants. They referred to it as a weakness of the textbook.

TP12: *There are a lot of new words to learn for students. So, it is a big handicap for them.*

TP15: *There should not be any new vocabulary/extra works in the workbook. Also, vocabulary activities should be easier.*

Another theme emerging under this question was related to the lack of visual materials. Five participants reported that the textbook did not provide adequate visual materials.

TP6: *The book does not provide visuals which take attention of students. The visuals are out-of-date.*

The last theme which emerged from the responses was related to representing the target culture. Four participants reported that the textbook was not effective in reflecting target culture.

TP16: *The textbook rarely presents cultural components. Only Unit 7 provides some information about tourist attractions in London.*

4.2.8.2. What Are Your General Suggestions for Textbook?

Table 14

English Language Teachers' Suggestions for the Textbook

What are your general suggestions for the textbook?	**Code Frequencies**
Simplified language and texts	11
Attractive content	9
Real-life situations	8
Variable activities	4
Cater for individual differences	3

Similar to the previous question, the participants were asked to explore suggestions for the textbook. Five main themes emerged from their responses. They generally explained their suggestions using ‘should’; therefore, the themes emerged in accordance with their statements.

The most frequently stated suggestion was simplified language and texts. It should be noted that the participants criticized reading texts of the book heavily. Similarly, they provided several responses related to the issues.

TP37: *Listening and reading texts are so long that students do not like to listen or read them. It does not also contribute to time management. All the texts should be simple, clear and short. The words in the texts should be appropriate for our students’ level.*

The second theme which emerged from the responses was related to subject and content. Nine participants stated that the content should be attractive to raise awareness among students.

TP34: *The content is not appropriate for my students’ level since it includes many topics that do not arouse interest. To me, it should be simplified and supplemented with interesting topics.*

Another theme of the open-ended part of the checklist was related to functions and situations. Eight participants noted that the textbook was not effective in reflecting the real life.

TP28: *The topics and situations in the book do not take place in our lives. Although students get high marks on the exams, they cannot speak with a tourist. What a pity!*

The theme of variable activities was stated by four participants. In this case, participants suggested more variable activities.

TP3: *The textbook does not include sufficient activities. It should include several games, songs, rhymes and online applications.*

Three participants reported that the textbook did not cater for individual differences.

TP41: *Each student has different a personality, skills, abilities, cultures, experiences. However, the textbook does not cater to each student. Therefore, the publishers and authors should pay attention to multiple intelligences theory.*

The last theme of this part was related to working with native speakers. In this case, three participants stated that the textbook writers or publishers should work with native speakers.

TP5: *In my opinion, native speakers and non-native speakers of English should work together. In this case, they can complement each other; and the quality of the books can be higher.*

4.3. English Language Students' Checklist Findings

Three hundred 8th graders were administered the checklist which was designed in accordance with teachers' checklist. That is, the checklist for students and teachers aimed to investigate the same criteria: layout/design, aims/objectives, subject/content, aims and objectives, language skills, language components and general attributes. It was composed of two main parts. The first part was designed to obtain demographic information about the participants. The second part included 24 structured questions and one open-ended question. The participants were asked to choose among five choices which reflect their ideas and opinions. This part aimed to reveal students' opinions about the effectiveness of the textbook which was still used in their classes.

4.3.1. Students' Views about the Effectiveness of *Moonlight* in Terms of Layout and Design

Table 15
Students' Views about the Effectiveness of Moonlight in Terms of Layout and Design

		Totally lacking		Weak		Fair		Good		Excellent	
		f	%	f	%	f	%	f	%	f	%
Item1	Is the layout/design attractive?	82	27.3	134	44.7	42	14.0	30	10	12	4
Item2	Is the textbook organized effectively?	70	23.3	146	44.0	64	21.3	26	8.7	8	2.7

The 8th graders were asked to reflect their views towards the textbook in aspects of layout and design. As illustrated in Table 15, negative values were dominant in the results. 72% of the participants reported that the layout and design were not attractive in their view. Similarly, 67.3% of the participants stated that the textbook was not organized effectively. The findings were parallel to those of teachers' checklist.

4.3.2. Students Views about the Effectiveness of *Moonlight* in Terms of Aims and Objectives

Table 16
Students' Views about the Effectiveness of Moonlight in Terms of Aims and Objectives

		Totally lacking		Weak		Fair		Good		Excellent	
		f	%	f	%	f	%	f	%	f	%
Item3	Do the objectives of the book meet your needs?	122	40.7	132	44.7	24	8.0	12	4.0	8	2.7

Students' views about the aims and objectives were investigated with Item 3. A great majority of participants (85.4%) reported that the objectives of the textbook did not meet their needs. Teachers evaluated this issue in terms of compatibility to the curriculum and learning setting in their checklist.

4.3.3. Students' Views about the Effectiveness of *Moonlight* in Terms of Subject and Content

Table 17
Students' Views about the Effectiveness of Moonlight in Terms of Subject and Content

		Totally lacking		Weak		Fair		Good		Excellent	
		f	%	f	%	f	%	f	%	f	%
Item4	Are the topics of units interesting for you?	122	40.7	115	38.3	20	6.7	33	11	10	3.3
Item5	Is the material up-to-date?	120	40	122	40.7	15	5.0	28	9.3	15	5.0
Item6	Does the content facilitate learning target-language culture?	52	17.3	129	43.0	45	15.0	44	14.7	30	10.0

Learners' perceptions towards the subject and content were assessed through three items. Items 4, 5 and 6 included statements related to the issue. Table 17 presents the responses given by the participants. Most of the students indicated a high level agreement with these statements. Among them, Item 5, investigating whether the material was up-to-date, was highly rated with 80.7% on negative values.

4.3.4. Students' Views about the Effectiveness of *Moonlight* in Terms of Methodology and Activities

Table 18
Students' Views about the Effectiveness of Moonlight in Terms of Methodology and Activities

		Totally lacking		Weak		Fair		Good		Excellent	
		f	%	f	%	f	%	f	%	f	%
Item7	Does the textbook allow different teaching and learning styles?	58	19.3	168	56.0	34	11.3	22	7.3	18	6.0
Item8	Does the textbook inspire you to communicate in English?	72	24.0	164	54.7	22	7.3	30	10.0	12	4.0
Item9	Does the material involve your values and attitudes?	68	22.7	122	40.7	45	15.0	35	11.7	30	10.0
Item10	Does the textbook allow you to check your learning?	72	24.0	108	36.0	55	18.3	45	15.0	20	6.7
Item11	Does the material inspire you to produce your own works?	85	28.3	122	40.7	53	17.7	35	11.7	5	1.7
Item12	Do the activities incorporate collaborative works?	141	47.0	65	21.7	36	12.0	52	17.3	6	2.0

In this section of the checklist, students were asked to reflect their opinions on methodology and activities. The questions of this part were the same with those of teachers' checklist. The findings were also parallel to those of obtained from teachers' checklist. Table 18 displays the general views of students on the issue. Generally, negative values were measured through six items. The highest ranking was for the Item 8 which argued whether the textbook inspired students to communicate in English. A great majority of students (78.7%) reported negative values for this item.

4.3.5. Students' Views about the Effectiveness of *Moonlight* in Terms of Language Skills

Table 19

Students' Views about the Effectiveness of Moonlight in Terms of Language Skills

		Totally lacking		Weak		Fair		Good		Excellent	
		f	%	f	%	f	%	f	%	f	%
Item13	Are reading passages appropriate for your level?	60	20	75	25	55	18.3	74	24.7	36	12.0
Item14	Do the writing activities allow you to express your thoughts?	80	26.7	122	40.7	30	10.0	48	16.0	20	6.7
Item15	Are speaking activities designed to reflect your real-life situations?	90	30.0	130	43.3	22	7.3	38	12.7	20	6.7
Item16	Are listening passages authentic?	50	16.7	85	28.3	50	16.7	79	26.3	36	12.0
Item17	Does the material present learning strategies for language skills?	102	34.0	125	41.7	43	14.3	20	6.7	10	3.3

Table 19 displays the preferences of students in four language skills: listening, writing, reading and speaking. Item 13, 14, 15, 16 and 17 investigated the effectiveness of the textbook in terms of language skills. Item 13 and Item 16 were valued more relatively positive according to the findings of Item 14 and 15. In this regard, students reported that receptive skills (reading, listening) were taken into consideration while productive skills (writing and speaking) weren't paid attention to. For the Item 17, the checklist presented some explanations and examples since the students might not be familiar with learning strategies.

4.3.6. Students' Views about the Effectiveness of *Moonlight* in Terms of Language Components

Table 20

Students' Views about the Effectiveness of Moonlight in Terms of Language Components

		Totally lacking	Weak	Fair	Good	Excellent

		f	%	f	%	f	%	f	%	f	%
Item18	Is the vocabulary load appropriate for your level?	122	40.7	110	36.7	52	17.3	8	2.7	8	2.7
Item19	Is it enjoyable to learn English grammar through the textbook?	102	34	125	41.7	42	14.0	12	4.0	19	6.3
Item20	Are there sufficient pronunciation studies?	126	42.0	120	40.0	25	8.3	18	6.0	11	3.7

In this section of the checklist, vocabulary, grammar and pronunciation were investigated. As displayed in Table 20, negative values were dominant for Item 18, 19 and 20. In this regard, 77.4% of the participants reported that the vocabulary load was not appropriate for their level. 75.7% of the participants reported that to learn English grammar through *Moonlight* was not enjoyable. The highest ranking of the section (82%) was measured through Item 20 which investigates pronunciation studies. These findings of the item were parallel to those of teachers' checklist. In this case, a great majority of teachers and students reported that the textbook did not provide sufficient pronunciation studies.

4.3.7. Students' Views about the Effectiveness of *Moonlight* in Terms of General Attributes

Table 21
Students' Views about the Effectiveness of Moonlight in Terms of General Attributes

		Totally lacking		Weak		Fair		Good		Excellent	
		f	%	f	%	f	%	f	%	f	%
Item21	Are supplementary materials provided adequately?	102	34.0	152	50.7	23	7.7	15	5.0	8	2.7
Item22	Do your classes allow you to learn all subjects in the book?	72	24.0	108	36.0	65	21.7	45	15.0	10	3.3
Item23	Does the textbook increase your desire to learn English?	110	36.7	121	40.3	49	16.3	10	3.3	10	3.3
Item24	Is the prescribed time enough to learn all the subjects of textbook?	78	26.0	152	50.7	23	7.7	35	11.7	12	4.0

The last part of the structured questions consisted of four items to measure general attributes such as supplementary materials, language setting, attitudes towards English and the prescribed time. The findings of this section were parallel to those of teachers' checklist. The highest ranking of negative values was measured through Item 21. In this regard, 84.7% of the participants reported that the supplementary materials were not provided adequately. The highest ranking of positive values was measured through Item 22.

4.3.8. Students' Responses to Open-Ended Question

Table 22
Students' Responses to Open-Ended Question

1. What are your general criticisms about the textbook?	Code Frequencies
Irrelevant topics	13
Complicated texts	12
Lack of visual materials	11
Lack of games and songs	10
Heavy vocabulary load	10
Unclear listening passages	5

One open-ended question was asked to students in order to explore their opinions about their general criticisms of the textbook. The last question of the checklist was included here. The participants were asked to express their opinions without giving any choice. Some of the students participated in this part, the responses were analyzed and the themes that emerged from these responses are shown in Table 22. The most frequently stated responses were related to topics, texts and visual materials. In this case, these issues were reported by the participants.

4.3.8.1. What Are Your General Criticisms about the Textbook?

Table 23
Students' General Criticisms about the Textbook

1. What are your general criticisms about the textbook?	Code Frequencies
Irrelevant topics	13
Complicated texts	12
Lack of visual materials	11
Lack of games and songs	10
Heavy vocabulary load	10
Unclear listening passages	5

Students were asked to express their general criticisms about the textbook. They provide several responses related to the issue. Six themes emerged from their responses: irrelevant topics, lack of visual materials, lack of games and songs, too complex texts, heavy vocabulary load and unclear listening passages.

The most frequently stated themes were irrelevant topics which were noted 13 times. In this case, students believed that the topics in the book were not relevant to their interest, age or level.

SP23: The topics are not attractive. We get bored while reading the texts.

The secondly most frequent theme was related to the texts. Students believed that the texts in the textbook were too complex to understand.

SP32: We do not understand some reading texts. Why are they too complex?

There were 11 responses gathered in the category of visual materials which were mentioned by the participants. Students reported that the textbook did not include sufficient visual materials. This theme was also mentioned by English language teachers.

SP5: I want enjoyable and informative visuals.

Ten participants referred to the lack of games and songs under the related question. This theme was not surprising since all students generally want games and songs.

SP45: Games and songs of the book are not enough. I want more games and songs in lesson and book.

Another theme was heavy vocabulary load, which was mentioned 10 times by students.

SP35: There are too many unknown words. So we always have to look for a dictionary.

The last theme of this part was related to listening passages. Students claimed that listening passages were not clear to understand.

SP12: It is difficult for us to understand the listening passages. The voices are not clear.

4.4. Findings of Semi-Structured Interviews

Table 24

English Language Teachers' Responses to Interview Questions

Categories/Themes	**Code Frequencies**
1. Language Skills	
Yes	2
No	13
Not used adequately	
- Speaking	6
- Writing	4
- Listening	3
- Reading	2
2. Aims and objectives	
Yes	1
No	14
Individual differences	
- Students' proficiency level	7
- Students' age	5
- Students' cultural considerations	2
- Students' learning strategies	1
3. Teaching culture	
Yes	5
No	10
Inseparable relationship between language and culture	7

4. Language components	
Vocabulary	9
Grammar	3
Spelling	2
5. Language functions	
The number of functions	
Rational	2
Irrational	13
Time pressure	
Yes	12
No	2
To some extent	1
- Simplified curriculum	6
- Simplified textbooks	4
6. Topics of the textbook	
Interesting	1
Uninteresting	14
Suggestions to authors and publishers	
- Needs analysis	5
- Having time with the target group	6
7. The need of language class	
Yes	15
- To have available materials in the class	6
- To have audio-visual aids	6
- To carry out peripheral learning	3
8. Suggestions to improve the quality of English language courses for 8th graders	
Simplified curriculum and functions	4
Learning by doing	4
Smaller class sizes	3
Using technology in language learning	2
Integrating the textbooks with online applications	2

The results of semi-structured interviews are presented through main themes and sub-themes that emerged from the responses. English language teachers' responses were analyzed and the themes are displayed in Table 24. These themes are presented in detail under the related category.

4.4.1. Language Skills

Table 25

Example Excerpts for the Themes of Language Skills

Categories/Themes	Excerpts	Code Frequencies
1.Language Skills		
Yes		2
No		13

Not used adequately		
- Speaking	*T10: Speaking English is too difficult. The textbook does not present relevant topics to speak.*	6
- Writing	*T11: The writing activities are insufficient. Besides, it does not allow expressing ideas and opinions.*	4
- Listening	*T7: Listening is ignored by the textbook. The speakers of the passages do not speak fluently. Also, the listening texts are too long. All students get bored.*	4
- Reading	*T15: Reading is not used adequately.*	1

The first question of the interview investigated whether the textbook allowed the participants and their students to use four language skills in the class. As it is shown in Table 25, a great majority of the participants reported that the textbook did not allow using four language skills in the class. Besides, which skills were not used adequately was also investigated. Four language skills emerged as sub-themes under this question. The participants believed that the textbook was not effective in speaking and writing skills. Six responses for listening were recorded, which were the highest number for this part. Secondly, four responses were reported for writing skills. As it was analyzed before, the findings of this question were parallel to those of teachers' checklist. Similarly; according to teachers' checklist, it was reported that most of the teachers stated that productive skills were not included adequately. Table 25 below demonstrates example excerpts for the themes and sub-themes.

4.4.2. Aims and Objectives

Table 26

Example Excerpts for the Themes of Aims and Objectives

Categories/Themes	**Excerpts**	**Code Frequencies**
2. Aims and objectives		
Yes		1
No		14
Individual differences		
-Students' proficiency level	*T2: The words, listening activities, topics are above the level. Have you seen the reading texts in unit 9? I do not believe it! Too many unknown and irrelevant words are above students' level.*	7
-Students' age	*T3: Uhh, it is not suitable for my students' age. Especially reading parts and exercises.*	4

-Students' cultural considerations	*T5: It includes some slangs and offensive words. The book is not aware of their target readers.*	2
-Students' learning strategies	*T9: Each student can learn in a different way. However, the book does not provide a rich content and opportunity to learn in a different way.*	1

Teachers were asked about whether the textbook corresponded closely with the individual differences of their students. Most of the teachers stated that the textbook was not appealing to each student since it did not cater for individual differences. From teachers' responses to the second question, four sub-themes emerged. As it is shown in Table 26, teachers reported that the textbook did not cater for students' age, culture, level and learning strategies. Seven participants stated that the textbook's objectives were not appropriate for students' level. Secondly, students' age was emphasized by the participants. Table 26 below demonstrates example excerpts for the themes and sub-themes.

4.4.3. Teaching Culture

Table 27

Example Excerpts for the Themes of Teaching Culture

Categories/Themes	**Excerpts**	**Code Frequencies**
3.Teaching culture		
Yes		5
No		10
Inseparable relationship between language and culture	*T6: To me, language is a living organism and there is a positive correlation between culture and language. So, they are interdependent. We can see the traces of culture in the language we are using. For example: idioms. Also we should be aware of that a language is a representative of a culture.*	7

Teachers' viewpoint about teaching culture was studied through the questions of this part. The participants were asked whether the textbook was successful in introducing target language culture. Five participants stated that the textbook succeeded in this goal while 10 of the participants believed that the textbook was not successful in introducing target culture. Another question aimed to explore general view of the participants in teaching culture. A great majority of the participants stated that the culture and language were inseparable. This theme and the example of excerpt are demonstrated in Table 27.

4.4.4. Language Components

Table 28

Example Excerpts for the Themes of Language Components

Categories/Themes	Excerpts	Code Frequencies
4.Language components		
Vocabulary	*T14: Yes, if we look at the number of activities and language components; exactly, we can say that vocabulary studies are dominant in this book.*	9
Grammar	*T9: Well, to me grammar is developed. And it should be. I know fluency is important than accuracy but we cannot ignore accuracy to convey our message correctly. The structures need to be embedded in meaningful contexts.*	3
Spelling	*T13: Spelling is developed especially through the workbook. And there are some notes for teachers in teachers' book as well.*	2
Punctuation	*T10: Well, punctuation, I can say.*	1

The participants were asked to state language components which were mostly developed through the textbook. While interviewing; the researchers clarified the issue by giving examples such as grammar, vocabulary, spelling, pronunciation, punctuation and other language elements. In this regard, four components were basically pointed out, and these were also themes of this part. The most frequently responded theme was vocabulary among the choices. Nine responses were recorded in this theme. These participants noted that vocabulary studies were developed predominantly. Table 28 below displays example excerpts for each theme under this category.

4.4.5. Language Functions

Table 29

Example Excerpts for the Themes of Language Functions

Categories/Themes	Excerpts	Code Frequencies
5.Language functions		
The number of functions		
Rational		2
Irrational		13
Time pressure		
Yes		12
No		2
To some extent		1
- Simplified curriculum	*T2: If we want to use better textbooks, firstly the curriculum should be better. When the curriculum includes many functions, the publishers have to put them in their books.*	6
- Simplified textbooks	*T7: I do my best to teach some of the functions. But Moonlight has many things to do and our time is limited. The textbook should be clear and comprehensible.*	4

The participants were asked three questions related to the issue. Firstly, they were asked whether the number of functions in the textbook was rational. While two participants stated that it was rational, a great majority of them agreed that it was irrational. Secondly, a similar question was asked to explore time-pressure due to a huge amount of functions. Similarly, 12 of the participants noted that they felt a pressure to teach all of them. Last question was asked to investigate the participant's suggestions concerning the issue. Two main themes emerged from their responses: simplified curriculum and simplified textbooks. Table 29 demonstrates example excerpts for the themes and sub-themes under the category of language functions.

4.4.6. Topics of the Textbook

Table 30
Example Excerpts for the Themes of Topics of the Textbook

Categories/Themes	**Excerpts**	**Code Frequencies**
6.Topics of the textbook		
Interesting		1
Uninteresting		14
Suggestions to authors and publishers		
- Needs analysis	*T1: Needs analysis is a must before designing any material. When you know the needs, you can design your material in a more efficient way.*	5
- Having time with the target group	*T3: In my opinion, the authors should spend time with their target groups. For Moonlight, the authors should have time with 8th graders. Then, students' preferences, interests can be learnt. Moonlight has a unit which includes many things about cooking. However, students may get bored while learning the English words such as 'spoon'.*	6

The participants were asked whether they believed that the topics were interesting for their students. This question allowed me to explore that most of the teachers noted that the topics were not interesting for their students. It should be reported that only one participant stated that the topics were motivating and interesting for their language learners. Second question was asked to explore the participants' suggestions to the authors and publishers. In this case, this question could be the bridge between the users and publishers of the textbooks. Two sub-themes emerged from the participants: needs analysis, having time with the target group. Table 30 displays example excerpts for the themes and sub-themes under this category.

4.4.7. The Need of Language Class

Table 31

Example Excerpts for the Themes of The need of the Language Class

Categories/Themes	Excerpts	Code Frequencies
7.The need of language class		
Yes		15
- To have available materials in the class	*T4: Until last year, I have had a language class in my previous school. So I have experienced it. Exactly, we were comfortable. We do not have to collect all the materials somewhere. All of them were in the class. When we needed it, we could use it immediately. I missed my language class!*	6
- To have audio-visual aids	*T14: It is easy to teach English with audio-visual aids. The language classes provide this opportunity.*	6
- To carry out peripheral learning	*T12: If I had a language class, the walls would include many visuals, graphics, arts, caricatures. In breathing times and courses, students can learn English without noticing.*	3

Teachers were asked to reflect their views on the need of language class. They were asked whether they would need a language class to teach all the subjects of the textbook and curriculum. It should be noted that none of the participants reported that they did not need a language class. Secondly, the reasons why they needed it were investigated. Three themes emerged from their responses: to have available materials in the class, to have audio visual aids, to carry out peripheral learning. Table 31 demonstrates example excerpts for the themes and sub-themes related to the issue.

4.4.8. Suggestions to Improve the Quality of English Language Courses for 8th Graders

Table 32

Example Excerpts for the Themes of Suggestions to Improve the Quality of English Language Courses for 8th Graders

Categories/Themes	Excerpts	Code Frequencies
8.Suggestions to improve the quality of English language courses for 8th graders		
Learning by doing	*T2: Yeah, in my opinion, students should learn English by doing. Rather than memorizing the rules and vocabularies, students should be active in learning English. They should prepare their materials. Computer-assisted simulations can be used. For example, the last theme of the book was natural forces like flood, earthquake, and volcanic eruption. However, it is difficult to find a school which can provide opportunities to experience them.*	4
Reducing exam anxiety	*T5: The student placement examinations for high schools are the causes of anxiety. Language learning should not be thought of as just a lesson. When you have problems in your mind, learning a*	4

	language can be more difficult for you.	
Smaller class sizes	*T10: According to me, classes should not exceed 20 students. Learning a language requires time, perseverance and suitable language settings. Otherwise, we cannot help students improve their English. When there are 35 students in a class, how can speaking or listening activities be carried out efficiently?*	3
Integrating technology in language learning procedures	*T5: When the technology is used in a reasonable way, the success will come as well. However, it is important that technology is a means rather than an end.*	2
Adapting the textbooks to real-life circumstances	*T9: The language itself should not be separate from the life. So, the materials like textbooks should be a part of real-life. The functions should serve to realistic problems.*	2

The last question of the interview aimed to find out participants' suggestions to improve the quality of English language courses for 8th graders. They provided some suggestions related to the issue. Five main themes emerged from these responses: smaller class sizes, using technology in language learning, integrating the textbooks to real life, reducing exam anxiety and learning by doing. The most frequently noted suggestions were to reduce exam anxiety and learning by doing. The next popular theme was smaller class sizes, which was mentioned three times. The other themes which emerged under this category were reported two times. Table 32 demonstrates example excerpts and frequencies for the themes.

4.5. Findings of Focus Group Interviews

Table 33
English Language Teachers' Responses to Focus Group Interview Questions

Categories/Themes	**Code Frequencies**
1. The use of textbooks	**25**
Advantages of using a textbook	**20**
A resource providing available material	5
Providing syllabus for a course	5
Sense of security	4
Continuity and consistency of a class	3
Guidance for novice teachers	3
Disadvantages of using a textbook	**5**
Inappropriate for each particular class	5
2. Textbook writers	**10**
Both native and non-native speakers of English	5
Native speakers of English	4
Non-native speakers of English	1
General problems	**13**

- Not dealing with English phrases	4
- Not dealing with the target culture	3
- Not dealing with English accents	3
- Not dealing with fluency	3

3. Textbook parts **21**

Warm-up	4
Pronunciation part	4
A guideline for self-learning	3
Role-play, drama	3
Games & Songs	3
Interactive learning part	2

4. Difficult subjects to teach

Grammatical points	**15**
- Present perfect tense	7
- Phrasal verbs	3
- Conjunctions	3
- Gerund& Infinitive	2
Yes	2
No	8

5. Strengths and weaknesses of *Moonlight*

Strengths of *Moonlight*	**10**
Unpaid and accessible	3
Self-check part	2
Starting with vocabulary	2
Workbook activities	2
The cover page	2
Weaknesses of *Moonlight*	**29**
Lack of pronunciation studies	5
Not encourage students to communicate in English	4
Detailed reading texts	4
Irrelevant topics to the students	4
Unclear listening passages	3
Including too many grammatical points	3
Not give a sense of progress	3
No warm-up activity	3

6. Student-centered learning **38**

Yes	2
No	13
The reasons	**23**
Not encourage active participation	5
Not allow students to solve problems themselves	4
Not allow producing materials	3
Not allow students to think in different perspectives	3
Not allow sharing the responsibility of learning & teaching	3
Not allow collaborative learning	3
Not allow investigating and interpreting the subjects	2

7. Student placement examinations' impact on English Courses **32**

Not test four language skills	5
Not motivate students to learn English	5
Based on memorization	5

Not encourage students to express themselves	4
Not cater for individual differences	3
Insufficient number of questions	3
Lead students to study just for the exam	3
Not deal with the learning language methodologies	2
Not include open-ended question	2

The results of the focus group interview with teachers are presented through the themes and sub-themes which emerged from the participants' responses. The responses were analyzed and the themes are demonstrated in Table 33. They were also presented in detail under the related category.

4.5.1. The Use of Textbooks

Table 34
Example Excerpts for the Theme of the Use of Textbooks

Categories/Themes	**Excerpts**	**Code Frequencies**
1. The use of textbooks		**25**
Advantages of using a textbook		**20**
Providing available material	*T8: The best advantage of it is that we do not have to produce materials for each lesson. It saves time.*	5
Providing syllabus for a course	*T7: Because, the textbooks provide a course plan or a syllabus. Therefore, teachers plan their courses efficiently. When needed, adaptation and development of materials should be carried out as well.*	5
Sense of security	*T3: I agree with my friend. The textbooks give students a sense of security. Because they can follow the next sections and they can revise the previous sections. The progress and achievements can be realized easily.*	4
Continuity and consistency of a class	*T1: Textbooks ensure continuity and consistency among the classes. Otherwise, teachers can have difficulty in following what they are teaching and they will be teaching. In addition to that, teachers can compare the classes in terms of achievable functions with the help of textbooks.*	3
Guidance for novice teachers	*T2: As a novice teacher, I agree that the textbooks help us deal with the classroom management and guidance. I do not forget my first day in the school as a teacher; I am so excited that I forgot my name. Then, I opened the book and I could be able to breathe. So it helped me relax.*	3
Disadvantages of using a textbook		**5**
Inappropriate for each particular class	*T9: To me, main disadvantage of textbooks is that it is too difficult to write a book which is appropriate for all levels and ages. Therefore, each class has different needs so the textbook for one class may not be*	5

efficient for another class.

The first question of the focus group interview investigated arguments and counter-arguments about the use of textbooks. The participants provide several responses related to the issue. 25 responses were recorded for this item. Two main themes emerged from their responses: advantages of using a textbook and disadvantages of using a textbook. Under the former theme, five sub-themes emerged from the participants' responses. The most frequent ones were to provide syllabus for a course and providing available material. Similarly, one sub-theme emerged under the second theme: inappropriate for each particular class, which was mentioned five times. Table 34 displays example excerpts for the themes and sub-themes under related categories.

4.5.2. Textbook Writers

Table 35
Example Excerpts for the Theme of the Textbook Writers

Categories/Themes	**Excerpts**	**Code Frequencies**
2.Textbook writers		**10**
Native speakers of English		4
Non-native speakers of English		1
Both native and non-native speakers of English		5
General problems		**13**
- Not dealing with the target culture	*T4: According to me, non-native speakers of English have difficulty in expressing target language culture. As a learner or teacher, we are looking for different cultures and lifestyles. However, the authors generally are not interested in this issue. They just choose one or two classical subject like Halloween in every textbook, but we do not find out any new specific item which is incidental to a culture.*	5
- Not dealing with English accents	*T9: English accents, phonology and pronunciation are overlooked in the textbooks which are written by non-native speakers of English.*	3
- Not dealing with fluency	*T6: In my opinion, fluency is as important as accuracy. But, non-native speakers of English generally focus on accuracy and grammatical points. So, there is no chance to speak fluently.*	3
- Not dealing with English phrases	*T5: Main problem of our education system and non-native speakers of English is that students have studied English for many years. However, they cannot express that they want to buy a chocolate in a grocery. One reason of this situation is that non-native speakers like our*	2

	authors write textbooks in which real-life situations and English phrases do not take place.	

Teachers were asked whether the authors of textbooks should be native speakers of English or non-native speakers of English. 10 responses were recorded related to the issue. Majority of the teachers noted that both native speakers of English and non-native speakers of English should work collaboratively. Secondly, the general problems faced by non-native speakers were investigated under this question. Four themes emerged from the responses: not dealing with the target culture, English accents, fluency and English phrases. Not dealing with the target culture was the most popular response under this category. Table 35 displays example excerpts for the themes and sub-themes under the related question.

4.5.3. Textbook Parts

Table 36
Example Excerpts for the Theme of the Textbook Parts

Categories/Themes	**Excerpts**	**Code Frequencies**
3.Textbook parts		**21**
Warm-up	*T10: If I had a chance, I would definitely put a warm-up section. In this part, students can have knowledge about the unit in an enjoyable way.*	4
Pronunciation part	*T9: Our students are not good at pronunciation. We are not good at as well. Because, the textbooks did not include pronunciation studies in our times, and there is no difference now. Why don't we investigate other books like Hotline Series, or Face to Face, etc. There are great differences in terms of pronunciation and fluency.*	4
A guideline for self-learning	*T8: As I said before, our teaching system is based teacher-centered education. Self-learning and evaluating parts do not take place adequately in our textbooks. I would like to supplement the book with a smart guideline to help students study themselves as well.*	3
Role-play, drama	*T7: My dream is to teach English in an enjoyable way. So, students can learn English as they learn their mother tongue. Maybe, it is too late to accomplish it. At least, the language settings and textbooks can be adapted in accordance with the target situations. So, role-play or drama can be put in the books.*	3
Games & Songs	*T4: Of course, games and songs should*	3

	be a part of textbook. In this book, there are two or three songs but they should be in every unit as a main section.	
Interactive learning part	*T5: In a modern world, even our little children can follow the technology. So the learning cannot be separated from this world. So the textbooks also should be adapted to this world. In this case, interactive learning should be supported with the textbook. Accordingly, the textbooks should include these parts which enable students to check their achievements and learn new subjects.*	2

Teachers were asked in order to explore how they could supplement the textbook. Teachers provide several suggestions to supplement a part to the textbook. Six themes emerged from their responses: warm-up, pronunciation part, a guideline for self-learning, role-play and drama, games and songs, interactive learning part. The most frequent responses were warm-up and pronunciation part which were recorded four times. The least frequent theme was interactive learning part. The other responses were recorded three times. Table 36 displays example excerpts and frequencies of the themes and sub-themes under the related category.

4.5.4. Difficult Subjects to Teach

Table 37
Example Excerpts for the Theme of Difficult Subjects to Teach

Categories/Themes	**Excerpts**	**Code Frequencies**
Difficult subjects to teach		**25**
Grammatical points		**15**
- Present perfect tense	*T10: It is unbelievable that I have been teaching the subject of present perfect tense for one month; however, my students still have had problems. Sometimes, I think that they do not want to understand it. They always criticize the rules. For example, they asked why we should use past participle form of the verb. Why isn't this tense used in our language?*	7
- Phrasal verbs	*T5: When I was a student, I did not want to learn phrasal verbs. Now, I am a teacher and I do not want to teach it.*	3
- Conjunctions	*T3: To me, conjunctions require a lot of knowledge about grammar and language components like punctuation. To link phrases, words, clauses; students should study on many subjects. So it is difficult for me to teach.*	3
- Gerund & Infinitive	*T2: Of course, gerund and infinitive. It requires memorization.*	2
Yes		2
No		8

Teachers were asked which subject was difficult to teach for some reasons under this item. They all agreed that grammatical points were difficult to teach. In this regard, they claimed that grammar teaching was difficult. According to teachers, they can teach every subject; however, students do not find it interesting and motivating. In addition to that, they believed that students had difficulty in formulating the rules. Under this question, four grammar topics were mentioned for 15 times. Themes emerged from their responses. The most frequently mentioned subject was present perfect tense which was reported for seven times. Especially for 8th graders, it is not surprising to find out this finding. Because 8th graders generally have difficulty in understanding this subject. The second question aimed to find out whether the textbook titled *Moonlight* facilitated their works. A great majority of participants highlighted the negative choice. Table 37 displays example excerpts for themes and sub-themes under the related category.

4.5.5. Strengths and Weaknesses of *Moonlight*

Table 38
Example Excerpts for the Theme of Strengths and Weaknesses of Moonlight

Categories/Themes	**Excerpts**	**Code Frequencies**
5. Strengths and weaknesses of *Moonlight*		
Strengths of *Moonlight*		**10**
Unpaid and available	*T1: I agree my colleagues, students should not pay for the textbooks. Because all the students cannot have a good financial status. However, I have to say that the quality of the textbooks should be higher even if they are unpaid.*	2
Available listening records	*T3: We can reach the listening records on the website easily.*	2
Starting the units with vocabulary	*T4: Each unit starts with vocabulary. It's fine. A vocabulary list is also provided on the last pages of the book.*	2
Workbook activities	*T8: Well I do not agree on students' book but I like the workbook activities. They are not boring.*	2
The cover page	*T5: To me, the cover page, especially the name of the book is attractive. The content needs to better like its' cover page.*	2
Weaknesses of *Moonlight*		**29**
Lack of pronunciation studies	*T9: As we argued before, there is no pronunciation study in the book. If the author thinks that it is too early to study pronunciation, at least there should be some patterns introducing basic phonology knowledge.*	5
Not encourage students to communicate in English	*T5: Well, in my opinion the textbook does not encourage students to communicate. Also, it has so many details and words in the activities that students are not eager to*	4

	speak.	
Detailed reading texts	*T2: Detailed and complex texts are the biggest problem of this book. According to me, some texts are not understood by even high school students.*	4
Irrelevant topics	*T10: The topics are not appropriate for my students' common interest. For example, Unit9 includes texts about 'photosynthesis' which are like academic texts.*	4
Unclear listening passages	*T6: The voices of the speakers in listening passages are not clear. Sometimes, we have to listen four or five times to understand the passage.*	3
Including too many grammatical points	*T3: The texts, activities, revision parts have too many grammatical points. Some texts are based on grammar and words so students cannot get the gist of the contexts.*	3
Not give a sense of progress	*T6: The book is not designed from simple to complex. The complexity of structures should be adapted within a graded design so that students can feel that they have accomplished a progress.*	3
No warm-up activity	*T4: There is not enough warm-up activity. There are just three words which are presented for students to find out which page. According to me, it is not enough.*	3

Following this question, general strengths and weaknesses of the textbook were investigated. The participants provided many responses related to the issue. Two main themes emerged from their responses: strengths of the textbook, weaknesses of the textbook. In this case, 10 responses were recorded under the theme of strengths of the textbook while 29 responses were recorded under the theme of weaknesses of the textbook. For the strengths, each sub-theme was recorded for twice. For the weaknesses part, four sub-themes were recorded for 17 times. In this case, teachers reported that the textbook did not include sufficient pronunciation studies. Besides, they indicated that the textbook did not encourage communication. Moreover, detailed texts and irrelevant topics were mentioned by the participants. Table 38 displays example excerpts and frequencies for each theme and sub-theme under the related category.

4.5.6. Student-Centered Learning

Table 39
Example Excerpts for the Theme of Student-Centered Learning

Categories/Themes	**Excerpts**	**Code Frequencies**
6.Student-centered learning		**38**
Yes		2
No		13

The reasons		**23**
Not encourage active participation	*T8: The textbooks do not encourage students to take part in learning actively. The activities in the book are too controlled and they do not succeed in arousing interest.*	5
Not allow students to solve problems themselves	*T5: In student-centered education, students can solve real problems out of their experiences. So they can use both their knowledge and experience to solve a problem. However, this book is not designed to be able to accomplish this goal.*	4
Not allow producing materials	*T4: In my opinion, the textbook does not enable students to produce materials. The project works does not lead them to think creatively. So I do not think that it is suitable for student-centered education.*	3
Not allow students to think in different perspectives	*T10: Uhh! Students do not want to think. The textbook also does not want them to think. So, students are passive listener in the class.*	3
Not allow sharing the responsibility of learning & teaching	*T2: To me, the work of learning and teaching should be carried out in the efforts of teachers and students. So, learners should not just learn but teach, teachers should not just teach but learn. These two responsibilities should be shared.*	3
Not allow collaborative learning	*T3: I think students can study and learn together. The textbook should provide collaborative works adequately. Moonlight includes some pair-and group works activities but they are not enough.*	3
Not allow investigating and interpreting the subjects	*T4: Students do not investigate any subjects. The textbook does not lead them to investigate. In some schools, students print out their project works without any adapting or adjusting. So they just copy and paste. So, the textbook is inefficient in supporting student-centered learning.*	2

Teachers were asked to find out their views on whether the textbook was suitable for student-centered learning. Most of the teachers believed that it was not suitable. The second question was asked to investigate the reasons why teachers believed that the textbook was not suitable for the student-centered learning. Several responses were recorded under this category. The themes emerged from these responses. The most frequently stated themes were related to active participation and problem solving, which were totally mentioned nine times. In this case, a great majority of teachers reported that *Moonlight* did not encourage active participation. Besides, it did not provide problem-solving activities. Other themes were recorded three or two times. Table 39 displays example excerpts and frequencies of themes and sub-themes under the related category.

4.5.7. Student Placement Examinations' Impacts on English Courses

Table 40
Example Excerpts for the Theme of Student Placement Examinations Impact on English Language Courses

Categories/Themes	**Excerpts**	**Code Frequencies**
1. Student placement examinations' impacts on English courses		**32**
Not assess four language skills	*T6: The exam includes multiple-choice questions. So it damages language learning and teaching. It does not test language skills adequately. Besides, there is no question about speaking, listening and writing skills.*	5
Not motivate students to learn English	*T9: The exam is a cause of anxiety. So, it does not motivate students. Most of the students feel depressed when they cannot answer the questions. Making mistakes are an integral part of English learning. However, they are focusing on the test techniques to study in a qualified high school.*	5
Based on memorization	*T5: As we argued in the previous questions, the exam is based on memorization. There is no clarification or interpretation.*	5
Not encourage students to express themselves	*T7: Students do not have an opportunity to express their thoughts, beliefs, background knowledge. A student may get high scores on tests; however, he may not speak or write a letter.*	4
Not cater for individual differences	*T1: The exam does not take the individual differences into consideration. Because it is designed for all students regardless of their age, cultural background, level, educational standing.*	3
Insufficient number of questions	*T10: There are just 10 ten questions. And it does not measure the achievements accurately.*	3
Lead students to study just for the exam	*T3: Even hardworking students focus on the exam. They do not ask how to learn English; they ask us how to get high scores on the exam. Maybe, they are right since the exam is important for their future; however, it should be expressed that it damages process of English language learning and teaching.*	3
Not deal with the learning language methodologies	*T8: The exam is based on memorization of the rules and words. So it does not follow the language learning methodologies.*	2
Not include open-ended question	*T8: For instance, there is no open-ended question. All the questions are closed-ended.*	2

The last question of the focus group interviews aimed to find out general views about the impact of student placement examination for high school. The exam includes questions in six lessons: Turkish, mathematics, science, English, social studies, religious culture and moral knowledge. For the English course part, multiple-choice questions are asked to test achievements of the curriculum and textbook titled *Moonlight*. Most of the teachers agreed that the exam damages English language learning and teaching. In this case, teachers provide several responses related to the issue and nine themes emerged from these responses. The most frequently stated ones were recorded five times. In this case, teachers indicated that the exam did not test four language skills. Besides, it does not motivate students to learn English and it is based on memorization. The other frequently stated theme was mentioned four times. In this case, teachers claimed that the exam does not encourage students to express themselves. It should be highlighted that the concerns of the exam were parallel to the concerns of the textbook. That is, teachers emphasized the same criticisms and concerns about the textbook titled *Moonlight* and the exam. Table 40 demonstrates example excerpts and frequencies for the themes and sub-themes under the related category.

CHAPTER V

DISCUSSION

The present study aimed to explore English language teachers and 8th graders perceptions of the textbook titled *Moonlight* through the implementation of mixed-method research design. In this chapter, the discussion of the results obtained from both qualitative and quantitative data is included. The qualitative and quantitative findings were combined to provide a deeper understanding of the issue. The results are discussed with reference to the research questions.

5.1. Layout and Design

Teachers' and students' beliefs about the layout and design were investigated through several questions in the checklists and interviews. Three data collection methods provided several responses related to the issue.

When the participants were asked to explore their opinions and views in the checklists, both teachers and students generally reported that the textbook was not effective in aspects of layout and design. This finding was in the line with the previous research studies on the effectiveness of other textbooks which were offered by MONE (Aytuğ, 2007; Dülger, 2016; Tok, 2010). The participants noted that the textbook was not organized effectively. On the other hand, there were some issues which were approved as positive by the participants. In this regard, the size of the book was believed to be convenient for students' to handle. Besides, the findings of the focus-group interviews indicated that self-check part and cover page of the book was noted as efficient. Similarly, the physical make-up and cover page of *Trip 1*, evaluated in the study of Kırkgöz (2009), was approved by the participants. In this case, it should be noted that layout and design have a great importance for a textbook. This view was also reflected by Sheldon (1988) who emphasized the role of layout and design. He states that physical attributes are necessary for marketing a textbook. Similarly, he maintains that the author needs to take layout and design into consideration to brand salience. Furthermore, layout and design was included as a criterion in checklists, evaluation forms and checksheets of several scholars (Breen & Candlin, 1987; Brown, 2001; Byrd &Celce-Murcia, 2001; Cunningsworth, 1995; Daoud & Celce-Murcia, 1979; Demir & Ertaş, 2014; Dougill, 1987; Grant, 1987; Litz, 2005; Matthews, 1985; Miekley, 2005; Sheldon, 1988; Skierso, 1991; Ur, 1996). Besides, Ansary and Babai (2002) present a

study which investigates the most common criteria of the published checklists. In this case, cover page and layout take place on this list.

5.2. Aims and Objectives

Both teachers and students were asked to explore their opinions and views about the efficiency of the textbook in aspects of aims and objectives. In this regard, the appropriateness of aims and objectives to learning setting, students' needs and curriculum were investigated. Besides, several questions were asked to explore whether the objectives of the textbook was known by the users. In this case, Hutchinson and Torres (1994) point out that teachers should have knowledge about the objectives of the curriculum and the needs of their learners. Besides, they maintain that pilot studies can be carried out before the publication of textbooks. According to the findings of the checklists, participants believed that the textbook did not meet the requirements of learning setting, students' needs and expectations of the curriculum. This issue was investigated in Kırkgöz's (2009) study. In this study, the textbook titled *Trip 1* was found to be effective in satisfying the needs of learners and objectives of the curriculum. Similary, Sarıçoban and Can (2012) investigated the preferences of teachers in the effectiveness of local and foreign textbooks in terms of aims and objectives. In this case, the results of their study reveal that there are not significant differences between local and foreign textbooks in terms of aims and objectives.

It should be highlighted that the most frequently stated problem was that the textbook did not cater for individual differences. This issue was investigated through the interview questions as well. The findings of the interviews were parallel to those obtained from the checklists. In this case, the participants claimed that students' age, level, cultural considerations and learning strategies weren't paid attention while designing the textbook. Furthermore, the importance of individual differences was emphasized in focus group interviews and open-ended questions of the checklists. In this regard, Shavelson and Stern (1981) believe that individual differences are dominant factors in evaluation or selection of a textbook.

Aims and objectives are included as a criterion or category in several published checklists (Breen & Candlin, 1987; Brown, 2001; Byrd & Celce-Murcia, 2001; Dougill, 1987; Garinger, 2002; Grant, 1978; McGrath, 2002; Skierso, 1991; Ur, 1996; Williams, 1983).

5.3. Subject and Content

Several questions were asked to investigate whether the textbook was effective in aspects of subject and content. Both teachers and students answered the questions and expressed their views and suggestions through checklists, interviews and focus-group interviews. First of all, four questions related to the issue were asked through teachers' checklist and three similar questions were asked through students' checklist. The findings of the checklists indicated that the textbook was not effective in terms of including interesting topics, introducing target language culture and actuality. In this case, both teachers and 8th graders pointed out that the subject matters did not provide a variety of topics which aroused students' interest, which was in line with the findings in some research studies (Tekir & Arikan, 2007; Yildirim, 2006). In this case, Dülger (2016) expresses that textbooks should motivate their readers and include interesting topics. Besides, the results revealed that the textbook was not effective in introducing target language culture, which was in line with the findings in Aytuğ's (2007) study. In open-ended part of the checklist, participants provided several responses related to the issue. Similar to the findings of related studies in the field (Litz, 2005; Tekir & Arikan, 2007), the participants suggested needs analysis. This view also reflects the opinion of Leckey (1987) who underlines the importance of needs analysis in textbook evaluation and selection. Besides, they suggested textbook publishers and writers have time with students for a while before writing a textbook.

This issue was mentioned in records of focus-group interviews as well. The participants emphasized that the textbook included too many grammatical points and irrelevant topics. Therefore, they claimed that they had difficulty in motivating their students. Furthermore, the relationship between the culture and life was investigated through interview questions. The findings revealed that most of the participants stated that language and culture complete each other and there is an inseparable relation between them. In this respect, Mastalerz (2004) points out that the integration of language teaching and culture can be carried out. Besides, Chastain (1976) believes that students need to learn differences between the cultures in order to communicate efficiently.

This issue was investigated through scholars' checklists under the headings of subject matters, content, context relevance and topic (Breen & Candlin, 1987; Brown, 2001; Byrd & Celce-Murcia, 2001; Cunningsworth, 1995; Daoud & Celce-Murcia, 1979; Demir & Ertaş, 2014; Dougill, 1987; Grant, 1987; Litz, 2005; McGrath, 2002; Miekley, 2005; Skierso, 1991; Tucker, 1975; Ur, 1996).

5.4. Methodology and Activities

Both teachers and students were investigated in aspects of methodology and activities of the textbook. Both participants provided several questions through quantitative and qualitative data collection methods.

First of all, teachers' checklist included 13 questions related to learning strategies, communicative abilities, a sense of progress through the textbook, individual preferences, balance of activities and evaluation. A great majority of teachers agreed that the textbook was not effective in methodology and activities. Besides, the checklist designed for students included six questions related to the issue. Similarly, most of the students reported that the textbook was not effective in aspects of developing skills, allowing different learning styles, involving students' values and attitudes, incorporating collaborative works. In this case, a great majority of the participants stated that the textbook did not allow students to develop communicative abilities, which was in line with the findings of some related studies (Tok, 2010; Tekir & Arikan, 2007). In this regard, Tekir and Arikan (2007) state that linguistics items should be provided in a meaningful context. Similar to the findings of Tok's (2010) study, the participants reported that the textbook did not incorporate collaborative works. Besides, about 70% of the participants stated that the textbook did not allow different learning styles and strategies. In this case, Sarıçoban and Can (2012) suggest problem solving and group work activities. Furthermore, 8th graders stated that the number of games and songs should be increased which was similar to Yildirim's (2006) suggestion in his study. Similar to the findings of Tekir and Arikan's (2007) study, participants reported that the textbook didn't allow students to produce their own work. This issue was mentioned in open-ended part of the checklists. In this regard, participants believed that the textbook included complicated texts and several grammatical points which was in line with the findings in Şimşek and Dündar's (2016) study. Through three data collection methods, there was a heavy criticism over that the textbook included complex texts. In this case, Fisher and Frey (2015) believe that the publishers and teachers should look over three features: the number of words, qualitative values and the demand. In addition to that, both students and teachers reported that the textbook did not include sufficient number of games, songs and visual materials. Under this categorization, simplified language and texts were offered, which was similar to Tok's (2010) suggestions in his study. Furthermore, they suggested using variable activities

and providing real-life situations for this category. This view also reflects the opinion of Demirezen (2011) who underlines the importance of providing social contexts and pragmatic functions to deal with real world.

In addition to checklists, this issue was asked through focus-group interviews. In this regard, participants stated that the textbook should be implemented with warm-up activities, role-plays, interactive learning parts and guidelines for self-learning.

Student-centered learning was investigated under this category. In this case, Collins and O' Brien (2003) believe that student-centered approaches influence all components of learning procedures. This approach allows students to learn independently or learn from each other. Similarly, they emphasize that students are in the center of learning process. In this case, teachers expressed their views about the issue. They pointed out that the textbook was not suitable for student-centered learning. Additionally, they explained some reasons why they believed in this way. First of all, they stated that the textbook did not allow their students to solve real problems out of their experiences. In this case, Sarıçoban and Can (2012) suggest that the textbooks should promote students to use language for problem solving. Secondly, they reported that it did not allow students to produce their own materials or study themselves. Moreover, they claimed that it did not encourage active participation. Following that, it was pointed out that the textbook did not allow students to handle the problems from diverse perspectives. Similarly, the participants believed that it did not support collaborative works in order to share the responsibility of learning and teaching. In this regard, Demirezen (2011) believes that collaborative works provide opportunities to convey meaning among students. Therefore, he claims that cooperative relationship among students is a must. Lastly, in participants view, the textbook did not lead their students to investigate and interpret the issues.

This criterion takes place in several checklists presented by the scholars of the field (Breen & Candlin, 1987; Brown, 2001; Cowles, 1976; Cunningsworth, 1995; Daoud & Celce-Murcia, 1979; Grant, 1987; Matthews, 1985; McGrath, 2002; Miekley, 2005; Sheldon, 1988; Skierso, 1991; Ur, 1996; Williams, 1983).

5.5. Language Skills and Components

Several questions were asked to investigate whether the textbook was effective in terms of language skills and components. In this regards, questions were administered by participants through different data collection instruments.

To begin with language skills, 10 questions were asked through the checklist designed for teachers. The questions were related to receptive skills, productive skills, integration of the skills, teaching sub-skills and specific questions of each skill. Similarly, five questions were asked to investigate students' beliefs about the issue. The results showed that the textbook did not pay attention to language skills adequately. Participants reported that the reading passages were not appropriate for students' age and level, which was in line with the findings in some related studies (Dülger, 2016; Şimşek & Dündar, 2016; Tok, 2010; Yildirim, 2006), even though they noted that the number of the reading passages was adequate. Therefore, it should be highlighted that the quantity of them was believed to be enough; however, the quality was believed to be improved. Besides, a great majority of the participants noted that writing and speaking activities needed improving which was also one of the findings of the study carried out by Aytuğ (2007). In this case, it was reported that productive skills should be developed. In addition to that, the results of the checklists revealed that each skill did not meet the specific requirements. That is, listening passages weren't authentic which was in line with the findings of the study carried out by Litz (2005). Similarly, writing activities did not allow students to express themselves. Furthermore, the participants reported that presentation and integration of skills weren't carried out efficiently. Students noted that the material did not present learning strategies to develop language skills. For instance, students weren't informed about how to develop listening skills. In open-ended part of the checklist, students suggested comprehensible listening passages. Besides, teachers suggested working with native speakers of English while designing a textbook, which was similar to Şimşek and Dündar's (2016) suggestions in their studies.

In addition to checklists, interview questions were also conducted to investigate the issue. According to the findings, teachers and students reported that the textbook did not allow using four language skills adequately. Besides, it was investigated which skills generally weren't used in the classes. The most frequently stated response was speaking skills. In this case, Larsen-Freeman (2000) believes that speaking is an antecedent skill compared to others. It should be integrated from the beginning. In accordance with the finding, Larsen-Freeman's view can be emphasized in a detail. In this case, she states that in order to develop communicative competence, the errors should be tolerated. In this regard; while teaching through the textbook, the textbook should provide opportunities for students to speak. Meanwhile, teachers can take notes of the errors to remind after the conversation. After that, writing skill was emphasized as the second

popular theme which was not developed adequately, which was one of the findings of the study carried out by Tok (2010). It should be highlighted that the findings of this part were parallel to the results of checklists. In the findings of two data collection tools, participants reported that productive skills should be developed through the textbook. In this case, Golkova and Hubackova (2014) state that productive skills and receptive skills are integral parts of language learning and they are inseparable. Besides, they maintain that the appropriate classroom setting, learning atmosphere and materials should be provided to develop productive skills.

Teachers' and students' beliefs about language components were investigated through both quantitative and qualitative data collection methods. First of all, participants were asked to find out their views about the vocabulary, grammar, pronunciation, spelling and punctuation. While spelling and punctuation parts of the textbook were valued as positive; grammar, vocabulary and pronunciation parts were criticized. Similar to the findings of related studies in the field (Şimşek & Dündar, 2016; Yildirim, 2006), heavy vocabulary load was criticized by the participants. Similarly, the need for pronunciation studies was emphasized, which was in line with the findings in Tok's (2010) study. In this case, Levis (1999) criticizes that both modern and traditional textbooks have limited pronunciation studies. Both students and teachers complained about these two language components. In open-ended part, heavy vocabulary load was emphasized again by both teachers and students.

This issue was also investigated through focus group interviews questions. In this part, the participants appreciated that there was an effort to present adequate vocabulary lists. However, they argued that there were too many unknown words in each text and activity and recycling of grammar was inadequate, which was in line with the findings in Tekir and Arikan's (2007) study. Therefore, they claimed that their students got bored easily and they often had to look for a dictionary. Furthermore, the participants argued that English accents and phonetic alphabet weren't introduced through the textbook. Similarly, teachers reported that pronunciation part should be implemented to the textbook. In this case, Demirezen (2008) states that pronunciation studies should be paid attention to language learning. He maintains that the sources of the errors are certain, so these errors and phonetic alphabet can be introduced so that students can speak fluently and properly. Language skills and components were investigated in most of the checklists published by the scholars (Brown, 2001; Cowles, 1976;

Cunningsworth, 1995; Daoud & Celce-Murcia, 1979; Dougill, 1987; Litz, 2005; Matthews, 1985; Skierso, 1991; Tucker, 1975; Ur, 1996; Williams, 1983).

5.6. General Attributes

General attributes were investigated through checklists, interviews and focus group interviews. Results are presented in two parts: investigating general considerations of the textbook titled *Moonlight* and investigating general concerns on educational practices in ELT context.

Teachers' and students' preferences, views and beliefs about the whole of the textbook titled Moonlight were investigated through three data collection instruments. In this case, both qualitative and quantitative data were collected and analyzed. First of all, 11 questions were administered by both teachers and students. All in all, main issues were reported by the participants. According to the findings of the checklists, both teachers and students believed that the textbook was ineffective in terms of guiding teachers, providing adequate supplementary materials and increasing desire to learn and teach English. In this case, a great majority of the participants stated that adequate supplementary materials were not provided, which was in line with the findings in Şimşek and Dündar's (2016) study. Furthermore, general aspects of the textbook were investigated through interview questions. According to the findings of interview questions, the participants reported that the prescribed time for English courses weren't enough to teach all the subjects. Besides, they maintained that the textbook included too many functions to study. In this case, most of the teachers stated that the number of functions weren't rational to meet the requirements of students as well. In this case, the participants stated some suggestions related to the issue. According to the researchers, curriculum of the 8^{th} graders and the textbook should be simplified in order to teach English efficiently. In addition to that, another subject mentioned through the interviewing was the need for a language class. The majority of the participants pointed out that language class was a must. In this case, they stated that language class supported teaching English because of providing available materials, visual aids and present setting to carry out peripheral learning. Apart from these, the participants expressed the strengths of the textbook. First of all, it was stated that the textbook was unpaid and accessible for each student. Besides, it was appreciated that each unit started with a vocabulary activity. Moreover, the cover page was attractive according to

participants. Lastly, irregular verbs and vocabulary lists were provided at the end of the textbook.

In addition to whole aspects of the textbook, major concerns in ELT context was investigated through several questions. The related questions of these issues were asked through qualitative data collection instruments: interviews and focus group interviews. First of all, teachers were asked to express their suggestions to improve the quality of English language courses for 8th graders. Teachers provided several responses related to the issue. Among them, most popular ones were to having smaller class size, integrating technology into the learning and teaching procedures and providing opportunities to learn by doing. Şimşek and Dündar (2016) also suggest that all classes should be equipped with technological devices. Secondly, teachers were asked to indicate their views on the advantages or disadvantages of using a textbook. In that regard, most of the participants believed that the textbook was one of the most prominent components of their classes. In this regard, they supported the idea of using textbook as pointing out some reasons: ensuring a sense of security, providing syllabus for the course, providing available and present material, ensuring continuity and consistency of the courses and guiding novice teachers. Main disadvantage mentioned by participants was that the textbook might not be appropriate for each particular class. Besides, the participants pointed out that native speakers of English and non-native speakers of English should work collaboratively while writing a textbook. The last major issue emphasized through the focus group interviews was related to student placement examinations and impact of it on English courses. Majority of teachers stated that an exam might be necessary to place students in high schools. However, they criticized the English part of the exam in variable aspects. In this regard, they stated that placement exams did not assess four language skills. Secondly, the exam did not motivate students to learn English. Then, it did not pay attention to individual differences. Next, it was not associated to language learning methodologies. After that, it did not include open-ended questions. Similarly, it did not encourage students to express themselves. Lastly, it leaded students to memorization and studying just for the exam. This general categorization is investigated through many checklists (Brown, 2001; Cowles, 1976; Cunningsworth, 1995; Demir&Ertaş, 2014; Dougill, 1987; Litz, 2005; Sheldon, 1988; Skierso, 1991; Tucker, 1975; Ur, 1996; Williams, 1983).

CHAPTER VI

CONCLUSION

6.1. Summary

The last chapter provides an overall conclusion of the study. Based on the findings, implications and limitations of the study are explained for shedding light future researches. General criticisms and suggestions over the educational practices are presented.

6.2. Conclusion

This study aimed to identify 8th graders' and English language teachers' perceptions toward the efficiency of the textbook titled *Moonlight*, and this study was conducted in five districts of Adana: Seyhan, Ceyhan, Çukurova, Sarıçam and Yüreğir. The main focus of the study was to find out the general beliefs or views of participants in evaluating *Moonlight* in aspects of subject, content, layout, objectives, language skills, methodology, activities, language components and general attributes. Each criterion was investigated through three data collection methods. To validate the study, triangulation was carried out as well.

Qualitative and quantitative data results demonstrated that the majority of the participants seemed to have negative perceptions toward the textbook in all of the criteria. However, it should be highlighted that there were some items which were favored by the participants. For language components, spelling and punctuation were found to be effective according to the findings. On the other hand, pronunciation, grammar and vocabulary parts were criticized by teachers and students. In this regard, more pronunciation activities should be implemented through the textbook. Besides, warm-up activities, visuals, games and songs should be varied.

For language skills, the number of reading passages seemed to be adequate; however, integration and presentation of each skill should be developed. In this regard, productive skills should be developed and learning tips for each skill should be presented. The textbook should allow students to express themselves; meanwhile, errors may be tolerated.

Target language culture should take place in the textbook adequately. And, the topics should be selected according to students' level, age, interest and cultural

background. In this case, teachers suggest needs analysis and having time with the target learners.

According to the findings of the study, the textbook did not meet the requirements of language settings and curriculum. Besides, it was inefficient in satisfying the needs of 8th graders in terms of aims and objectives. In this case, each teacher should have adequate information about the objectives of textbook and curriculum.

The textbook was inefficient in terms of methodology and activities. In this case, a great majority of the participants stated that it didn't allow different learning preferences and strategies. Besides, it did not provide a balance of activities. Similarly, pair-works and group-works were not included adequately.

In addition to these criteria, general considerations and concerns of English language teaching were also asked. The participants believed that the prescribed time for English course should be increased. Besides, the curriculum and textbook should be simplified. In this case, fewer language functions and topics can be included in both curriculum and the textbook. Furthermore, technology should be integrated into the textbook so that students could revise and study the subjects through online applications of the textbook. Placement exams should include methodologies and procedures of language learning. Student-centered learning should be ensured and students should be allowed to develop communicative abilities. In this case, real-life situations, role-plays, dramas, simulations can be provided through the textbook. Students should have an active role in learning a language, so they should share the responsibility of learning. In this case, teachers should not be thought of as the only source of information; students can use various sources to reach the information. Furthermore, students can interpret the information to use in a specific task.

6.3. Pedagogical Implications

This study sheds light on 8th graders and English language teachers' perceptions toward evaluating their textbook titled *Moonlight*. The major outcome was that the users of the textbook could have an opportunity to express their ideas, beliefs, suggestions about their material. The findings revealed that each student and teacher had valuable opinions about their education system, materials and language procedures. However, they had limited opportunities to express their personal beliefs. This study highlighted that students and teachers should take an active role in designing their materials.

The findings of the study revealed that the users of the material could have knowledge about procedures of evaluating a material. In this study, checklists were designed in accordance with the findings of the literature review. The most common criteria were chosen and included in the checklist. In this regard, every teacher can follow these stages in order to evaluate their textbook or any other specific material. To carry out this goal, they should ascertain the needs and requirements of students, language settings, and curriculum. By this way, every teacher can be a researcher of their institution. Besides, they can have an opportunity to use their academic knowledge and improve themselves in this certain field. In addition to that, teachers can use this checklist by adapting to their language settings and contexts. This checklist was designed to evaluate a textbook in some certain aspects. According to their needs and expectations, they can change the design or items.

Another finding of the study yields pedagogical implications for educational practice. This study revealed that curriculum of 8th graders plays an important role in designing a textbook and providing a framework for the syllabus. Because the themes emphasized in the curriculum take place through the textbooks in the same order. Therefore, teachers prepare their syllabus on these certain specific themes and functions. In this case, there is a need to simplify the curriculum. Accordingly, syllabuses and the contents of the textbooks can be simplified. The findings of the study highlight that teachers have limited chance to change the themes or contents of their syllabuses. Because they emphasized that all the functions and themes could take place in student placement exams for high schools; therefore, they had to teach all that was in the curriculum and textbooks.

One of the main findings of this study is that most of the teachers believe that English teaching is not just a course like history or biology. It should be highlighted that English language is a tool of international communication. In this regard, English courses can be described in a different procedure since they require a variable language settings, methodologies, techniques and examinations. According to the curriculum of 8th graders (2013), the main goal is to speak and communicate. Besides, listening and speaking are supposed to be developed primarily. However, the educational practice does not support this goal. The materials do not pay attention to these objectives of the curriculum. Besides, student placement examinations do not meet the requirements of the objectives as well and it is argued by the participants. According to teachers, the exam should include open-ended questions, test four language skills, cater for

individual differences and encourage students to express themselves. Furthermore, appropriate language classes and communicative functions should be provided. All in all, it can be realized that this study focuses on both the evaluation of the material and major concerns of ELT. Therefore, this study can raise awareness towards materials evaluation and development in educational procedures.

6.4. Suggestions for Future Research

Future studies should be related to material evaluation or textbook evaluation. In this regard, data collection tools can be improved and adapted according to the needs and requirements. In this regard, within the scope of this study, open-ended part of the checklist investigated the issue in a limited way. This part can include more questions from different fields. If the time and necessary permissions are arranged, the number of focus-groups can be increased. In this study, two focus groups participated in the study since it was difficult to gather all teachers in the same place. So, two crowded schools were selected to conduct the study. This study also was conducted in five districts of Adana, extra districts or new provinces can be selected to extend the scope of the study. Similarly, several materials of different grades can be evaluated in order to compare the strengths and weaknesses of the textbooks. In this study, one grade and a single textbook were selected and investigated. In addition to that, on using the same material, the private schools can also be selected to conduct the study. Lastly, it can be useful to enrich data collection through field notes of classroom observation providing extensive findings. If these suggestions were followed, further research could enable researches to reach more data from various perspectives with regard to textbook evaluation.

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APPENDICES

Appendix 1. Teacher Evaluation Checklist

Dear colleagues,

This checklist is designed to identify your views on English textbook for 8th graders, *Moonlight* concerning layout/design, aims, subject, content, methodology, activities, language skills, language components and general attributes. Your answers will be kept confidential and used for only research purposes. Read the statements below and put a tick (✓) next to the item which reflects your view. If you have any question about the study, please do not hesitate to contact me via ugurboyraz.001@gmail.com

Thanks for your contribution.

UĞUR BOYRAZ

Çukurova University

ELT Department/ MA Student

Part A: Background Information:

Please complete the following items as appropriate. Indicate your answer with a TICK.

1. Age

   __below 25 __25-30 __31-35 __36-40 __above 40

2. Sex

   __male __female

3. Years of teaching

   __1-4 __5-9 __10-14 __15-19 __above 20

4. Educational status

   __ B.A __M.A __Ph. D

Part B: Textbook Evaluation Checklist

	A. Layout/ Design	**Totally lacking**	**Weak**	**Fair**	**Good**	**Excellent**
1.	Is the textbook organized effectively?					
2.	Is vocabulary list or glossary included?					
3.	Does the size of book seem convenient for students to					

	handle?					
4.	Is the layout/design attractive?					
B. Aims/Objectives						
5.	Are the objectives stated explicitly in textbook?					
6.	Do the objectives meet the needs of the learners?					
7.	Do the objectives suit to the learning situation?					
8.	Do the aims of the book correspond closely with the aims of curriculum?					
C. Subject/Content						
9.	Do the subject matters cover a variety of topics which arouse your students' interest?					
10.	Is the content graded according to requirements of your syllabus?					
11.	Is the material up-to-date?					
12.	Does the content serve as a window into learning about the target language culture?					
D. Methodology/Activities						
13.	Does the textbook allow different teaching and learning styles?					
14.	Does it allow students to develop communicative					

	abilities?					
15.	Does the material include any advice/help to students on study skills and learning strategies?					
16.	Does the textbook give a sense of progress? (e.g. from simple to complex)					
17.	Does the material involve your students' values, attitudes and feelings?					
18.	Do the activities fit your students' long-term goals?					
19.	Are ready-made achievement tests provided for the textbook?					
20.	Is allowance made for on-going evaluation?					
21.	Does the textbook allow students to check their learning?					
22.	Does the material inspire students to produce their own works? (e.g. project works, etc.)					
23.	Does the textbook provide a balance of activities? (e.g. controlled/free exercises, emphasis on fluency/ accuracy)					
24.	Do the activities incorporate collaborative works) (e.g. pair/group-work)					

25.	Do the questions in activities help distinguish between good and poor students?					
E. Language Skills						
26.	Are the four skills equally presented?					
27.	Are there enough reading and listening studies? (receptive skills)					
28.	Are there enough speaking and writing studies? (productive skills)					
29.	Are language skills integrated?					
30.	Does the material present learning strategies for language skills? (e.g. Does it teach how to develop listening skills?					
31.	Does the textbook pay attention to sub-skills? (e.g. note-taking, skimming, scanning)					
32.	Are reading passages and associated activities suitable for your students' level?					
33.	Are listening passages authentic?					
34.	Is material for spoken English (dialogues, roleplays, etc.) designed to equip students for real-life					

	situations?					
35.	Do the writing activities allow students to express their thoughts and point of views?					
F. Language Components						
36.	Is the vocabulary load (the number of new words introduced in each lesson) is appropriate for your students' level?					
37.	Are the words repeated and recycled across the book?					
38.	Is grammar contextualized? (grammar is taught in an authentic text, internalizing language form unconsciously)					
39.	Is grammar introduced implicitly? (acquire language without any overt grammar instruction, as children learn their mother tongue)					
40.	Does the textbook include adequate material for pronunciation studies?					
41.	Does the material pay attention to correct use of punctuation?					
42.	Does the material pay attention to spelling of English words?					

G. General attributes/Conclusion						
43.	Does the teacher's book guide teachers efficiently?					
44.	Are supplementary materials (workbook, audios, etc.) provided adequately?					
45.	Does your setting meet the requirements of teaching all the subjects in the book?					
46.	Does the textbook increase your desire to teach English?					
47.	Is the prescribed time enough to teach all the subjects in the book? (4 fours a week)					
48. What are your general criticisms about the textbook?						
49. What are your general suggestions for the textbook?						

Appendix 2. Student Evaluation Checklist

Dear students,

This checklist is designed to identify your views on English textbook for 8th graders, *Moonlight* concerning layout/design, aims, subject, content, methodology, activities, language skills, language components and general attributes. Your answers will be kept confidential and used for only research purposes. Read the statements below and put a tick (✓) next to the item which reflects your view. If you have any question about the study, please do not hesitate to contact me via ugurboyraz.001@gmail.com

Thanks for your contribution.

UĞUR BOYRAZ

Çukurova University

ELT Department/MA Student

Part A: Background information:

Please complete the following items as appropriate and indicate your answer with a TICK.

1. Age: ____ 13 _____14 _____15
2. Sex: ____ Male _____Female
3. Do you like English? : _____ Yes _____ No
4. Your English mark on the report card:
   ___0-45 __45-55 __55-70 __70-85 __85-100
5. Why do you study English?

   __ To have a good occupation
   __ To speak with people from other countries
   __ To be successful in placement examination for high school
   __ To read magazines and journals in English

Part B: Textbook Evaluation Checklist

	A. Layout/Design	Totally lacking	Weak	Fair	Good	Excellent
1.	Is the layout/design attractive?					
2.	Is the textbook organized effectively?					
	B. Aims/Objectives					
3.	Do the objectives of the book meet your needs?					
	C. Subject/Content					
4.	Are the topics of units interesting for you?					
5.	Is the material up-to-date?					
6.	Does the content facilitate learning target-language culture?					
	D. Methodology/Activities					
7.	Does the textbook allow different teaching and learning styles?					
8.	Does the textbook inspire you to communicate in English?					
9.	Does the material involve your values and attitudes?					
10.	Does the textbook allow you to check your learning?					
11.	Does the material inspire you to produce your own					

	works?					
12.	Do the activities incorporate collaborative works?					
E. Language Skills						
13.	Are reading passages appropriate for your level?					
14.	Do the writing activities allow you to express your thoughts?					
15.	Are speaking activities designed to reflect your real-life situations?					
16.	Are listening passages authentic?					
17.	Does the material present learning strategies for language skills?					
F. Language Components						
18.	Is the vocabulary load appropriate for your level?					
19.	Is it enjoyable to learn English grammar through the textbook?					
20.	Are there sufficient pronunciation studies?					
G. General attributes/Conclusion						
21.	Are supplementary materials provided adequately?					
22.	Do your classes allow					

	you to learn all subjects in the book?					
23.	Does the textbook increase your desire to learn English?					
24.	Is the prescribed time enough to learn all the subjects of textbook?					
25. What are your general criticisms about the textbook?						

Appendix 3. English Language Teachers' Interview Questions

1. How long have you been teaching?
2. Do you believe that the textbook allows you and your students to use four language skills? Which skills are used mostly or inadequately?
3. Do the objectives of the textbook correspond closely with the individual differences of your students? If not, which differences are not taken into consideration?
4. What is your general view on teaching culture? Does the textbook succeed in introducing target language culture?
5. Which language component is mostly developed through the textbook?
6. Is the number of functions in the textbook rational? Do you feel under pressure for teaching all of them? What are your suggestions concerning the issue?
7. Do you think the topics of the units are interesting for students? If not, what are your suggestions concerning this issue?
8. Do you need a language class to teach subjects of the textbook and curriculum? Why?
9. What can be done to improve the quality in English language teaching for 8th graders?

Appendix 4. English Language Teachers' Focus Group Interview Questions

1. There are many arguments and counter-arguments on using a textbook. What is your opinion on the issue? What are the advantages or disadvantages of using a textbook?

2. What is your perspective in whether the author of English textbooks should be native speakers or non-native speakers of English? According to you, what are general problems faced by non-native speakers of English while writing a textbook?

3. If you had a chance to supplement a part to the textbook '*Moonlight',* which part would you put in?
4. Every teacher may have difficulty in teaching some subjects in English. They state that this subject is really hard to teach and learn. According to you, which subject is difficult to teach in English? Does the textbook facilitate your work?
5. What are the strengths and weaknesses of *'Moonlight'*?
6. Is *Moonlight* suitable for student-centered education? If not, why?
7. What do you think about the impacts of student placement examinations for high school in terms of English language lessons at schools?

Appendix 5. Official Correspondence with the Provincial Directorate of Ministry of National Education

T.C.
ADANA VALİLİĞİ
İl Milli Eğitim Müdürlüğü

Sayı : 98258552-604.01.01-E.6314592 27.03.2018
Konu : Uğur POYRAZ'ın
Uygulama İzni

MÜDÜRLÜK MAKAMINA

İlgi : Çukurova Üniversitesi'nin 08\03\2018 tarihli ve 9729 sayılı yazısı.

Çukurova Üniversitesi Sosyal Bilimler Enstitüsü İngiliz Dili öğrencisi Uğur POYRAZ'ın Doç. Dr. Yonca ÖZKAN danışmanlığında ***" Bakanlığımız Yabancı Dil Eğitimi ve Öğretimi Kapsamında Okutulan Kitapların İncelenmesi ve Değerlendirilmesinin Bilimsel Çerçevede Yürütülmesi"*** konulu uygulama çalışmasını Müdürlüğümüze bağlı ekli listede belirtilen ilçelerde ve okullarda 2017-2018 akademik yılında uygulama yapmak istediği ile ilgili ilgi yazı ekte sunulmuştur.

Söz konusu uygulama çalışmasının, İlimiz İl Araştırma Değerlendirme Komisyonu'nun, 26/03/2018 tarihli "Uygundur" raporu doğrultusunda, Müdürlüğümüze bağlı ekli listede belirtilen ilçelerde ve okullarda söz konusu uygulama çalışmasının, Veli İzin Belgelerinin toplanarak okul müdürlüğü tarafından muhafazasından sonra, 2017/2018 eğitim-öğretim yılında, eğitim-öğretimin aksatılmasına mahal vermeden yapılması Şubemizce uygun görülmektedir.

Makamlarınızca da uygun görülmesi halinde olurlarınıza arz ederim.

Mehmet ÇALIŞKAN
Müdür Yardımcısı

OLUR
27.03.2018

Turan AKPINAR
Milli Eğitim Müdürü

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Appendix 6. The List of the Schools Allowed to Conduct Research by the Provincial Directorate of Ministry of National Education

Sarıçam / Erdoğan Şahinoğlu Ortaokulu	Yüreğir / Kazime Özler Ortaokulu
Sarıçam / Veli Yavuz Ortaokulu	Yüreğir / Cahit Zarifoğlu Ortaokulu
Sarıçam / Ömer Kanaatbilen Ortaokulu	Yüreğir / İsmail Sefa Özler Ortaokulu
Sarıçam / Çeaş Sofulu Ortaokulu	Yüreğir / Kılıçarslan Ortaokulu
Sarıçam / Arif Nihat Asya Ortaokulu	Yüreğir / Tuğrulbey Ortaokulu
Sarıçam/ Şehit Hüseyin Avni Bey Ortaokulu	Yüreğir / Ömer Refika Halıcılar Ortaokulu
Sarıçam / Cemil Meriç Ortaokulu	Yüreğir / Cumhuriyet Ortaokulu
Sarıçam / İncirlik Ortaokulu	Yüreğir / Ticaret Borsası Ortaokulu
Sarıçam / Buruk Ortaokulu	Yüreğir / Fevziye Çelik Ortaokulu
Sarıçam / Uluğ Bey Ortaokulu	Yüreğir / Ulubatlı Hasan Ortaokulu
Sarıçam / Hacı Özcan Sinağ Ortaokulu	Seyhan / Şehit İdris Güler Ortaokulu
Sarıçam / Bilge Kağan Ortaokulu	Seyhan / Mehmet Akif Ortaokulu
Sarıçam / Evliya Çelebi Ortaokulu	Seyhan / Ramazanoğlu Ortaokulu
Sarıçam / Remzi Oğuz Arık İmam Hatip Ortaokulu	Seyhan / Osmangazi Ortaokulu
Sarıçam / Kürkçüler Ortaokulu	Seyhan / Ahmet Cevdet Çamurdan Ortaokulu
Ceyhan / İsmail Ayşe Önük Ortaokulu	Seyhan / Yavuz Selim Ortaokulu
Ceyhan / Yaltır Kardeşler Ortaokulu	Seyhan / 125. Yıl Ortaokulu
Ceyhan / Arif Nihat Asya Ortaokulu	Seyhan / 80. Yıl Ortaokulu
Ceyhan / Gazi Ortaokulu	Seyhan / Şehit Sercan Yılmaz Ortaokulu
Ceyhan / Ceyhan Ortaokulu	Seyhan / Sadıka Sabancı Ortaokulu
Ceyhan / Fevzi Çakmak Ortaokulu	Çukurova / İbn-i Sina Ortaokulu
Ceyhan / Ceyhan İmam Hatip Ortaokulu	Çukurova / DSİ Baraj Ortaokulu
Ceyhan / Şadiye Mustafa Caf Ortaokulu	Çukurova / Şehit Muhammet Ali Demir Ortaokulu
Ceyhan / Kaymakam Gürbüz Karakuş Ortaokulu	Çukurova / İbrahim Atalı İmam Hatip Ortaokulu
Ceyhan / Pamukeli Ortaokulu	Çukurova / Öğretmen Zeynep Erdoğdu Ortaokulu
Ceyhan / Sakarya Ortaokulu	Çukurova / Oğuzhan Ortaokulu
Ceyhan / Toros Tarım Ortaokulu	Çukurova / Şehit Enver Buğur Ortaokulu
Ceyhan / İhsan Demirtaş Ortaokulu	Çukurova / Akşemsettin Ortaokulu
Ceyhan / Ertan Sevim Ortaokulu	Çukurova / Şehit Ebubekir Durmuş Ortaokulu
Ceyhan / Birkent Ortaokulu	Çukurova / Semiha Yücel Akdeğirmen Ortaokulu

CURRICULUM VITAE

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(*) *Common European Framework of Reference for Languages (CEF) Level*