



**ISTANBUL MEDENİYET UNIVERSITY
INSTITUTE OF GRADUATE STUDIES**

DEPARTMENT OF FOREIGN LANGUAGE EDUCATION
ENGLISH LANGUAGE EDUCATION

**An Evaluation of the EFL Coursebook “*English File-Intermediate*” from the Perspectives of Students and
Instructors**

Master’s Thesis

İlknur SAYDAM

January 2023



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THESIS JURY APPROVAL

This MA thesis titled “An Evaluation of EFL Coursebook “English File-Intermediate” from the Perspectives of Students and Instructors.” written by İlknur SAYDAM at the Department of Foreign Language Education was accepted by our jury.

JURY MEMBERS

SIGNATURE

Supervisor:

Asst. Prof. Ferdane DENKÇİ AKKAŞ
İstanbul Medeniyet University

Other Jury Members:

Prof. Dr. Selami AYDIN
İstanbul Medeniyet University

Assoc. Prof. Suzan KAVANOZ
Yıldız Technical University

Date of Defense: 12 / 01 / 2023

STATEMENTS

Style and Reference Manual Statement

Having reviewed this thesis written under my supervision, I confirm that it has been written in accordance with the APA Manual of Style (6th Edition) and used its [footnote/in text] reference format consistently throughout the entire text.

Asst. Prof. Ferdane DENKÇİ AKKAŞ

Declaration of Originality

I hereby declare that all information in this dissertation has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conducts, I have fully cited and referenced all material and results that are not original to this work.

İlknur SAYDAM

GENİŞ ÖZET

Yabancı Dil Öğretiminde Kullanılan '*English File-Intermediate*' Ders Kitabının Öğrenci ve Öğretim Görevlileri Açısından Değerlendirilmesi

SAYDAM, İlknur

Yüksek Lisans Tezi, Yabancı Diller Eğitimi Anabilim Dalı, İngiliz Dili

Eğitimi Bilim Dalı

Tez Danışmanı: Dr. Öğretim Üyesi Ferdane DENKCI AKKAŞ

Ocak, 2023.

Öğretimin gerçekleşmesine katkı sağlayan birçok etken bulunmaktadır. En önemlilerinden bir tanesi ise öğretim materyalleridir. Öğretim materyali, genel olarak öğretim hedeflerini gerçekleştirmek amacıyla kullanılan araçlardır. Brown'a (1995) göre materyal aynı zamanda sınıf öğretiminde kullanılan tekniklerin ve alıştırmaların sistematik bir açıklaması olabilir. Öğretimde kullanılan materyaller öğrencinin başarısını belirleyen faktörler arasında bulunmaktadır. Çakır (2015) bu materyalleri öğrencilerin öğrenmesini teşvik etmek amacıyla öğretmenler tarafından kullanılan herhangi bir şey olarak görmektedir.

Tüm öğretim alanında olduğu gibi yabancı dil öğretiminde de materyallerin önemli bir yeri vardır. Öğretim materyalleri öğrencilerin aldığı dil girdisinin ve sınıf ortamında gerçekleşen uygulamaların çoğu için temel oluşturur. Yani öğretmene öğretme sürecinde yardımcı olan kaynaklar öğretim materyalleridir (Richards, 2001). Öğretim materyalleri dil öğretimi açısından McGrath (2002) tarafından 4 gruba ayrılmaktadır. Bunlar gazete makaleleri gibi özgün materyaller, öğrencilerin ihtiyaçları doğrultusunda öğretmenler

tarafından geliştirilen materyaller, öğrenciler tarafından üretilen materyaller ve dil öğretimi için özel oluşturulmuş çalışma ve ders kitaplarıdır.

Yukarıda vurgulanan materyallerden biri olan ders kitapları, eğitimin amaçlarını gerçekleştirmek üzere öğrencinin öğrenme yaşantılarına kaynaklık eden öğretim materyallerinden biri, hatta birçok durumda tek öğretim materyalidir (Halis, 2002, s. 51). Öğrenme-öğretme sürecinde öğrencilerin neler öğreneceğini, öğretmenlerin neler öğreteceğini önemli ölçüde etkileyen bir kaynak (Küçükahmet, 2003, s. 18) olan ders kitabı, öğrencinin öğretilecek konulara ilgi duymasını sağlar. Ders kitaplarında öğrencileri çalışmaya, araştırmaya, düşünmeye özendirici hazırlık soruları ve araştırma konuları yer alır (Demirel, 2000, s. 40). Görüldüğü gibi ders kitapları öğretmen ve öğrencilerin öğrenme sürecindeki etkinliklerinin bir düzen içerisinde yürütülmesini sağlayan önemli araçlardan biridir.

Ders kitapları müfredatta hedeflenen kazanımlara ulaşılmasında büyük bir destek sağlamakta, bu nedenle de yaygın şekilde kullanılan öğretim materyalleri arasında yer almaktadır. Ders kitaplarının öğrenilecek bilgileri somutlaştırarak öğrenmenin daha kalıcı olmasına katkı sağlamaları, içerik çeşitlilikleri sayesinde farklı öğrenme biçimlerine sahip öğrencilerin ihtiyaçlarını karşılamaları gibi pek çok faydası bulunmaktadır. Dil öğretiminde de ders kitapları yaygın bir şekilde kullanılmakta ve bunun birçok avantajı bulunmaktadır. Bunlardan ilki kullanıcılara etkileşim ve dil pratiği için gerekli beceri ve etkinlikleri bir arada sunmasıdır (Richards, 2001). Bir diğer avantajı ise öğrencilerin dili etkili bir şekilde kullanabilmeleri için gerekli girdiyi sağlamasıdır (Crawford, 2002). Ders kitapları içerisinde bulunan materyalleri rastgele seçmemekte, teorik ve pratik olanı birleştirerek öğretmenlere tutarlı bir program sunmaktadır. (McGrath, 2013). Bu şekilde öğretmenlere takip edecekleri bir müfredat da sağlamış olurlar. Öğrenci açısından düşünüldüğünde ise ders kitapları

onlara beklentileri ve kendilerinden beklenenler için bir yol haritası sağlamak ve onlara güven vermektedir (Graves, 2000).

Yukarıda belirtilen yararların yanı sıra dil öğretiminde kullanılan ders kitaplarının bazı dezavantajlı noktaları da bulunmaktadır. Örneğin; Cunningsworth (1995) ders kitabı kullanımının öğretmen ve öğrencilerin yaratıcılıklarını azaltabileceğini ve öğretmenleri kısıtlayabileceğini vurgulamaktadır. Cathcart'a (1989) göre ise ders kitapları gerçek hayatta bulunmayan durum ve diyalogları bir araya getirebilmekte ve gerçek hayattan uzaklaşabilmektedir. Ayrıca ders kitapları her sınıfa özel tasarlanmadığı için içerikleri öğrenci ve öğrenim hedeflerine uygun olmayabilir (Ur, 2012). Bu sebeple her müfredat düzenlemesi için kitap seçimi öncesinde ya da seçilen kitabın tekrar kullanılıp kullanılmayacağına karar verme aşamasında ders kitabı değerlendirmesi yapılmalıdır.

Tomlinson'a (2003) göre materyal değerlendirmesi bir prosedür olarak öğrencilerin hedefleriyle bağlantılı olan ders materyallerinin potansiyel değerlerini ölçen sistematik bir değerlendirmedir. Bu materyallerden biri olan ders kitaplarının değerlendirmesi de potansiyel değerlerini ölçmek açısından önem arz etmektedir. Bu değerlendirme bazı amaçlar doğrultusunda yapılmaktadır. Ders kitapları değerlendirildiğinde yeni bir kitap adaptasyonu yapılabilir ya da kitabın güçlü ve güçsüz yönleri ortaya konulabilir (Cunningsworth, 1995). Ayrıca amaç ders kitabı seçmek veya kullanım sürecindeki etkililiğini belirlemek olabilmektedir (Mukundan, 2004). Yabancı dil öğretiminde kullanılan kitapların değerlendirilmesi için de tüm bu amaçlar geçerlidir. Dil öğretimi çoğu zaman ek materyallere ve uyarlamalara gerek duymaktadır ve ders kitabı değerlendirmesi, değerlendirilen kitabın güçlü ve güçsüz yönlerini ön plana çıkararak bunların gerekli olup olmadığı konusunda fikir vermektedir. Son olarak ders kitabı değerlendirmesi seçilen kitabın tekrar kullanılıp kullanılmamasına karar verme aşamasında da belirleyici olmaktadır (Awasthi, 2006).

Literatürde farklı ders kitaplarının değerlendirilmesine yönelik bazı küresel ve yerel çalışmalar bulunmaktadır. Eğitimin ilkokuldan yüksek öğretime kadar her seviyesinde yapılan bu çalışmaların bir kısmı özel kurumlarda (Uyar vd., 2014), bir kısmı ise devlet okullarında yapılmıştır (Öz, 2019; Tok, 2010). Ayrıca değerlendirilen ders kitapları ithal kitaplar (Öztekin, 2019), yerel kitaplar (Hejazi vd., 2018) ve derleme kitaplardır (Sari vd., 2019). Çalışmaların bazıları sadece öğretmenlerin (Kayapınar, 2009) veya sadece öğrencilerin (Bao vd., 2019) algılarını içerirken çoğu hem öğrencilerin hem de öğretmenlerin fikirlerini almayı tercih etmiştir (Haghighi, 2014; Nyungen, 2015). İncelenen kitapların tamamına yakını konu, beceri, alıştırma, kelime, dilbilgisi, görünüş ve resimleme, metodoloji, pratik hususlar ve kültürel konular gibi belirli kriterlere göre değerlendirilmiştir. Araştırmaların sonucunda ilk olarak, *New Language Leader Intermediate* gibi ithal edilen kitapların, kullanıcılar tarafından genellikle olumlu değerlendirildiği (Kayapınar, 2009; Öz, 2019; Öztekin, 2019) ancak, Türk Milli Eğitim Bakanlığı (MEB) tarafından sağlanan *Teenwise* veya *Spot-on Intermediate* gibi kitaplarla yerel olarak üretilen veya derlenen kitaplar biraz daha olumsuz değerlendirilmiştir (Dülger, 2016; Kara, 2019; Tok, 2010). İkincisi, bazı kitaplar dört beceriyi dengelemede başarısız bulunmuş, diğer üç beceriye verilen önemin, yazma becerisine verilmediği belirtilmiştir (Hejazi vd., 2018; Sari vd., 2019; Öz, 2019). Ayrıca, bazı araştırmalarda katılımcıların dil bilgisi, kelime bilgisi, içerik ve ders kitaplarının konularından memnun oldukları (Sari vd., 2019; Öz, 2019; Öztekin, 2019), bazılarında ise bu kriterleri eleştirdikleri görülmüştür. (Ertürk, 2013; Nyungen, 2015). Son olarak Haghighi'nin (2014) çalışmasında görseller yeterince iyi bulunurken, bir çalışmada (Sari vd., 2019) derleme kitaptaki resimlerin yeniden tasarlanması gerektiği sonucuna varılmıştır.

Bu çalışmanın amacı, bir devlet üniversitesinin İngilizce Hazırlık müfredatında yer alan “English File-Intermediate” ders kitabının, bu kitabı derslerinde kullanan öğrenciler ile öğretim görevlilerinin görüşlerine göre

değerlendirilmesidir. Bu çalışma karma desende planlanmış, bu sebeple de hem nitel hem de nicel veri toplama tekniklerinin kullanıldığı betimsel bir araştırmadır. Çalışmanın nicel boyutunda 111 öğrenci ve 17 öğretim görevlisinin İngilizce ders kitabına ilişkin görüşleri Öz (2019) tarafından geliştirilen *Ders Kitabı Değerlendirme Anketi* ile toplanmıştır. Nitel veriler ise aynı sayıda katılımcının cevapladığı anket sonunda yer alan 4 açık uçlu sorunun yanı sıra 8 öğrenci ve 8 öğretim elemanı ile yapılan ve yine Öz (2019)'den uyarlanan 11 soruluk yarı yapılandırılmış görüşme formları aracılığı ile toplanmıştır. Çalışmada veriler, tüm dünyayı etkileyen Covid-19 sürecinde eğitimin uzaktan devam etmesi nedeni ile çevrimiçi olarak toplanmıştır. Çalışmanın nicel boyutu için anketler ile elde edilen veriler dijital ortama aktarılmış ve SPSS yazılımı yardımı ile analiz edilmiştir. Görüşmeler sonucunda elde edilen nitel veriler de dijital ortama aktararak betimsel içerik analizi ile çözümlenmiştir.

Çalışmanın sonucunda, araştırmanın yapıldığı kurumdaki öğrenci ve öğretim görevlilerinin genel olarak *English File Intermediate* kitabından oldukça memnun oldukları ortaya konmuştur. İlk olarak hem öğrencilerin hem de öğretim görevlilerinin kitapta işlenen konulardan memnun oldukları anlaşılmaktadır. Bu memnuniyet kitapta yer alan klişelerden arınmış ve özgün içeriklerden ve sınıf tartışmaları sırasında hakkında fikirler geliştirebildikleri otantik materyallerden kaynaklanmaktadır. Ayrıca, öğrenciler ve öğretim görevlileri ders kitabındaki konuları ilgi çekici ve güncel bulmuşlardır. Konuların yanı sıra metin türlerinin çeşitliliğinden de genel bir memnuniyet duyulduğu ortaya çıkmıştır. Bunun yanı sıra, öğrenciler etkinliklerin açık yönergelerinden çoğunlukla memnunken, öğretim görevlileri etkinliklerin öğrencilerin düzeyine uygunluğunu beğenmişlerdir. Benzer şekilde, hem öğrenciler hem de öğretim görevlileri ders kitabının grup, bireysel veya tüm sınıf etkinliklerini dengelemede, öğrenen katılımını teşvik etmede ve çalışma becerilerini geliştirmede başarılı olduğunu düşünmektedirler.

Kitabın dilbilgisi sunumu açısından değerlendirildiğinde araştırmaya katılanların çoğu tarafından oldukça etkili bulunduđu gör÷lm÷ştür. Nicel bulgular, bunun dilbilgisi konularının düzeye uygun ve açık bir şekilde sunulmasından kaynaklandığını göstermektedir. Ayrıca ders kitabındaki kelimelerin sunumu ve kelimelerin seviyeye uygunluğu diğerk bir olumlu sonuçtur. Dil becerilerinin ders kitabındaki sunumu, farklı becerilerin entegrasyonunu teşvik etmesi, dört dil becerisini eşit şekilde desteklemesi ve not alma, gözden geçirme veya tarama gibi alt becerilere dikkat etmesi de oldukça olumlu bulunmuştur. Ayrıca bu çalışma, ders kitabındaki kültürel kaynaşmaya ilişkin çeşitli bakış açılarını ortaya koymuştur. Çoğu öğrenci ders kitabındaki metinlerin ve etkinliklerin Amerikan kültüründen çok İngiliz kültürünün unsurlarıyla birleştiğı konusunda hemfikirdir. Bunlarla birlikte, ders kitabının düzeni ve fiziksel yapısı beğenilmiş ve hem öğrenciler hem de öğretim görevlileri ders kitabının düzeninden ve gereksiz ayrıntılara yer verilmeden hazırlanan ilgi çekici çizimlerinden memnun olduklarını belirtmişlerdir. Öğretim görevlileri Öğretmen El Kitabı'ndan kelime öğretimi konusunda rehberlik sağladığı, yeni öğretmenlere tavsiyelerde bulunduđu ve yeni derslerin verilmesine yardımcı olduđu için oldukça memnun olduklarını belirtmişlerdir. Ayrıca bu çalışma, öğretim görevlilerinin ders kitabını hazırlık programının amaç ve hedefleriyle uyumlu bulduklarını göstermiştir.

Tüm bu olumlu yönlerin dışında, katılımcıların bir kısmı ders kitabındaki konuların güncellenmesi ve diyalog, deneme, şiir, drama, masal gibi yeni metin türlerinin eklenmesi gerektiğini düşünmektedir. Ayrıca, kitap, dilbilgisi konularını yeterince kapsamlı bir şekilde ele almaması ve gelecek ünitelerde öğrenilen konuları tekrar etmemesi ve İngilizce kelime bilgisini etkili bir şekilde pekiştirmek için yeterli etkinliğin olmaması açısından eleştirilmiştir. Kitabın yazma becerisini geliştirmeye katkısı konusunda öğretmen ve öğrencilerin ciddi şüpheleri olduđu anlaşılmıştır. Çoğunlukla diğerk becerilere verilen önemin bu beceri için verildiğini düşünmediklerini

ifade etmişlerdir. Ek olarak kitabın görünümünden genel bir memnuniyet duyulsa da bazı öğrenciler ders kitabının üretiminde kullanılan materyalin kağıt kalitesini yazmaya elverişli olmadığı için uygun bulmamıştır. Son olarak ders kitabı çok sayıda katılımcı tarafından pahalı ve ulaşılması zor olarak değerlendirilmiştir.

Bu çalışmadaki sonuçlar alanyazındaki benzer çalışmalarla karşılaştırıldığında aralarında bir çok benzerlik ve farklılıklar olduğu ortaya çıkmıştır. Örneğin, Türkiye’de başka üniversitelerde incelenen başka kitaplarda da dilbilgisi, kelime öğretimi, konular, etkinlikler ve beceriler etkili bulunurken, fiyat ve ulaşılabilirliği konusunda olumsuz dönütler verilmiştir. Karşılaştırma sonucunda çıkan farklılıkların ise farklı kitapların incelenmesi ve farklı öğrenci ve öğretmen profilinin farklı koşullarda bu kitapları işlemelerinden kaynaklandığı öngörülmektedir.

Bu çalışmanın sonuçlarına bakılarak uygulayıcılara ve araştırmacılara bazı öneriler getirilmiştir. Örneğin, ders kitabının sadece iki mağazada ve yayıncının sitesinde satılmak yerine daha fazla kitapçıda veya popüler olanların da aralarında bulunduğu internet sitelerinde satılması, döviz kuru nedeniyle ithal ders kitaplarının fiyatlarının yüksek olmasına rağmen yayıncıların fiyatı yeniden düzenlemesi, mümkün değilse, öğrencilere taksit gibi bazı ödeme kolaylıkları sağlanması önerilmiştir. İkinci olarak, ders kitabındaki bazı konu ve resimler güncelliğini yitirdiği için kullanıcılar açısından daha çekici olmasını sağlamak amacıyla yazarlar tarafından güncellenmesi tavsiye edilmiştir. Ayrıca, ders kitabı akademik yazma becerilerinin öğretimi açısından yetersiz bulunmuştur. Bu sonuç dikkate alınabilir ve günlük yazma etkinlikleri dışında bazı akademik yazma stratejilerine yer verilebilir. Bunun yanı sıra, öğretmenlere ders kitabının zayıf yönlerini telafi etmek için sınıflarında bazı ekstra materyaller kullanmaları ve özellikle dil düzeyi ve öğrenci ihtiyaçları açısından bazı uyarlamalar yapmaları önerilmiştir. Son olarak, uygulayıcılara kurum

programında kullanılmak üzere ders kitabının gncellenmiř yeni baskısının tercih edilmesi tavsiye edilmiřtir.

te yandan, farklı zel ve devlet kurumlarında, farklı planlanmış programlar ile idari personel veya yayıncılar gibi diğeri paydařların dahil edildiđi ve aynı ders kitabı serisinin diğeri seviyelerinin de deęerlendirildiđi alıřmalar yapılması nerilmektedir. Ayrıca ders kitabının bir kısmının online olarak iřlenmesi yerine tamamen yz yze alıřıldıđı bir yılda alıřma yapılması, farklı ğrenci gruplarının grřlerine bakılarak cinsiyet, seviye, blm veya yařlarının sonular aısından bir fark yaratıp yaratmadıđının kontrol edilmesi ve ders kitabının kullanımda olmadıđı bir niversitede uygulanıp alıřmanın tm paydařlara daha iyi bir fikir verebilecek kullanım ncesi, kullanım ii ve kullanım sonrası deęerlendirilmesi de yapılabilir.

Anahtar kelimeler: Eđitim materyalleri, yabancı dil olarak İngilizce ğretimi materyalleri, ders kitabı, ders kitabı deęerlendirme, ders kitabının kullanım sonrası deęerlendirilmesi.

ABSTRACT

An Evaluation of the EFL Coursebook '*English File-Intermediate*' from the Perspectives of the Students and Instructors

SAYDAM, İlknur

Master's Thesis, Department of Foreign Language Education,

English Language Education

Supervisor: Asst. Prof. Ferdane DENKÇİ AKKAŞ

January, 2023.

This study aims to evaluate the “English File-Intermediate” coursebook, which is included in the English Preparatory curriculum of a public school, according to the views of the students and instructors using this book in their classes. This is a descriptive study planned as a mixed methods research. In the quantitative part, the opinions of 111 students and 17 lecturers on the English textbook were obtained by means of the Textbook Evaluation Questionnaire developed by Öz (2019). The qualitative data were collected through four open-ended questions given under the questionnaire answered by the same number of participants, as well as the adapted versions of 11-question semi-structured interview forms prepared by Öz (2019) from 8 students and eight instructors. For the quantitative part of the study, the data obtained with the questionnaires were analyzed on the SPSS software through descriptive statistics. The qualitative data were analyzed with descriptive content analysis. In the end, it was found that the participants were generally satisfied with the coursebook. Many participants found the topics, grammar and vocabulary teaching, design and illustrations, activities, and skill teaching effective, but the majority stated that writing skills should be supported and gave negative feedback on the accessibility of the book and

its price. However, most instructors stated that the coursebook served their purpose and that the teacher's book was found useful.

Keywords: Instructional materials, EFL materials, coursebook, coursebook evaluation, post-use evaluation.

ACKNOWLEDGEMENTS

Writing this thesis would be impossible without the support of some people; thus, for assistance and support of them, I really want to thank those who helped make this thesis real.

First and foremost, it is with great gratitude that I sincerely thank my thesis advisor Dr. Ferdane Denkçi Akkaş who provided me her priceless guidance and emotional and intellectual support. With her belief in me, her stimulating suggestions, and her motivational speeches, the process became easier. I am totally grateful for her endless support.

I am also thankful to excellent academicians Prof. Dr. Selami Aydın and Assoc. Prof. Özge Cengiz for their precious teaching and support during my MA process. I learned a lot from their experiences.

I would like to thank my director Prof. Dr. Özlem Fedai, since her approval to conduct my research within the School of Foreign Languages was a big support for my study.

My most significant thanks is to my husband Kadir Saydam for his never ending support, love, and belief in me and my lovely daughters, Defne and Derya, for making my life meaningful. Moreover, I am really grateful to my super mom Nursen Yılmaz, my dad Ramazan Yılmaz and my siblings Şule and Saffet for their endless support, love, and sacrifices in looking after my daughters. I also would like to thank my best and true friend Bilge Yılmaz for her emotional support whenever I needed during this process.

İlknur SAYDAM

DEDICATION

Dedicated to my beloved family.

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LIST OF ABBREVIATIONS

ELT: English Language Teaching

ESP: English for Specific Purposes

EFL: English as a Foreign Language

ESOL: English for Speaker of Other Languages

CEFR: Common European Framework of Reference for Languages

LMS: Learning Management System

L2: Second Language

BA: Bachelor of Arts

MA: Master of Arts

Ph.D.: Doctor of Philosophy

S: Student

I: Instructor

ICTU: University of Information and Communication Technology

MoNE: Ministry of National Education

1. INTRODUCTION

This study aims to evaluate the coursebook *English File Intermediate* from the perspectives of students and instructors studying and working at a state university in Turkey. Accordingly, an overview of this study is presented in this chapter. First, within the scope of available literature, material, coursebook as a material and its place of it in ELT with some advantages and disadvantages are written. Second, the problem is explained, and the purpose is provided along with the research questions addressed in the study. Third, the limitations are mentioned. Finally, the definitions for the key concepts and explanations for the abbreviations used in this study are given.

1.1 Background of the Study

In English Language Teaching (ELT), one of the components that supports both teachers and students in the process is teaching materials. There are different kinds of definitions of materials in the literature. To start with, according to Tomlinson (2001) anything that can be utilized to speed up language acquisition is referred to as materials. They can be verbal, visual, auditory, or kinaesthetic and transmitted in writing, through a live performance or display, on cassette, CD-ROM, DVD, or the internet. They can be educational as they teach students about the language, experiential as they expose students to the language in use, elicited in the sense that they encourage to use the language, or exploratory because they aim to learn more about language use. Additionally, the term "material" is used by Harwood (2010) to refer to texts and language learning tasks, including exercises and activities based on texts provided to learners in written, aural, or visual form. This definition is deliberately broad to cover both locally created hand-outs used by a teacher with a single class and textbooks produced by major publishing houses and sold all over the world.

Along with the definitions above, coursebooks are one of the most commonly used, crucial items of these materials. A coursebook is described by Tomlinson (2011) as a book that offers the essential information for a language-learning session. It is intended to offer as much information in one book as feasible and could be the sole book that learners are required to follow throughout a course. In such a book,

structure, lexis, pronunciation, functions, and communication skills of four main skills are typically added. Nunan (1999) and Tok (2010) explain coursebooks as the main part of any teaching program, and they function as a key communicator of information, making the existing knowledge available and obvious to students in a chosen, clear, and ordered method.

As every component of teaching has some pros and cons in this process, using a coursebook has some advantages and disadvantages, too. For instance, coursebooks are like a map both for teachers and students (Hutchinson & Torres, 1994), economical and convenient as these components stick together as well as being easy to carry (Ur, 1996), and can be used for self-study, homework, and preparation for tests (Hutchinson & Torres, 1994). However, for many teachers, a coursebook that has been authorized can quickly become the curriculum (Lamie, 1999), modeling them what to teach and what students should learn as a result, may not respond to all students' needs and problems (Graves, 2000; Ur, 1996), might contain material that is not appropriate for learners' culture (Harmer, 2001) and may have other disadvantages like lack of direction in the teacher's manual, ambiguity regarding the grade level of the intended audience, omission of needs analyses to serve as the foundation for the textbook, and absence of accomplishment and progress exams (Sheldon, 1987).

Coursebooks need certain characteristics to be called effective. According to Tomlinson (2010), a coursebook ought to provide a lot of meaningful, understandable, and authentic language input, give opportunities to use language for communication, and offer engaging and pertinent materials. Furthermore, Richards (2014) offers some main characteristics of an efficient book such as creating interest, recycling previously taught material, informing students about new content that is going to be learned, introducing students to learning strategies, giving students possibilities to practice, and allowing them to receive comments on their learning and trace improvement of them. Coursebook evaluation is an indispensable part of choosing an appropriate one for a program, and a variety of different materials evaluation is possible (Gholami et al., 2017). Defined as a research procedure in which information is obtained from various sources and with various tools (Sarem et

al., 2013: 372), evaluation is crucial as it may determine even the effectiveness of a teacher's language instruction (Hutchinson, 1987).

There are some categorizations of coursebook evaluation in the literature. First, Ellis (1998) categorizes coursebook evaluation as *predictive* and *retrospective*. Predictive evaluation may include relying on the evaluations of 'expert' reviewers as it is done before the materials are used in the classrooms, while a retrospective evaluation can be used to evaluate the accuracy of a predicted evaluation and may suggest ways to make the prediction instruments more accurate in the future. Second, McDonough and Shaw (1993) have offered three parts to the evaluation process: *external* evaluation, *internal* evaluation, and *overall* evaluation. For the first evaluation process, the evaluators have an outside overview of the coursebook, while in internal evaluation, the evaluators conduct an in-depth investigation. Consequently, the overall evaluation is needed to assess the usability, adaptability and flexibility of the coursebook. Another one is provided by Tomlinson (2003). He separates the evaluation of coursebooks into three steps as *pre-use* evaluation, *in-use* evaluation, and *post-use* evaluation. He indicates that during a pre-use evaluation, evaluators quickly scan the contents and physical features of the resources. In-use evaluation can be used to assess a number of textbook characteristics, including the usability of the texts, the adaptability, practicality, the possibility of teaching the materials, and the possibility of promoting short-term learning. Lastly, post-use evaluations are more frequent than those conducted before and during use. It is typically used to assess the overall impact of materials on educational frameworks. Similar to Tomlinson, Grant (1987) has suggested three steps to evaluate a coursebook which are called *initial*, *detailed*, and *in-use* evaluation. Initial evaluation involves a fast review of the foreword, contents, and abstract. The evaluators can move on to the next stage which is called detailed evaluation if the materials pass the test with some criteria. Additionally, as textbook evaluation is a continuous process, in-use evaluation is needed. Moreover, Ellis (1998) expresses that *micro* and *macro* evaluation can be used in this process. The latter is a data collection procedure for various administrative and curricular aspects of the program, including teaching materials, so as to carry out an evaluation for accountability and/or developmental objectives. Micro evaluation, however, focuses on the unique properties of the

materials. Last, Robinson (1991) who has had studies on English for Specific Purposes (ESP) has divided materials evaluation into three parts: *preliminary*, *formative*, and *summative* evaluation. Firstly, in the preliminary evaluation, prior to an ESP program, assessors or stakeholders conduct an evaluation to choose relevant resources, particularly published materials. The formative evaluation is applied as the teaching program is going on. Consequently, summative evaluation is done to see the effectiveness of the material at the end of the course.

Additionally, there are certain criteria for evaluating coursebooks. According to their perspective and area of research, scholars distinguish between the significance of these criteria. To illustrate, Tomlinson (2003) divides the criteria into two categories as universal and local. The first one means the standards that can be applied to any coursebook that can accommodate any student, while the latter relates to the standards that take into account the specific context in which the materials are utilized. Also, Ur (1996) asserts that there are two different categories of criteria, which are general which refers to standards that apply to all textbooks and specific that refers to the standards that are solely applicable to the selected textbooks that address particular events and scenarios. Additionally, Tucker (1975) divides the criteria into two; internal criteria are those that have to do with language itself, whereas external criteria comprise the entirety of a textbook.

When these evaluative criteria are checked, it can be seen that there is no certain rule; thus, there are various checklists from different scholars. For example, Sheldon's (1988) checklist includes seventeen categories like availability, layout/graphics, linkage, physical characteristics, authenticity, and many questions related to these. These criteria have a few questions for each, and instructors need to write poor, fair, good, or excellent for each as well. This checklist may perform differently under different circumstances. Second, Ur (1996) offers a checklist including nineteen phrase-like criteria such as objectives, topics, instructions, visual materials, approach, vocabulary, grammar, pronunciation, and so on. Also, there are blank columns in the right and left part of it as well as blank lines at the end of the checklist for instructors to add their own criteria if needed. Another checklist is provided by Cunningsworth (1995) which includes eight main criteria and four to seven related questions for each of these criteria are offered. There is no scale but

boxes at the beginning of each question, and instructors are expected to check each question if the answer is positive for them. In addition, Breen and Candlin (1987) have provided a checklist for material users and makers to employ. The questions in the guide, which was divided into two sections, focus on various parts of the materials such as their goals and content, their use, and expectations of the teachers and students. The second phase comprises numerous standards for the needs and interests of students, learning/teaching methods, and requirements for designing the materials, and student priorities. Likewise, McGrath (2002) offers a first-glance evaluation checklist for coursebooks by proposing four main criteria and some relevant questions. On the right side, Yes/No is written for the teacher to choose for each question accordingly. Even though it is suitable for a quick evaluation, it is not really suitable for an in-depth evaluation as it doesn't deal with components like methods, activities, four skills or approaches. Moreover, Dougill (1987) suggests a checklist including five main topics and several sub-topics also having some questions to evaluate the coursebook. The main topics are related to four skills, syllabus, cohesion, progression and revision, and recycling. Lastly, it includes questions to assess the teachers' book, workbook, cassettes, tests, and laboratory drills. Additionally, in the checklist, Litz's (2005) proposes seven criteria including forty statements for teachers and twenty-five statements to students. Being different from other scales, under each statement, there are numbers from (1) to (10) for participants to choose in accordance with their satisfaction level. Moreover, his checklist includes a needs analysis for students asking ten open-questions. Finally, Brown (2000) proposed a twelve-criterion checklist to evaluate any coursebook. It includes many questions and needs instructors to answer all of these questions by giving detailed answers, thus, it may not seem very practical.

There are some global and local studies on evaluating different coursebooks in the literature. The studies were conducted in primary (Dülger, 2016; Tsagari et al., 2014), secondary (Ertürk, 2013; Nyungen, 2015), and high schools (Kara, 2019; Kayapınar, 2009) as well as universities (Bao et al., 2019; Haghighi, 2014; Thanh et al., 2020). Some of these studies were in private institutions (Uyar et al., 2014), while others were in state schools (Öz, 2019; Tok, 2010). Additionally, the coursebooks evaluated were imported books (Öztekin, 2019), local books (Hejazi et

al., 2018), and compiled books (Sari et al., 2019). In these studies, the participants were chosen differently. That is, some of them included the perceptions of only teachers (Kayapınar, 2009) or only students (Bao et al., 2019); however, most of them preferred to get the ideas of both students and teachers (Haghighi, 2014; Nyungen, 2015). Almost all of these coursebooks were evaluated according to certain criteria like the subject matter, skills, exercise, lexis and structure, grammar, appearance and illustration, methodology, practical considerations, and cultural issues. There are some results of these studies. First, imported books like *New Language Leader Intermediate*, were usually evaluated positively by the users (Kayapınar, 2009; Öz, 2019; Öztekin, 2019); however, the coursebooks provided by the Ministry of Turkish Education (MoNE) like *Teenwise* or *Spot-on Intermediate* or locally produced or compiled ones were evaluated a little bit more negatively (Dülger, 2016; Kara, 2019; Tok, 2010). Second, some of the coursebooks were found unsuccessful in balancing four skills as the importance given to the other three skills were not given to writing (Hejazi et al., 2018; Sari et al., 2019; Öz, 2019). Third, the participants were pleased with grammar, vocabulary, content, and topics of the coursebooks in some studies (Sari et al., 2019; Öz 2019; Öztekin, 2019), while some of them were criticized in terms of these criteria (Ertürk, 2013; Nyungen, 2015). Last, the illustrations were found to be good enough in Haghighi's (2014) study, while Sari et al. (2019) concluded that the pictures were in need of being redesigned in the compiled book.

1.2 Statement of the Problem

Coursebooks are an indispensable component in ELT both in the global and local contexts. Consequently, there is an increasing interest in coursebook evaluation studies, although it is still an under-researched topic. The coursebook *English File Intermediate* is evaluated in this study because it is widely preferred in many state and private universities as well as some private high schools in Turkey. However, it has been seen that there is almost no study in the literature showing how effective this coursebook is. In addition, the literature displays certain limitations regarding the studies on this topic. First, such studies are usually designed with the aim of defining "evaluation" or explaining "how to evaluate a coursebook" other than evaluating a specific coursebook; however, empirical studies are always needed in the field.

Second, some studies in the field include only instructors or only students. Nevertheless, the coursebook is used by all stakeholders, which means they all need to be included in the evaluation process. Third, post-use evaluation is crucial in deciding how effective the coursebook was with its strengths and weaknesses and helping the users decide whether to use the coursebook again or not. However, it can be seen that there are more pre-use evaluation studies instead of post-use evaluation. In light of all of these, an empirical study of a post-use evaluation including both instructors' and students' views on the coursebook *English-File Intermediate* has not been presented. Therefore, this problem is addressed in the current study.

1.3 Purpose of the Study

Considering the problem indicated above, the purpose of this study is to evaluate the coursebook *English File Intermediate* from the perspectives of students and instructors at a state university in İstanbul in Turkey. The quantitative data aimed to understand the efficiency of the coursebook by the impressions of learners and instructors whereas the qualitative data aimed to identify the coursebook's strong and weak features with some recommendations to increase its effectiveness.

1.4 Research Questions

1. To what extent do the students in the preparatory program identify the coursebook *English File Intermediate* to be useful?
2. To what extent do the instructors in the preparatory program identify the coursebook *English File Intermediate* to be useful?
3. What are the students' and the instructors' impressions of the strong and weak points of the coursebook?
4. What are the students' and the instructors' suggestions to advance the effectiveness of the coursebook?

1.5 Significance of the Study

This study is significant due to some reasons. First, this is a study in which both students' and instructors' ideas are involved. This enables to evaluate the coursebook from various perspectives. Additionally, instructors can understand the needs of the

students; similarly, publishers can understand the instructors' and learners' needs, which allows them to improve the coursebook. Second, the study is a post-use evaluation. When similar studies are checked in the literature, it can be seen that pre-use evaluation is preferred more; however, a post-use evaluation may give a better idea about the coursebook as it has already been tried in a real classroom environment. Third, upon looking through the literature, it is possible to see that there is not any study on evaluating English File Intermediate coursebook in the Turkish context, although it is a commonly used and popular material in university preparatory programs and at high schools with intensive language instruction. The very limited number of studies are either about New English File or they compare the EF coursebooks with other coursebooks in terms of interactivity, speaking activities, or gender. Forth, this study has a mixed-method research design which includes both qualitative and quantitative data collection tools. Thus, this gives an important value to the study as it enables a comprehensive evaluation with many aspects. Last, this study was conducted at a state university; however, the studies in the literature about coursebook evaluation were usually conducted at primary or secondary schools with MoNE coursebooks. English File Intermediate is a very popular coursebook among universities; thus, this study may give an idea to the future use of the book to the universities that may prefer using it.

1.6 Limitations of the Study

The current study has some limitations. In the first place, the aim was to evaluate only the intermediate component of the English File coursebook series in this study. Even though the participants were informed about this previously, they may have thought of the components of this series as well while answering the questions in the questionnaires and interviews. Second, this study was carried out in one institution which is a state university. Thus, it is limited to this institution and the perception of the participants in the year that the study was conducted. Third, the coursebook was studied in the spring term by some of the participants. This was the time that the Covid 19 pandemic arose, and the lessons were turned out to be online. Thus, studying the coursebook online may have affected the results. Last, the data used in the current study is limited to the answers gathered through only questionnaires and semi-structured interview questions.

1.7 Definitions of the Terms

EFL Learner: EFL learner refers to the people that learn English in non-English speaking countries (Yoko Iwai, 2011).

Instructional materials: Tomlinson (1998: 11) describes instructional materials as things that are used to teach learners a language. It is possible to see them in the shape of a coursebook, a cassette, a workbook, a photocopied worksheet, a paragraph on a whiteboard, a CD-ROM, a video, a newspaper; shortly, everything which informs about the target language.

Coursebook: A coursebook is described by Tomlinson (2011) as a book that offers the essential information for a language-learning session. It is intended to offer as much information in one book as feasible and could be the sole book that learners are required to follow throughout a course. In such a book, structure, lexis, pronunciation, functions, and communication skills of four main skills are typically added.

Materials evaluation: According to Tomlinson and Masuhara (2004:1), materials evaluation is regulating the value (or potential value) of resources in education by drawing conclusions about how such resources will affect their users.

Post-use evaluation: It is typically used to assess the overall effect of materials on educational frameworks. It is done at the conclusion of the courses to estimate how well the resources work to provide immediate or long-term results. It can use various data collection instruments, including specially developed questionnaires, examinations, diaries, and interviews (Tomlinson, 2003).

2. THEORETICAL BACKGROUND

In this chapter, the theoretical background of the study is presented by touching upon the conceptual framework and reviewing the related literature. First, a brief summary of the theoretical information is given regarding materials, coursebooks, and material evaluation in ELT by providing definitions and explanations for ELT materials, coursebooks, their advantages, and possible limitations as well as the criteria and methods utilized in evaluation. In the second part of the chapter, current studies about coursebook evaluation both from the local and global contexts are summarized and reviewed.

2.1 Coursebooks and Material Evaluation in ELT

In this section, a conceptual framework is presented for materials, coursebooks, and material evaluation in ELT. First, how ELT materials are defined and categorized is explained. Second, coursebooks used as instructional materials in ELT contexts are introduced. Third, the advantages and possible limitations of coursebooks are summarized. Then, the criteria and methods utilized in coursebook evaluation are explained. Finally, the characteristics of effective ELT coursebooks are listed.

2.1.1 Definition and Categorization of ELT Materials

There are various kinds of definitions of materials in the literature. To start with, according to Tomlinson (2001), anything that can be utilized to speed up language acquisition is referred to as materials. They can be verbal, visual, auditory, or kinaesthetic and transmitted in writing, through a live performance or display, on cassette, CD-ROM, DVD, or the internet. They can be educational as they teach students about the language, experiential as they expose students to the language in use, elicitive in the sense that they encourage to use the language, or exploratory because they aim to learn more about language use.

Additionally, the term "material" is used by Harwood (2010) to refer to texts and language learning tasks, including exercises and activities based on texts provided to learners in written, aural, or visual form. This definition is deliberately broad to cover both locally created hand-outs used by a teacher with a single class and textbooks produced by major publishing houses and sold all over the world. Also,

regardless of what they are, Richards (2007) explains instructional materials as the key to most of the information about the language students get and the language use that happens in the class.

McGrath (2002) divides materials into four categories: those created by teachers with the needs of the students in mind; those created by students themselves; and those specifically created to learn and teach a language, such as worksheets and textbooks; authentic materials such as newspaper articles that can be used in this process. Additionally, materials can be categorized according to other factors including the markets, target audience, and linguistic focus (McGrath, 2013).

Material development is significant in many ways (Littlejohn, 2011). First, he believes early textbooks mostly consisted of reading texts, with a few questions and lines to interpret. With clear instructions for the job that teachers and students are to accomplish jointly, materials now routinely offer whole packages to learn and teach a language. Thus, today materials are significantly better in quality and more efficient in structuring class time. Second, according to Allwright (1981: 6), "deficiency view" and "difference view" are the two basic methods for understanding the function of resources in the classroom. According to the deficit view, materials make up for instructor deficiencies. Additionally, it is stated that since professionals produce the materials, they are better equipped than teachers to schedule the exercises sequentially and modify the curriculum. As an alternative, the difference view believes that authors and teachers are given equal weight. Teachers are skilled at interpersonal and social skills in addition to being skilled writers of materials.

2.1.2 Coursebooks as Instructional Material in ELT

A coursebook is described by Tomlinson (2011) as a book that offers the essential information for a language-learning session. It is intended to offer as much information in one book as feasible and could be the sole book that learners are required to follow throughout a course. In such a book, structure, lexis, pronunciation, functions, and communication skills of four main skills are typically added. Likewise, regarding the selection and evaluation of coursebooks, Inal (2006: 22) emphasizes the function and significance of textbooks for language lessons by

stating that they are found easily, and this is an opportunity for students to practice and function; thus, they have a special role in the language learning.

According to Cunningsworth (1995), coursebooks have more than one role in ELT and can serve differently. First of all, a coursebook is a spoken and written resource for material presentation. It is also a reference source on areas like lexis, pronunciation, and grammar for students as well as being a self-access work and self-directed learning resource. Furthermore, a coursebook provides activities for spoken interaction and learner practice. When instructors are considered, a coursebook can be used as a syllabus that they can find matching learning objectives and as a guide for novice teachers who try to gain confidence. In a similar vein, Hutchinson and Torres (1994) express that coursebooks expose instructors to advancements in the language instruction field and promote awareness of novel and unproven approaches. This is mainly because instructional materials and course books are generally created and designed in accordance with the most recent methods and developments in ELT. Therefore, coursebooks are considered as the main part of any teaching program and function as key communicator of information, making the existing knowledge available and obvious to students in a chosen, clear and ordered method (Nunan, 1999; Tok, 2010). Additionally, the use of a coursebook has become more popular and more common in ELT in the last decades since various ELT preparatory programs have been established at private and some state schools as well as universities (Kayapınar, 2009: 69).

2.1.3 Advantages and Disadvantages of Coursebooks for ELT

Coursebooks obviously play an important role in ELT classrooms. Since a coursebook's quality can decide whether an ELT course is successful or unsuccessful, ELT coursebooks unquestionably have an undeniable impact on language instructors' performance and, in turn, on students' language learning experiences (Mukundan, 2007; McGrath, 2002; Richards, 2001). Still, coursebooks as popular instructional materials are not without considerable limitations in addition to the numerous advantages which are briefly explained below.

To begin with, coursebooks are like a map both for teachers and students (Hutchinson & Torres, 1994). They provide a common framework and syllabus for

teachers (Cunningsworth, 1995); thus, they act as a guide and support for less experienced ones (Ur, 1996). That is, teachers may benefit from various activity types and techniques (Cunningsworth, 1995), and textbooks assist them in achieving negotiation by giving the subject matter and negotiating techniques which are a crucial component of classroom engagement (Hutchinson & Torres, 1994). In a similar vein, coursebooks present a language content selected and planned carefully that is level appropriate for students.

Second, coursebooks are perceived advantageous due to their practicality and economy. They generally come with various components including teacher's manual, student's workbooks, audio CDs, tests for student assessment, DVDs, and accessible resources on the internet (Graves, 2000; Hutchinson & Torres, 1994; McGrath, 2007). That is, they are economical and convenient as these components stick together as well as are easy to carry (Ur, 1996). Furthermore, coursebooks are generally less expensive and need less time to prepare lessons than teacher-generated materials which will free up teachers' time to engage in more fulfilling activities (Hutchinson & Torres, 1994; O'Neill, 1982; Sheldon, 1988).

Third, coursebooks are beneficial to enhance learner autonomy. They serve as a reference for students who are in need of help with language skills like grammar, vocabulary, and pronunciation (Cunningsworth, 1995; O'Neill, 1982). In other words, they can be used for self-study, assignments and preparation for tests (Hutchinson & Torres, 1994).

Last, Hutchinson and Torres (1994) mention that textbooks can also help with accountability in two aspects. First, they give information to the readers on the subject matter covered in a course and the teaching methods used. Also, they serve as a tool for orientation, which implies that teachers and students become aware of what is going on in other classrooms and the goals that they are to achieve.

Despite the above-mentioned advantages, some argue that following a coursebook in L2 teaching has certain drawbacks. Cunningsworth (1995), for instance, claims that if a coursebook is followed strictly in a classroom, it causes a lack of variety in teaching procedures and spontaneity. For many teachers, a coursebook that has been authorized can quickly become the curriculum (Lamie, 1999), guiding them what

they need to teach and what students should learn as a result. Therefore, they view the curriculum as complete when coursebooks are finished. Moreover, they regard coursebooks as sacred texts and as their masters (Awasthi, 2006). Consequently, teachers' creativity in techniques and language use might reduce sharply (Tomlinson, 2013).

The second issue is that course materials have their own justifications and are unable to cater to all varieties of learning styles and learning methodologies that are frequently present in the class (Ansary & Babaii, 2002). Therefore, they may not respond to all students' needs and problems (Graves, 2000; Ur, 1996). In a similar vein, coursebooks might be limited in that the way language is contextualized could be useless to learners due to the use of false facts and fake individuals to contextualize language (Block, 1991).

The third limitation is directly related to cultural appropriateness. That is, some coursebooks might contain material that is not appropriate for learners' culture (Harmer, 2001). Therefore, students might believe that it is not relevant or dull or, in some situations, even upsetting (Ur, 2012). More precisely, coursebooks may portray genders, nations, and cultures in stereotypical ways and have prejudices either in favour of or against particular societal groups (Arıkan, 2005; Gray, 2000; Littlejohn, 1992; Richards, 2001; Singh, 1998).

Finally, some other shortcomings of coursebooks stem from their low quality. The following are the most frequently mentioned ones: lack of direction in the teacher's manual, ambiguity regarding the grade level of the intended audience, omission of needs analyses to serve as the foundation for the textbook, and absence of accomplishment and progress exams (Sheldon, 1987).

2.1.4 Evaluative Criteria for Coursebooks

There are certain criteria for evaluating coursebooks. According to their perspective and area of research, scholars distinguish between the significance of these criteria. To illustrate, Tomlinson (2003) divides the criteria into two categories as universal and local. The first one refers to the standards that can be applied to any coursebook that can accommodate any student. To illustrate, authenticity, the cover page, and

layout might be considered as universal standards. The latter, however, relates to the standards that consider the specific context in which the materials are utilized. Like Tomlinson, Ur (1996) asserts two different categories of criteria, which are general and specific. The earlier phrase refers to standards that apply to all textbooks. The latter refers to standards solely applicable to the selected textbooks that address particular events and scenarios. Additionally, Tucker (1975) divides the criteria into two: internal and external. According to him, former ones are those that have to do with language itself, whereas external criteria comprise the entirety of a textbook.

Obviously, there are no universal or standard criteria for evaluating coursebooks. There are various checklists from different scholars. Below is given detailed descriptions of the eight well-known checklists used to evaluate ELT coursebooks.

First, Sheldon's (1988) checklist includes seventeen categories and many questions related to these. This checklist includes availability, layout/graphics, linkage, physical characteristics, authenticity, cultural bias, stimulus/practice/revision, guidance, rationale, user definition, accessibility, selection/grading, appropriacy, sufficiency, educational validity, flexibility, and overall value for money are checked. These criteria have a few questions for each and instructors need to write poor, fair, good, or excellent for each as well. According to Sheldon, with these criteria, a book can be judged differently as one can see flexibility as more important while another may give importance to authenticity. Thus, this checklist may perform differently under different circumstances.

Second, Ur (1996) offers a checklist including nineteen phrase-like criteria to evaluate the coursebook. Basically, it includes parts such as objectives, topics, instructions, visual materials, approach, vocabulary, grammar, pronunciation, fluency, content, test sections and some other components. In the checklist, it can be seen that there are blank columns in the right and left part of it. It is suggested for instructors to tick the first column for the importance of each criterion. As a difference, Ur leaves blank lines at the end of the checklist for instructors to add their own criteria if needed and suggests instructors to work on the coursebook together if they study the same units as it can be more enjoyable and useful.

Another checklist is provided by Cunningsworth (1995) to evaluate and select the appropriate coursebook. This checklist offers eight main criteria and four to seven related questions for each of these criteria. The main titles are skills, topic, design and layout, methodology, practical considerations, aims and objectives, teachers' book, and language content. There is no scale, but boxes at the beginning of each question and instructors are expected to check each question if the answer is positive for them. As can be seen, the checklist includes both general evaluation like approach and methodology as well as specific ones like skills and topics. By evaluating all of these, it shows giving importance to learner needs such as evaluating practical considerations with the instructors, as it gives the opportunity to evaluate the teachers' book as well.

In addition, Breen and Candlin (1987) have made an effort to develop guiding principles that may be applied to the evaluation and selection of materials. They provide a checklist for material users and designers to employ when assessing language instruction resources in their frequently read articles. The questions in the guide, divided into two sections, focus on various parts of the materials. Phase One consists of questions that are intended to assess the materials' value by addressing their goals and content, their use as a resource in the classroom, and what is expected of the teachers and students who utilize them. It is clear from the second phase that this phase comprises numerous standards for the requirements and interests of students, the learning and teaching method, methods and ways of learning, requirements for designing the materials, student priorities, and expectations for a good textbook. Hence, this stage measures the first phase's questions in greater detail and additionally addresses the suitability of the content for the learning environment.

Likewise, McGrath (2002) offers a first-glance evaluation checklist for coursebooks. In this checklist, he proposes four main criteria which are support for teaching and learning, practical considerations, likelihood to appeal to learners, and context-relevance. All these criteria have some relevant questions, and on the right side, Yes/No is written for the teacher to choose for each question accordingly. In the first part, some components such as teachers' book, cassettes, tests and self-study availability are questioned. When looking through the second part, it can be seen that if the components and series are available and the price are checked. It gives

importance to learners and thirdly asks for the layout, visuals, topics, and suitability for the time. Lastly, components like syllabus, level, age, exam, length and aim of the course are questioned. Even though it is suitable for a quick evaluation, it is not really suitable for an in-depth evaluation as it doesn't deal with components like methods, activities, four skills or approaches.

Moreover, Dougill (1987) suggests that instructors first need to know the target group that they teach and the aims and objectives of the coursebook. The checklist includes five main topics and several sub-topics under each one. These sub-topics also have some questions to evaluate the coursebook. The first criterion is called framework which evaluates if four skills are included, how comprehensive syllabus is, if it is cohesive, how steep or shallow the progression is, and if revision and recycling are available. Additionally, the subject-matter criterion searches for interests and cultural issues. The other one is named as unit checking since it examines the coursebook in terms of length of the units, presentation, practice, clarity of purpose, and variety and regularity. The fourth criterion is form which has four sub-topics. In this part, one can question if the coursebook is visually appealing, motivating, has good illustrations, and includes useful features. Lastly, it includes questions to assess the teachers' book, workbook, cassettes, tests, and laboratory drills under the criterion named course components.

Additionally, Litz (2005) proposes seven criteria in the checklist. They are presented as activities, layout and design, practical considerations, language type, skills, subject and content, and overall consensus. His checklist provides forty statements for teachers while asking twenty-five statements to the students not to overload them under the same criteria. Being different from other scales, under each statement, there are numbers from (1) to (10) for participants to choose in accordance with their satisfaction level. Moreover, his checklist includes a needs analysis for students asking ten open-ended questions, some of which are about why they are learning English, how important some skills are for them, or their language strengths and weaknesses; his analysis helps evaluators gather information about the aims of the courses and identify learners' individual characteristics.

Finally, Brown (2001) proposed a twelve-criterion checklist to evaluate any coursebook by adapting from Robinett (1978). These criteria are named as course goals, approach, language skills, general content, the background of the students, sequencing, general socioeconomic factors, format, vocabulary, quality of practice materials, teachers' guide, and accompanying materials. The first criterion asks if the textbook accomplishes the course goals. As for questioning the approach criterion, the checklist questions whether the theory of learning and language matches with the philosophy of the institution and the students. The third criterion examines if the coursebook integrates four skills equally. The general content component checks if the book reflects language in terms of validity, authenticity, topics, contexts and situations, and proficiency level. The next one shows if the coursebook fits students' background in terms of age, educational background, motivation, mother tongue, and culture. How the book is sequenced by skills, situations and grammatical structures is another concern of the checklist. Under the title of general sociolinguistic factors, it checks American, and British dialects and cultural content, namely cultural bias. Format gives information if the book is attractive, durable, and usable. Vocabulary is another separate area that is checked in terms of relevance, word analysis strategies, and frequency. The next criterion evaluates the exercises, students' participation, grammar, directions, and review materials. Lastly, under the name of teachers' guide methodology, answer keys, and supplementary exercises are looked through while workbooks, tapes, posters, and tests are checked as for accompanying materials. This checklist needs instructors to answer all of these questions by giving detailed answers, thus, it may not seem very practical.

To sum up, when these checklists are analyzed, it can be seen that though being given different names, mostly assessed criteria are layout and physical make-up, aims and objectives, visuals, content, approach and methods, skills and sub-skills, topics, practical considerations like price and availability, components like teachers' book, workbook, tests, cassettes and self-study tools, and culture. Most of the checklists are available for teachers, even though some of them include criteria for students and administrators to assess the coursebook as well. Additionally, these checklists have different evaluative ways. For instance, some include open-ended questions to be answered by teachers, while others have statements to grade from (1)

to (10). Some others have questions to answer, just as yes or no, according to what the program needs at the institution that the coursebook is to be used. Lastly, some of these checklists can be used for in-depth evaluation, whereas some can be used just for a first-glance evaluation. All in all, these checklists are similar in many ways and can be chosen according to the aims and needs of the institutions that are to choose a suitable coursebook for themselves.

2.1.5 Methods for Coursebook Evaluation

Coursebook evaluation is an indispensable part of choosing a coursebook for a program, and a variety of different materials evaluation is possible (Gholami et al., 2017). Defined as a research procedure in which information is obtained from various sources and with various tools (Sarem et al., 2013: 372), evaluation is crucial as it may determine even the effectiveness of a teacher's language instruction (Hutchinson, 1987). According to Tomlinson (2013), evaluation has various aims and is done in different ways. He mentions that this process includes analyzing the learners' needs and interests and how they are addressed. Additionally, the selection of coursebooks includes guessing if they can promote learning and evaluating how effective and useful these materials are while and after being used by an explicit group of teachers and learners. At this point, different kinds of materials evaluation can be considered. The most common categorizations in the literature are listed and explained below.

2.1.5.1. Predictive and Retrospective Evaluation

Ellis (1998) classifies coursebook evaluation as *predictive* and *retrospective*. Predictive evaluation may include relying on the evaluations of 'expert' reviewers as it is done before the materials are used in the classrooms. Teachers can be assisted by the reviews of published coursebooks in ELT journals. In preference, teachers can make their individual predictive evaluations with the help of checklists and guidelines. Predictive evaluation helps teachers choose the most appropriate materials for the language program's goals, curriculum, and target audiences. However, it cannot be decided whether the resources created for them can be realized until the chosen material has been used in the teaching process by the users, such as instructors and students. Because of this, retrospective evaluation is needed. A

teacher can use the outcomes of such an evaluation to determine whether it is preferable to use the materials again, which activities are successful and which are unsuccessful, as well as how to modify the resources to make them more effective for use in the future. A retrospective evaluation can be used to evaluate the accuracy of a predicted evaluation and may suggest ways to make the prediction instruments more accurate in the future. Furthermore, Ellis (1998) states that material validity can be tested by retrospective evaluation.

2.1.5.2 External, Internal and Overall Evaluation

McDonough and Shaw (1993) have classified the evaluation process as external, internal, and *overall* evaluation. For external evaluation, the evaluators have an outside overview of the coursebook. This evaluation may include looking through the cover, table of contents, introduction, objectives and aims, and layout of the coursebook. However, in internal evaluation, the evaluators conduct an in-depth investigation. In other words, the presentations of four skills, sequence of the materials, suitability of different learning styles, tests, and exercises are examined to check if it is consistent with external evaluation. Consequently, the overall evaluation is needed to assess the usability, adaptability, and flexibility of the coursebook. Usability means how far a coursebook can be integrated into the syllabus, while adaptability shows if the coursebook can be used in different contexts in local situations. Last but not least, if the coursebook is adaptable enough, it can be used for levels of students.

2.1.5.3 Pre-use, In-use, and Post-use Evaluation

Tomlinson (2003) categorizes the evaluation of coursebooks as *pre-use* evaluation, *in-use* evaluation, and *post-use* evaluation. He indicates that during a pre-use evaluation, evaluators quickly scan the contents and physical features of the resources. As a result, it provides a broad understanding of the potential worth of materials. He also states that this evaluation can be more trustworthy if done by more evaluators instead of only one. In-use evaluation is done through the teaching process, thus, Tomlinson (2003) claims that it is more trustworthy as it is not prediction but observation. According to him, in-use evaluation can be used to assess a number of textbook characteristics, including the usability of the texts, the

adaptability, practicality, and teachability of the materials, and if they appear to promote short-term learning. Lastly, post-use evaluations are more frequent than those conducted before and during use. It is typically used to assess the overall impact of materials on educational frameworks. Additionally, it aids stakeholders in deciding to reuse this material in the coming terms. It is done at the conclusion of the courses to estimate how well the resources work to provide immediate or long-term results. According to him, post-use evaluation can make use of a variety of data collection instruments, including specially developed questionnaires, examinations, diaries, and interviews.

2.1.5.4 Initial, Detailed and In-use Evaluation

Similar to Tomlinson, Grant (1987) has suggested three steps to evaluate a coursebook which are called *initial*, *detailed*, and *in-use* evaluation. Initial evaluation involves a fast review of the foreword, contents, and abstract. What Grant offers at this stage is a test named "CATALYST" (p. 119). It contains a useful acronym that challenges various aspects of a coursebook, including **C**ommunicative, **A**ims, **T**eachable, **A**vailable add-ons, **L**evel, **Y**our impression, **S**tudent interest, and **T**ried and tested. The evaluators can move on to the next part which is called detailed evaluation, if the materials pass this test. Teachers are expected to use a questionnaire to generate their own assessments during this evaluation and so determine how well the content satisfies the requirements. Additionally, as textbook evaluation is a continuous process, in-use evaluation is needed. Even if adopted, the coursebook should be assessed to determine if it works in the class.

2.1.5.5 Micro and Macro Evaluation

According to Ellis (1998), it is possible to use *micro* and *macro* evaluation in this process. The latter is a data collection procedure for various administrative and curricular aspects of the program including teaching materials, so as to carry out an evaluation for accountability and/or developmental objectives. Micro evaluation, however, focuses on the unique properties of the materials. In particular, teachers choose the tasks that best fit their interests and areas of expertise, and in this type of evaluation, the tasks are then empirically analyzed. Retrospective evaluation allows for both micro and macro evaluation. Ellis, however, proposes employing micro-

evaluation to gather more certain results in order to create an empirical study. In addition, he asserts that a collection of micro-evaluations may serve as the foundation for a macro evaluation.

2.1.5.6 Preliminary, Formative, and Summative Evaluation

Robinson (1991) who has had studies on ESP has divided materials evaluation into three parts. These are called *preliminary*, *formative*, and *summative* evaluation. Firstly, in preliminary evaluation, prior to an ESP program, assessors or stakeholders conduct an evaluation to choose relevant resources, particularly published materials. They can utilize a checklist to determine whether the material has the desired properties. The formative evaluation is applied as the teaching program is going on. Materials are altered as a result, taking the current situation into account. Performance tests, questionnaires, and interviews can all be employed in this evaluation. Consequently, summative evaluation is done to see the effectiveness of the material when the course ends. Checklists or questionnaires may be applied in this evaluation. Additionally, it offers insightful data regarding the effectiveness of instruction.

2.1.6 Characteristics of Effective ELT Coursebooks

Choosing a coursebook requires some evaluation process as it is mentioned in the previous section. Nonetheless, what characteristics an effective coursebook may have should also be considered. Tomlinson (2010) suggests several characteristics that successful materials should have in language instruction. A coursebook should, among other things, engage students' cognitive and affective processes, provide a lot of meaningful, intelligible, and real language input, support students in learning about language and encourage them to use language for communication. Additionally, it should offer engaging and pertinent materials, as well as encourage the use of inner speech and visualization. Additional crucial elements of a successful textbook include its capacity to evoke students' interest, reuse previously learned material, inform them of new learning content, let them know what their future learning priorities will be, establish precise learning objectives, introduce students to learning strategies, offer opportunities for practice, and enable them to receive feedback on their learning and monitor their progress. (Richards, 2014).

2.2 Literature Review on Coursebook Evaluation

There are numerous coursebook evaluation studies differing in their aim, methodology, participants, data collection, and context. Various coursebooks have been evaluated in these studies from elementary to university grades and from international to in-house. Some include only teachers or only students as participants, while others ask for both groups' opinions. In this section, the most related and recent foreign and local studies in the literature are addressed.

2.2.1 Studies in Global Context

The first group of studies reviewed from the global context included both teachers and students in the course book evaluation process. Coursebooks under examination were compiled books, locally produced books as well as imported coursebooks. These studies were conducted mostly at universities in different countries such as Vietnam and Iran as well as secondary school. Various data collection tools from questionnaires and checklists to semi-structured interviews, classroom observations, and test results were utilized in these studies.

To begin with, in their study, Sari et al. (2019) evaluated the coursebook used in the Preparation Class of Maritime English Test from the point of view of the teachers, cadets, and graduates. The coursebook was compiled from several books and enriched with grammar and pronunciation sections and exercises by the lecturers. It was a qualitative study in which the data were obtained from 12 teachers, 111 cadets, and randomly chosen 14 graduates via an adaptation of the textbook evaluation checklist by Daoud and Celce-Murcia (1979). The analysis was conducted based on the following aspects of the coursebook: subject matter, exercise, vocabulary and structure, physical make-up, and illustration. The results have revealed that the coursebook has different up-to-date topics; however, they are not well-organized. Also, there is no balance in four skills. Although it needs improvement in some parts, the coursebook is useful thanks to its vocabulary, structure, and exercises. Finally, it is suggested that the pictures and the book cover should be redesigned as they are essential in motivating the learners.

In another study, Hejazi et al. (2018) compared the views of the learners and EFL teachers at Iranian universities about the locally-produced and adopted coursebooks. The data were collected from 119 undergraduate university EFL learners and 36 EFL instructors working at a university chosen randomly from five Iranian universities in the 2015-2016 academic year. The data were collected in class, through mail or departmental mailboxes. All of these participants used both locally-developed and adopted coursebooks. The instrument used in the study was a five-point Likert questionnaire developed by the researchers. The questionnaire included 81 items focusing on different aspects of the textbooks. The survey revealed that according to teachers and learners, content and grammar were emphasized in locally-developed coursebooks while speaking, reading, writing, and listening were ignored. In addition, adopted coursebooks were rated higher both by the teachers and learners when evaluated as a whole. Lastly, it was revealed that in most of the evaluation subsections, the instructors scored adopted textbooks statistically considerably higher than the students. It appears that the students did not make the same distinction between the textbooks as their instructors did.

Likewise, Nguyen (2015), in his Ph.D. thesis, evaluated a textbook used by grade 6 students in secondary schools in Vietnam, called "*English 6*" to show the strengths and weaknesses and to make suggestions for improvement. The book was evaluated both theoretically and empirically. The researcher himself conducted the theoretical one with the help of Tomlinson's evaluation criteria, while the empirical one was conducted with the help of classroom observations, questionnaires, semi-structured interviews, and the test results of the students in Vietnam. The data were collected from 313 learners and 22 teachers at eight secondary schools in four provinces of the Mekong Delta in the 2011-2012 school year. Whereas the questionnaires about vocabulary and grammar, language level, activities, and organization and structures were answered by both students and teachers, teachers were the only source for the interview data. Nyungen concluded that even though the book had some deficits in terms of grammar, vocabulary, and the quantity of and the range of the exercises, the coursebook was suitable for both teachers and students with most of its aspects. Lastly, it was recommended that the textbook should offer a wider range of activity

kinds, free practice exercises to foster creativity, and higher quality supplementary materials.

Finally, Haghighi (2014) evaluated the coursebook the “*First Certificate Gold*” taught at Mehr English Institute in Lahijan, Iran. The study had a qualitative research design with 35 randomly chosen upper-intermediate EFL students and six teachers as participants. The researcher gathered the data via a self-developed questionnaire, which included items to evaluate the book considering its topics, activities, design and organization, skills and strategies, and practical considerations and illustrations. The study concluded that the majority of the learners and instructors were pleased with the coursebook. Despite some shortcomings such as inappropriate writing exercises, and difficulty of the authentic reading passages, the book was found successful in terms of the coverage of reading, listening, speaking, and writing, various topics covered, structural and lexical activities, and illustrations which are important to motivate students. Also, it was suggested that the teachers should have some supplementary materials such as guided writing or reading texts related to the daily life of their students to compensate for the weaknesses of the book.

On the other hand, the second group of studies conducted the course book evaluation considering only teachers’ perspectives. Two of such studies from the global context are revived in the following section. . One of the studies was conducted at a university, while the other one was to evaluate the coursebooks at a primary school in the levels of 4 and 5. For evaluation, questionnaires and open-ended in- depth interviews were applied.

In the first study, Thanh et al. (2020) aimed to check if the coursebook “*Life Elementary*” matched the objectives of the language course offered to the students at TNU-University of Information and Communication Technology (ICTU). The data were collected from 14 English teachers at ICTU via an adapted questionnaire from the checklist by Mukundan et al. (2012). The findings revealed that the book was suitable for the training objectives and teaching context of the ICTU because the participant teachers evaluated the book positively in terms of four skills, relevancy of its contents to age and student interests and because they found the book realistic and rich. Despite some negative feedback for pronunciation and writing exercises and

content of culture, the authors concluded that the coursebook ought to be studied with the learners at ICTU in the following academic years.

In the other study, Tsagari et al. (2014) aimed to explore the impressions of teachers about the strong and weak points of the coursebooks for levels 4 and 5 of primary education in Greece and to figure out if their perceptions correspond to the authors' intentions. The participants were 72 primary state school teachers and the authors of the books. The teachers were given an online questionnaire consisting of 8 parts that focused on vocabulary and grammar teaching, unit structure, presentation, and self-assessment. They had open-ended, in-depth interviews with the writers of the books. The findings revealed that the teachers evaluated both books positively; however, Book D got a more positive evaluation than Book E in terms of its structural matters and pedagogical concerns. The research also has shown a mismatch between the perceptions of the teachers and the authors. It was discussed that this inconsistency could be because of the top-down national policy that lacked a clear perspective and strategic planning. Another reason for this mismatch was that the teachers expected clearer task instructions and various group-work tasks, whereas the authors wanted the teachers to be more autonomous and design their own implementations. As a result, the researchers suggested that to produce and implement materials such as coursebooks, all the stakeholders, from policy makers to teachers, should have independent ways.

Finally, there is only one study included in the review from the global context that based the course book evaluation only on learners' perspectives. In this study, Bao et al. (2019) evaluated the A2 – B1 level of the coursebook "*Life for the General English*" in Vietnam based on the EFL students' views. The participants were randomly chosen from 100 non-English major learners at Bac Lieu University in Vietnam. It was a descriptive study with both qualitative and quantitative data collection procedures: a 100-item questionnaire and semi-structured interview questions. The questionnaire included items for general evaluation, skills, tasks and exercises, topics, layout, and appearance. All participants answered this questionnaire while only seven participants, four volunteer, three accidentally-chosen, participated in the interview. The researchers found out that most of the learners assessed the coursebook positively. However, it was revealed that they did

not follow the same strategies to use the coursebook or the same methodology to learn. Thus, to help their students learn the language more effectively, it has been proposed that teachers pay attention to the variations in their students' learning styles, employ more adaptable teaching techniques, and make effective use of the coursebook.

In short, the global literature review shows that most coursebooks were evaluated in terms of certain criteria like subject matter, skills, exercise, vocabulary and structure, grammar, physical make-up, illustration, methodology, practical considerations, and cultural issues. Ultimately, it is understood that imported books were usually evaluated positively by the users while the locally produced or compiled coursebooks were criticized more.

2.2.2 Studies in Local Context

When the local literature is considered, it is understood that various course books have become the subject of numerous studies. Like the ones in the global context, the first group conducted course book evaluations considering teachers' and students' perspectives. These studies were conducted at universities and primary schools in cities like Ankara, Konya, and Gaziantep in Turkey. The coursebooks evaluated were usually the ones that were provided by MoNE and imported books. Moreover, researchers used checklists, questionnaires, and semi-structured interviews to obtain the necessary information.

To begin with, in her MA thesis, Öztekin (2019) evaluated the coursebook “*New Language Leader Intermediate*” based on the views of randomly chosen 20 instructors and 100 learners at a state university in Ankara so as to see if they were satisfied with the book. A mixed-methods research design was followed for the study and the data were gathered through a questionnaire, a checklist, and semi-structured interview questions. The quantitative data were collected from the students via the coursebook evaluation questionnaire with the following evaluation categories: layout and design, activities, skills, language, subjects, content and overall evaluation. The quantitative data were obtained from the teachers via a coursebook evaluation checklist addressing the ‘subjects and contents’, ‘skills and sub-skills’, ‘layout and physical make-up’, and ‘practical considerations’. Also, she had semi-structured

interviews with the teachers for the qualitative data. The results showed that while most teachers were content with many aspects, such as the themes, content, and abilities, students were not happy with the coursebook as a teaching tool. However, the teachers thought that the coursebook needed adaptation as some aspects like pronunciation sections, layout and design were not really effective.

Likewise, in her MA thesis, Öz (2019) evaluated the coursebook “*New Language Leader Intermediate*” based on the views of 20 instructors and 202 students at the preparatory class of a state university in Ankara, Turkey, after they used the coursebook. It was a mixed methods study for which both qualitative and quantitative data were collected from the participants with the help of a questionnaire and semi-structured interviews. The questionnaire had three sections; questions for demographic information, items to evaluate the book in terms of various aspects such as grammar and vocabulary, skills, activities, practical considerations, and the final part included open-ended questions. The study revealed that, unlike the conclusions of Öztekin’s (2019) study, in all aspects, the learners were more contented with the coursebook while the instructors had some doubts about the same aspects. There were both strong and weak sides of the coursebook because of its topics. For example, the coursebook was claimed to have enough diversity, yet not different kinds of text types. For other components like grammar, vocabulary, and cultural issues, they reported mostly positive attitudes. However, the coursebook was criticized for not balancing the teaching of four skills.

In a different study, Uyar et al. (2014) investigated to what extent the writing coursebook used in the School of Foreign Languages at Zirve University met the students’ and teachers’ expectations. It was a quantitative study in which two different questionnaires were administered to gather data from 151 learners and 81 teachers. The findings revealed that the writing coursebook had more disadvantages than advantages and failed to meet many students’ needs. Moreover, the teachers recommended that some writing strategies should be added to make the coursebook more useful for the students.

Finally, for her MA thesis, Ertürk (2013) conducted a study to find out the views of 150 EFL teachers and 100 6th-grade students about the coursebook “*Unique-6*”

delivered by the MoNE. The study had a descriptive research design in which the views were obtained in the second term of the 2011-2012 academic year in Konya in Turkey. For the data collection, two questionnaires consisting of 6 subsections: layout and design, activities, skills, language type, subject and content, and conclusion, in addition to the semi-structured interviews with 12 of the teachers were conducted. The findings showed that learners were contented with the book in terms of its pictures, illustrations, and the practice of four skills; however, they had some criticism about the topics since they weren't interesting or motivating. However, the teachers were not as pleased as the students, and they stated that the coursebook did not meet the course requirements as it didn't provide level-appropriate materials. They also thought that the structural and lexical items were not given in an enhancing way, and the contents were not challenging at all. As a result, almost all of the teachers agreed that they would rather not use the coursebook again.

On the other hand, the second group of local studies included only teachers' perspectives to evaluate the various EFL coursebooks at universities and primary and secondary schools. They evaluated both local materials provided by MoNE and the imported series through checklists and interviews.

To begin with, in her study, Kara (2019) aimed to find out how the pre-service and in-service teachers evaluated the coursebook they were using to reveal if the pre-service teachers could adapt the coursebook when needed. 20 pre-service and 12 in-service teachers were included, and the study was conducted at four state schools. The coursebook was "*Teenwise*" provided by the MoNE for the 9th graders. The data were gathered via a checklist, with 45 questions to evaluate the book by its design, language content, methodology, aims, skills, and practical considerations. It was found that both the pre-service and experienced teachers were pleased with the language skills and content provided in the book. However, while the pre-service teachers were concerned that the coursebook lacked contextualized vocabulary teaching and the use of authentic materials for communicative purposes, the experienced teachers didn't mind the communicative teaching that much. Also, it was revealed that the pre-service teachers used some techniques like adding, reordering, and modifying while using the coursebook. Finally, it was suggested that

the writers should follow the latest approaches in ELT and the teachers should adapt the book according to the students' needs.

In another study, Dülger (2016) wanted to get the teachers' perceptions on ELT coursebooks used at state schools in Düzce in Turkey during the 2013-2014 academic year. The participants were 118 English teachers from different primary, secondary and high schools. It was a descriptive study in which the data were collected via the ELT Textbook Checklist prepared by Mukundan et al. (2012). It included 38 items under two categories: '*general attributes*' including syllabus and curriculum, suitability to learners, methodology, physical attributes, and supplementary materials, and '*teaching-learning content*' addressing the four skills and grammar, vocabulary and pronunciation. It was concluded that all the teachers were contented with the syllabus and the curriculum. However, issues related to reading, vocabulary, and suitability of the coursebooks were evaluated below the average which was interpreted as the teacher's dissatisfaction. Thus, the coursebooks were found fair enough, but not excellent.

Likewise, Tok (2010) evaluated how the coursebook "*Spot on Pre-intermediate*" which was provided by the MoNE for the 8th grades was effective. It was a descriptive study, which was conducted in Malatya and Adıyaman in Turkey with 46 ELT teachers from state schools. The researcher adapted the 'Teacher Textbook Evaluation Scale' designed by Sung Kyun Kwan University to assess the coursebook for its design and layout, activities, skills, language types, subject and content, and whole aspect. The study concluded that the cons of the coursebook were more than its pros. For example, the teachers liked the teacher book which gives good guidance, and they believed that the coursebook integrates the four skills successfully. On the other hand, the teachers were not pleased with the coursebook because of the mismatch with what learners need and are interested in for further learning.

In a similar but a larger scale study, Kayapınar (2009) aimed to find out the randomly chosen 134 teachers' views on two English coursebook packages (*New English File* and *Opportunities from elementary to intermediate*) that were used in the preparatory classes of twenty-five different high schools in Mersin, in Turkey. It was a mixed methods study in which 40 teachers were interviewed for the qualitative

data, and a self-developed questionnaire was administered for the quantitative data. The questionnaire evaluated the coursebooks in terms of the following aspects: subject matter, unit design, structure, pronunciation, vocabulary, exercises, illustrations, and physical make-up. It was concluded that in general, the teachers didn't have positive perceptions of these coursebook packages. They were not pleased with the cultural content and wanted a national context to be added in the coursebook to meet students' needs.

Apart from these studies which evaluate various coursebooks based on teachers' and/or learners' views, there are some other studies which aim to analyze the elements of the culture, provided in ELT coursebooks. (Demirbaş, 2013; Dinçer, 2019; Gencer, 2020; Halil, 2019; Sarıçoban et al., 2020; Thumvichit, 2018). These studies have concluded that ELT books tend to contain multicultural elements along with the ones from the target culture. In addition, it has been claimed that language and culture cannot be thought separately, and if a coursebook does not include sufficient cultural elements, teachers should use extra materials to compensate for this shortcoming.

The last group of local studies on course book evaluation have been concerned with the comparison of two or more ELT coursebooks or different editions of a particular one. (Alemi, 2013; Aminafashar, 2019; Antal, 2020; Arıkan, 2005; Aydınoglu, 2014; Saeedi et al., 2019; Yılmaz, 2012). The comparisons have been conducted from a specific aspects like gender perception or task types. These studies are generally concluded by revealing the differences or similarities and by naming the coursebook that suits the teaching context better.

To sum up, like global studies, almost all of the above-mentioned coursebooks in the local context were evaluated in terms of certain criteria like the subject matter, skills, exercise, lexis and structure, grammar, physical appearance, illustration, methodology, practical considerations, and cultural issues. It can be seen that imported books were usually evaluated positively by the users; however, the coursebooks provided by MoNE were usually found to be in need of development.

3. METHOD

This section presents detailed information about the research methodology adopted to evaluate the EFL Coursebook '*English File-Intermediate*' from the perspectives of the students and instructors. Firstly, the research design of the study is explained in detail. Second, information about the participants in the study is shared. Then, the data collection tools are introduced, and the data collection procedure is described in detail. Lastly, the analysis conducted with the quantitative and qualitative data is explained separately.

3.1 Research Design

In this study, it is aimed to evaluate the EFL Coursebook '*English File-Intermediate*' from the perspectives of the students and instructors. In this sense, this is a descriptive study with a mixed-method research design. First, in this study, it is intended to describe the strong and weak points of the above-mentioned coursebook based on the learners' and instructors' views. That is, it is meant, without any experimental interference or manipulation, to illustrate the phenomena which occur naturally (Selinger & Shohamy, 1989, p. 124).

Second, a mixed methods research design was chosen since both quantitative and qualitative data were gathered together throughout the study. To perform more thorough studies, a combination of qualitative and quantitative techniques may be helpful. Dörnyei (2007, p. 42) states that in a single study, both quantitative and qualitative data are collected or analyzed, with some efforts made to combine the two methodologies at one or more phases through the research. In this study, both quantitative and qualitative parts aim to get the views of the instructors and students about the Coursebook '*English File Intermediate*'. The former is chosen as it helps work with huge amounts of statistical data to draw generalizations and conclusions (Rubin & Babbie, 2008). Similarly, the data were gathered with a Textbook Evaluation Questionnaire from the participant instructors, and students and the statistical analysis was conducted for the analysis in this study. The latter is chosen because it enables analysing the situation in-depth (Creswell, 2012) and aids in the discovery of novel concepts and fresh understandings of difficult phenomena (Croker, 2009) by bringing in "people's lives, experiences, behaviors, emotions,

feelings” (Yıldırım, 2010, p. 79). Likewise, in this study, the participant instructors and students were interviewed to learn about their personal ideas, feelings, and experiences of the Coursebook *‘English File Intermediate’*. Unlike questionnaires, interviews enabled participants to express their ideas freely and clearly by expressing their own experiences in the classroom while studying the coursebook as well as helping the researcher discover new and different ideas from different perspectives. Shortly, by considering all of these, a mixed methods research design is used in this study through quantitative and qualitative data collection.

3.2 Research Setting

The current study was conducted at the School of Foreign Languages of a state university in İstanbul, Turkey. At this university, English is the medium of instruction for some departments as well as Turkish.

The students who are enrolled in the programs-need to study at preparatory classes if they are not found proficient enough. Firstly, to decide if the students are proficient or not, they need to take the placement test applied by the School of Foreign Languages. The ones who got the minimum score have a right to take the in-house proficiency exam, while the ones who got under the minimum score start the preparatory program compulsorily. The students are considered successful when they get 70, which correlates to the B1⁺ level, from the in-house proficiency exam. The only exception is that English Language Education students need to get 80 (B2) to start their education at their faculty.

The preparatory program normally takes one year; however, for the departments that use English as the teaching language, the learners may study one more year if they are unsuccessful in the first year. The students who are enrolled in the programs where the medium of instruction is Turkish have a chance to study English voluntarily only for one academic year. That is, they start their department even if they fail in the proficiency test when the academic year ends. The offered program at the preparatory year aims to train learners in general English as well as academic skills in the light of the Common European Framework of Reference for Languages (CEFR); thus, the school curriculum was prepared accordingly in terms of teaching and learning objectives.

Learners are placed into their sections according to their language levels at this preparatory program. After taking the placement test which evaluates vocabulary, grammar, and some basic reading comprehension, students are placed into Group A, Group B, and Group C according to their scores in this exam. Although the level descriptors of the program are aligned with the CEFR descriptors, the names of the levels are given differently. To clarify, Group A students are the ones whose language level is Beginner; Group B students are considered as Pre-Intermediate, while Group C students are assumed to be Intermediate at the beginning of the academic year. The program aims to let the learners finish the academic year as Upper-Intermediate level learners.

The in-house proficiency exam is prepared to assess four main skills in addition to structural and lexical knowledge. The ones who get below the minimum score in this exam are placed to the level explained according to their placement test results and start the preparatory program. The academic year consists of four different periods; however, students do not fail in a period; yet they continue under the name of their entry-level throughout the year even though their academic level rises. The first and third periods last eight weeks, whereas the second and fourth periods last seven weeks. In each period, the students are assessed by a quiz, a midterm, portfolios as well as online platform activities. To be considered as successful, students need to get a minimum grade in this process and take the proficiency exam. Upon passing this exam, students start their own departments; otherwise, they need to study at the preparatory program for one more year as repeat students.

When the data were collected, the number of lessons taught on a weekly basis was between 20-22 hours in each period. Also, the number of registered students was 282 in 14 classes. One hundred seventy-nine of these students were in Group A, 85 of them were in Group B and only 18 of them were Group C students.

3.3 Participants

The participants are described as instructors and students separately for the quantitative and qualitative sections of the study. The quantitative data were collected from 17 instructors and 111 students. First, detailed information about the instructors is provided below, as shown in Table 1.

Table 1. Information about the Participant Instructors for the Quantitative Part

Groups		N	%	Groups		N	%
Gender	Female	15	88.2	Educational Status	Bachelor's degree	5	29.4
	Male	2	11.8		MA Degree	12	70.6
BA Program	English Language Teaching (ELT)	13	76.5	MA Program	English Language Teaching (ELT)	7	58.3
	Other Language Departments	4	23.5		Other Language Departments	2	16.7
					Other Departments	3	25
Variable	Mean	Min. – Max.	Variable	Mean	Min. – Max.		
Age	33.7	28-44	Teaching Experience at Department	6.1	3-12		
Total Teaching Experience	11.5	5-23	Frequency of Teaching EF Intermediate Coursebook	5.5	3-13		

As Table 1 shows, the quantitative data were collected from 17 instructors, 15 (88.2 %) of whom were female and 2 (11.8 %) were male. 12 (70.6 %) of them had their master's degree while five (29.4 %) of them had only a BA degree. In addition, 13 (76.5 %) studied *English Language Teaching* whereas four (23.5 %) of them graduated from other language-related programs like *English Language and Literature* and *American Culture and Literature*. As for the post-graduate programs, most of the instructors studied *English Language Teaching* (n=7) whereas 2 (16.7 %) of them completed their MA in other language-related programs like *Turkish*

Language and Literature and *English Language and Literature*. Lastly, three instructors (25 %) graduated from completely different master programs like *Curriculum and Instruction* and *EU Politics and International Relations*. When their age was considered, it was seen that the average was 33.7 ranging from 28 and 44. Regarding their teaching experience, the average was 11.5 years varying from 5 to 23 years. As for their experience at the current institution, the mean was 6.1 years varying between 3 and 12 years. Lastly, the frequency of teaching with '*English File Intermediate*' was 5.5 times on average ranging from 3 to 13 times.

Second, detailed descriptions regarding the participant students in the quantitative part are given below. Also, all the background information is summarized in Table 2.

Table 2. Information about the Participant Students for the Quantitative Part

Groups		N	%	Groups		N	%
Gender	Female	64	57.7	Department	History	14	12.6
	Male	47	42.3		Molecular Biology and Genetics	36	32.4
Entry Levels	A	44	39.6		Dentistry	2	1.8
	B	58	52.3		Foreign Language Education	11	9.9
	C	9	8.1		Management	23	20.7
Frequency of Studying at Preparatory Class	First year	93	83.8		Political Science and Public Administration	25	22.6
	Repeater	18	16.2				
Variable	Mean	Min. – Max.	Variable	Mean	Min. – Max.		
Age	19.4	18-26	Weekly Self-Study Time	7.9	0-30		

As it is seen in Table 2, of 111 participants, 64 (57.7 %) of them were female while 47 (42.3 %) were male. Although their assumed proficiency level was almost upper-intermediate at the time of data collection, 44 (39.6 %) of them were in A groups, while 58 were in B groups (52.3 %), and there were 9 (8.1 %) students in the only C group based on their entry levels. Additionally, most of the students were studying at the preparatory program for the first time (n=93), whereas there were 18 repeaters (16.2 %). Regarding their undergraduate programs, 36 (34.2 %) students were from the department of *Molecular Biology and Genetics*, while 25 (22.6 %) of them were

registered in the Department of *Political Science and Public Administration*. Also, there were 23 (20.7 %) students from *Management*, 14 participants from *History*, nine students from *English Language Teaching*, and only two learners from *Dentistry* (1.8 %). In addition, the mean for the participants' age was 19.4 varying between 18 and 26. Finally, the average self- study time was 7.9 hours ranging from 0 to 30 hours per week.

On the other hand, the qualitative data were collected from 8 instructors and eight students with the help of interviews. The participant interviewees were determined via maximum variation sampling. The goal of this sampling is to create a relatively small sample that accurately reflects the diversity of participants who may be involved in the phenomenon under study. Finding out if any common or shared phenomena across the numerous scenarios exist and revealing the different facets of the problem according to this diversity are the goals of maximum variation sampling, not producing this diversity in order to generalize. (Yıldırım & Şimşek, 1999, p. 119). Likewise, the participants of the qualitative part were determined to reflect such diversity in this study. First, of the 17 instructors, eight volunteers were included in the interviews, and they were chosen to reach maximum diversity in terms of their age, gender, graduate programs, and experience in the teaching field. Detailed information about the interviewee instructors is provided below, as shown in Table 3.

Table 3. Information about the Interviewee Instructors

Code	Gender	Age	Educational Background		Teaching Experience		Frequency of Teaching EF Int.
			Undergraduate	Graduate	Total	Current School	
I1	Female	40	English Language and Literature	MA ELT	17	2	5
I2	Female	28	English Language Education	MA Student Curriculum and Instruction	6	3	3
I3	Male	31	English Language Education	X	8	5	5
I4	Female	31	English Language Education	MA Student ELT	8	8	8

I5	Female	32	English Language Education	MA ELT	10	8	5
I6	Female	34	English Language Education	PhD Student ELT	12	8	3
I7	Female	30	English Language Education	MA Student ELT	8	8	5
I8	Female	37	American Culture and Literature	PhD Student English Language and Literature	15	10	4

As can be seen in Table 2, each instructor was coded as T from 1 to 8 due to confidentiality concerns. Seven of the interviewees were female while only one was male which also reflected the general pattern at school. The mean for the participants' age was 32.8 ranging from 28 to 40. In addition, 6 of the instructors had a degree in ELT whereas the other two graduated from *English Language and Literature* and *American Culture and Literature*. Moreover, 2 interviewees got their MA degree in ELT whereas 3 of them were still graduate students in the same program. The sample also included 2 Ph.D. students studying in *English Language Education* and *English Language and Literature*. Furthermore, the mean for the instructors' total teaching experience was 10.5 years varying between 6 and 17 years, whereas the mean for their experience at the current school was 6.5 ranging from 2 to 10 years. Finally, the frequency of teaching with the coursebook *English File Intermediate* varies from 3 to 8 times among the instructors included in the interviews.

Second, the students to be interviewed were chosen among the volunteers regarding their gender, age, departments, entry levels (groups), medium of instruction in their departments, and their preparatory program status to achieve maximum variation. Detailed descriptions for the interviewee students are provided below, and all the background information is summarized in Table 4.

Table 4. Information about the Interviewee Students

Codes	Gender	Age	Department	Medium of Instruction	Entry Level (Group)	Prep Class Status
S1	Male	19	English Language Education	English	C	First
S2	Female	18	English Language Education	English	C	First
S3	Female	18	Molecular Biology and Genetics	English	B	First
S4	Female	18	History	English	B	First
S5	Female	19	History	English	B	Repeat
S6	Female	18	Visual Communication Design	Turkish	A	First
S7	Male	18	Management	English	A	First
S8	Female	18	Molecular Biology and Genetics	English	A	First

As illustrated in Table 4, the interviewee students were also coded as S with numbers because of confidentiality concerns. The sample included six female and two male students for the interviews. Likewise, six of them were 18 years old and two were 19. Furthermore, they were registered in 5 different programs: English Language Education (n=2), Molecular Biology and Genetics (n=2), History (n=2), Visual Communication Design (n=1), and Management (n=1). The medium of instruction was English in most of these programs except Visual Communication Design. That is, 7 of the students were studying at preparatory class compulsorily, while the one from the department of Visual Communication Design was attending the preparatory program voluntarily. Moreover, two of them were from the C group (Intermediate), three were from the B groups (Pre-Intermediate), and 3 of them were from A groups (Beginners). Lastly, only one student was repeating the preparatory program which means it was their first year for the other seven.

3.4 Description of the Course Book

The coursebook '*English File Intermediate*' is a component of a seven-level series and was chosen for evaluation since it is the coursebook studied by all the students in the preparatory program in an academic year. Therefore, the purpose is to reach more students from various proficiency groups and to get richer data for the current study.

The coursebook was written by Latham-Koenig and Oxenden and first published by Oxford University Press in 2013. It is a coursebook designed to teach English to adults and young adults. The coursebook is aligned with the Common European Framework of Reference for Languages (CEFR) descriptors as well as adult English for Speaker of Other Languages (ESOL) core curriculum. As for the organization, there are 167 pages in the book with 10 units and two themes in each one. Every unit covers 10 pages and is divided into two sections titled as A and B.

When the focus of the activities is considered, it is seen that they are aimed at supporting learners in the development of four skills, grammar, vocabulary, and pronunciation skills. Thus, it can be said that the coursebook takes an integrated-skills approach in every unit. In addition, units vary in terms of skills presentation. That is, a unit starts with vocabulary teaching while another one introduces the theme by providing a reading passage first. Skills are commonly integrated as listening/speaking, listening/reading or reading/speaking throughout the book. Moreover, every section has one specific grammar point to teach with further and detailed information and practice at grammar bank pages at the end of the coursebook. Moreover, when the odd-numbered units end, there is a 'Practical English' section aiming to provide information about the daily language. In this section, some videos are provided so that learners can notice target language forms in genuine situations and practice them via role-play tasks. Similarly, when each even-numbered unit ends, another part titled as 'Revise and Check' is reserved to consolidate all the skills taught in the previous two units. This part also includes a checklist for students to self-check the skills they learn in these units. In addition to the above-mentioned grammar banks, there are extra communication, writing and vocabulary bank parts at the very back pages of the coursebook. Also, it provides

various activities designed for various interaction patterns such as letting students study individually or in pairs or groups.

The book comes with different components: a manual for instructors, a workbook, and a learning management system (LMS) platform. The teacher's manual contributes help on how to maintain a lesson as well as a variety of photocopiable materials to practice grammar, vocabulary, and communication. Likewise, students are given a workbook and an online code for extra practice on the LMS upon purchasing the book.

3.5 Data Collection Tools

In the current study, both quantitative and qualitative data collection tools were utilized. First, a questionnaire developed by Öz (2019) was administered to collect both quantitative and qualitative data from the participants. One of the questionnaires is to collect data from students, while the other version is to get the ideas of instructors about the coursebook '*English File Intermediate*'. Similarly, prepared by Öz (2019), semi-structured interview questions were used to get qualitative data including the ideas of the students and instructors in the study with a few differences between students' and instructors' versions.

3.5.1 Textbook Evaluation Questionnaire

The *Textbook Evaluation Questionnaire* by Öz (2019) was administered to get the perceptions of both participants about the coursebook '*English File Intermediate*'. The questionnaire has two separate but very similar versions for students and teachers, and it includes items with a 4-point Likert scale and some open-ended questions in the last part. Below is provided detailed information for each version.

- **Student Version:** This version consists of three parts. First, participants are required to give some demographic information like their age, gender, department, entry-level to the preparatory program, their prep class status, and time allocated to study per week. The second part contains 43 items concerning students' perceptions about various aspects of the coursebook: topics (eight items), target-language culture (four items), grammar and vocabulary (eight items), skills (nine items), activities (seven items), layout

and physical makeup (five items) and practical considerations (two items). Participants are asked to respond to each item on a four-point Likert scale: ‘Strongly Disagree’, ‘Disagree’, ‘Agree’, and ‘Strongly Agree’. The last section presents four open-ended questions so that participants can express their ideas regarding the strong and the weak points of the coursebook and their recommendations for improvement. Additionally, there is a part reserved for additional opinions, recommendations, or comments about the coursebook.

- **Instructor Version:** Like the ones for students, this version of the questionnaire for instructors includes three sections. First, they are asked to give demographic information about their age, gender, educational background, professional development activities, and teaching experience in the current institution and in total. The second section of the questionnaire includes 56 items with a four-point Likert scale from “Strongly Disagree” to “Strongly Agree” just like in the student version. Instructors are expected to evaluate the coursebook in terms of the following aspects: topics (eight items), target-language culture (four items), grammar and vocabulary (eight items), skills (nine items), activities (seven items), layout and physical makeup (five items), practical considerations (two items), aims and objectives (four items) and teachers’ manual (nine items). The last two aspects were added only for the instructors. The last section includes four open-ended questions so that instructors can express their perceptions regarding the strong and the weak points of the coursebook and their recommendations to make the coursebook more effective. Also, there is a part reserved for additional opinions, recommendations, or comments about the coursebook.

3.5.2 Semi-structured Interview Forms

Semi-structured interviews were conducted with eight students and eight instructors for the qualitative part of the study to provide richer data, get a deeper understanding and reflect a broader perspective on the issue. The interview forms for the students and instructors which were created by Öz (2016) in parallel with the main components in the questionnaires were used in this study with a slight adaptation.

The original forms included 10 main questions regarding topics, grammar, vocabulary, pronunciation, activities, target-language culture, layout, and physical makeup, practical considerations, and the online learning component of the coursebook; however, in this study, one more question about the actual use of coursebook was included to the form for the learners. Likewise, only the form for instructors includes a question about the effectiveness of the teacher's manual (Appendix 1).

3.6 Data Collection Procedure

Upon the approval taken from the Istanbul Medeniyet University Faculty of Educational Sciences Ethical Committee, the quantitative data were first collected from the learners and the instructors.

For the quantitative data, two online forms, one for the students and another one for the instructors, were prepared considering the compulsory distance education at higher education institutions during the Covid-19 pandemic. Therefore, the background and *Coursebook Evaluation Questionnaire* were transferred to Google Forms. At the beginning of the questionnaire, a short description was added to inform the students and instructors about the aim of the study and the data collection procedure and to ensure that their identity would be confidential. Also, an item was included in asking for their consent indicating that they voluntarily participated in the study. Then, the link for the students was shared on Edmodo which was the online platform used by School of Foreign Languages to communicate with the learners. In addition, the other link was shared with the instructors via their e-mails and in the instructors' WhatsApp group as well as their personal WhatsApp accounts. Both links were active for two months from the beginning of May to the end of June 2020 so the participants got familiar with the book they were going to evaluate by then. That is, the English File Intermediate had been covered by all groups by the beginning of May, according to the syllabus prepared by the Material and Curriculum Office.

For the qualitative data, eight voluntary instructors and eight voluntary students were interviewed via Zoom meetings due to similar concerns during the Covid-19 pandemic. An appointment was made with the participants considering their

availability, and before each interview, they were informed about the procedure and asked for their consent once more. The student interviews lasted on average of 15 minutes; the longest one is 25 minutes, while the shortest is 13 minutes. Similarly, the interviews with the instructors lasted 20 minutes on average; the longest one is almost 35 minutes. The interviews with students were held in May 2020; however, the instructor interviews were completed at the end of the 2020 summer break.

3.7 Data Analysis

Different analysis techniques were utilized for the quantitative and qualitative parts of the study. First, statistical analysis was conducted with the quantitative data gathered from the questionnaires. Therefore, the participants' responses were transferred to SPSS for descriptive statistics, and percentages, frequencies, means, and minimum and maximum values were calculated. In addition, Cronbach's alpha value was calculated for both versions of the questionnaire to check the reliability and found as .92. Second, a descriptive content analysis was conducted with the qualitative data gathered from the interviews and the open-ended questions in the last part of the questionnaires. For content analysis, the text is broken down into different parts and the existence of these parts is generally measured according to its definition as a systematic investigation of forms of communication used to objectively document trends. (Given, 2008, p. 24). Likewise, the participants' responses to the open-ended questions and in the interviews were reviewed to note down any different comments about the coursebook and to create a coding list. Then, the list was revised a couple of times and organized around particular themes emerging from the data. The qualitative data were analyzed with this final coding list to reveal the commonalities and patterns. All the qualitative data were coded again by the researcher a couple of months later to check the intra-rater reliability. The formula by Miles and Huberman (1994: 64) above was the basis for calculating the intra-coder reliability:

$$\text{reliability} = \frac{\text{number of total agreements}}{\text{total number of agreements} + \text{disagreements}}$$

With this formula, intra-coder reliability was calculated as .95 for this study with a total of 552 agreements and 25 disagreements between the first and second coding: $552 / (552+25)$, which is suggested as highly reliable by Miles and Huberman (1994). Finally, the findings were presented in tables with frequencies and were narrated with striking quotations from the interviews and open-ended questions.

4. FINDINGS

This section includes two parts that summarize the findings of the analyses of data in the current study. The first part presents the findings obtained from the quantitative data analysis conducted by applying student and instructor questionnaires. In the second part, the results of the content analysis conducted with the qualitative data obtained from the open-ended questions and interviews are given in detail.

4.1 Findings for the Quantitative Part of the Study

In this section, the findings obtained from the student and instructor questionnaires are presented. The perceptions of the students and instructors are presented in the tables separately in accordance with the parts in the questionnaires. In this regard, first, the perceptions of the students about the topics, grammar and vocabulary, culture, skills, activities, physical make-up, and design and practical considerations are presented. Then similar to students' results, instructors' perceptions are given with extra sections of aims and objectives and teachers' manual.

4.1.1 Perceptions of the Students about the Coursebook

The participant students expressed their judgments about the coursebook in terms of the seven aspects in the questionnaire. The first part of the questionnaire included eight items through which the students were asked to evaluate the book about its topics. The frequencies, percentages, means, and standard deviations for the related items are shown in Table 5 below.

Table 5. Frequencies, Percentages, Means for the Items about the Topics of English File Intermediate Coursebook (Students' Questionnaire)

Items		Strongly Disagree	Disagree	Agree	Strongly Agree	$\bar{x}$	Sd
• The coursebook contains authentic materials (e.g., news reports and leaflets).	f %	3 (2.7)	8 (7.2)	58 (52.3)	42 (37.8)	3.25	.70
• The coursebook is free of stereotypes (e.g., racial, sexual,	f %	2 (1.8)	14 (12.6)	59 (53.2)	36 (32.4)	3.16	.70

and cultural).							
• The content of the coursebook is factually accurate.	f %	2 (1.8)	5 (4.5)	78 (70.3)	26 (23.4)	3.15	.57
• The topics covered in the coursebook are suitable for my age.	f %	3 (2.7)	12 (10.8)	69 (62.2)	27 (24.3)	3.08	.67
• There is a sufficient variety of topics in the coursebook.	f %	5 (4.5)	9 (8.1)	84 (75.7)	13 (11.7)	2.95	.61
• The topics covered in the coursebook are interesting to me.	f %	7 (6.3)	20 (18)	67 (60.4)	17 (15.3)	2.85	.75
• The coursebook contains a sufficient variety of text types (e.g., dialogues, essays, poetry, drama, and folk tales).	f %	4 (3.6)	35 (31.5)	53 (47.7)	19 (17.1)	2.78	.76
• The coursebook material is up-to-date.	f %	9 (8.1)	44 (39.6)	50 (45)	8 (7.2)	2.51	.74
Total						2.96	.28

According to Table 5, it is seen that the participant learners are quite happy with the coursebook in terms of its topics ($\bar{x}$ =2.96). When the items were analyzed separately, it was understood that they were highly contented with the coursebook content since it contained authentic materials ($\bar{x}$ =3.25), it was free of stereotypes ($\bar{x}$ =3.16), the content was factual ($\bar{x}$ =3.15) and finally because they found the content suitable for their age ($\bar{x}$ =3.08). Moreover, the table shows that a vast majority agreed with these items as there was disagreement stated by very few students (f =2, 1.8% for “strongly disagree” and f =14, 12.6% for “disagree” at maximum). In addition, the students stated their satisfaction with the other aspects of the topics in the coursebook. They were pleased with the variety of the text types ($\bar{x}$ =2.78) as well as the topics ($\bar{x}$ =2.95), although a considerable number of the students also stated disagreement on the variety of text types (f =35, 31.5%). Likewise, the students thought that the topics were interesting ($\bar{x}$ =2.85) and up-to-date ($\bar{x}$ =2.51), although there were a number of students who did not believe that the content was interesting (f =20, 18%) or updated (f =44, 39.6%). This means that there were separate groups of learners who evaluated the topics in the coursebook differently with respect to these aspects.

The next section of the questionnaire included four items through which the participant students were requested to evaluate the book in terms of the target

language culture. The frequencies, percentages, means, and standard deviations for the related items are given in Table 6 below.

Table 6. Frequencies, Percentages, Means for the Items about the Target Language Culture of English File Intermediate Coursebook (Students' Questionnaire)

Items		Strongly Disagree	Disagree	Agree	Strongly Agree	$\bar{x}$	Sd
• The texts incorporate elements of British culture.	f %	2 (1.8)	15 (13.5)	74 (66.7)	20 (18)	3.01	.62
• The exercises incorporate elements of British culture.	f %	3 (2.7)	17 (15.3)	73 (65.8)	18 (16.2)	2.95	.65
• The texts incorporate elements of American culture.	f %	4 (3.6)	22 (19.8)	73 (65.8)	12 (10.8)	2.84	.65
• The exercises incorporate elements of American culture.	f %	4 (3.6)	26 (23.4)	69 (62.2)	12 (10.8)	2.80	.67
Total						2.90	.38

In Table 6 above, the answers of the participants about the component of target language culture are shown. The mean score of this component consisting of four items was 2.90 showing that most of the participants generally had matching ideas with the items. With a deeper look at the items which were about the texts ($\bar{x}$ =3.01) and exercises ($\bar{x}$ =2.95) in the coursebook's incorporation with the elements of British culture, the majority of the students agreed that there was an incorporation. When the texts and exercises were questioned in terms of American culture, students still agreed that it included texts and exercises with elements of American culture, too. However, the number of students was a little bit lower as the items had mean scores of 2.84 and 2.80 respectively. For both items, 4 of the participants checked 'Strongly Disagree' while the number for 'Disagree' option was 22 for texts and 26 for exercises. Consequently, it can be seen that most of the students agreed that the coursebook integrated the elements of both British and American Culture in texts and exercises.

There were eight items in the third part of the questionnaire through which the participants evaluated the book in terms of grammar and vocabulary. The frequencies, percentages, means, and standard deviations for the related items are shown in Table 7 below.

Table 7. Frequencies, Percentages, Means for the Items about Grammar and Vocabulary in English File Intermediate Coursebook (Students' Questionnaire)

Items		Strongly Disagree	Disagree	Agree	Strongly Agree	$\bar{x}$	sd
• The grammar points introduced in the coursebook are appropriate to my level.	f %	3 (2.7)	8 (7.2)	73 (65.8)	27 (24.3)	3.12	.64
• The grammar points are presented clearly.	f %	2 (1.8)	19 (17.1)	64 (57.7)	26 (23.4)	3.03	.69
• The grammar points are introduced in a meaningful context.	f %	3 (2.7)	12 (10.8)	76 (68.5)	20 (18)	3.02	.63
• The grammar points are presented thoroughly.	f %	4 (3.6)	29 (26.1)	58 (52.3)	20 (18)	2.85	.75
• New grammar points are recycled adequately in the subsequent units.	f %	12 (10.8)	23 (20.7)	46 (41.4)	30 (27)	2.85	.94
• The vocabulary items are introduced in a meaningful context.	f %	2 (1.8)	7 (6.3)	78 (70.3)	24 (21.6)	3.12	.58
• The number of new words introduced in each unit is appropriate to my level.	f %	5 (4.5)	10 (9)	75 (67.6)	21 (18.9)	3.01	.68
• New vocabulary is recycled adequately in the subsequent units.	f %	15 (13.5)	40 (36)	42 (37.8)	14 (12.6)	2.50	.88
Total						2.93	.33

Table 7 shows the results for the items related to grammar and vocabulary covered in the coursebook. The total mean score for this component was 2.93, which shows that the students agreed with most of the items in this group. When the first five items regarding grammar were considered, it is understood that the students were highly satisfied with the grammar given in the book as they found it appropriate for their level ($\bar{x}$ =3.12) and because they thought the structures were presented clearly ($\bar{x}$ =3.03) and were introduced meaningfully ($\bar{x}$ =3.02). The mean score for the other two items concerning grammar in the book was 2.85. This shows that most of the students still thought the grammar points were presented thoroughly and were recycled adequately although there are some students who believed that the structural points were neither taught thoroughly (f=29, 26.1%) nor recycled appropriately

(f=23, 20.7%). The last three items for this component sought the participant students' ideas about vocabulary teaching in the coursebook. The highest mean score among these items belonged to the one regarding the introduction of the new vocabulary. 102 out of 111 students thought that words were given in a meaningful context ($\bar{x}$ =3.12). Additionally, most of the participants agreed that the quantity of the new lexical items in every unit was suitable to their level ($\bar{x}$ =3.0) and that new vocabulary was recycled adequately in the subsequent units ($\bar{x}$ =2.50). However, it is worth stating that many students did not think there were different exercises aiming to reuse the new vocabulary items in the next units (f=40, 36%). All in all, even though there were a group of students who had negative feelings about grammar and vocabulary presentation in the coursebook, the majority stated their satisfaction with this component.

The fourth section of the questionnaire included nine items through which the participant students evaluated the book in terms of language skills. The frequencies, percentages, means, and standard deviations for the related items are presented in Table 8 below.

Table 8. Frequencies, Percentages, Means for the Items about Language Skills in English File Intermediate Coursebook (Students' Questionnaire)

Items		Strongly Disagree	Disagree	Agree	Strongly Agree	$\bar{x}$	sd
The coursebook promotes the integration of different language skills (e.g., reading-writing and listening-speaking).	f %	4 (3.6)	13 (11.7)	72 (64.9)	22 (19.8)	3.01	.68
The coursebook pays attention to sub-skills (e.g., listening for gist, note-taking, and skimming for information).	f %	6 (5.4)	18 (16.2)	68 (61.3)	19 (17.1)	2.90	.73
The coursebook places equal emphasis on the four language skills (speaking, listening, reading, and writing).	f %	9 (8.1)	29 (26.1)	52 (46.8)	21 (18.9)	2.77	.85
The coursebook provides a meaningful context for the development of listening skills.	f %	4 (3.6)	12 (10.8)	74 (66.7)	21 (18.9)	3.01	.66
The coursebook provides a	f	6	14	67	24	2.98	.75

meaningful context for the development of speaking skills.	%	(5.4)	(12.6)	(60.4)	(21.6)		
• The coursebook provides a meaningful context for the development of reading skills.	f %	3 (2.7)	18 (16.2)	71 (64)	19 (17.1)	2.95	.66
• The coursebook provides a meaningful context for the development of writing skills.	f %	11 (9.9)	42 (37.8)	42 (37.8)	16 (14.4)	2.57	.85
• The coursebook emphasizes different aspects of pronunciation skills such as stress and intonation.	f %	7 (6.3)	17 (15.3)	65 (58.6)	22 (19.8)	2.92	.77
• The coursebook provides a meaningful context for the development of pronunciation skills.	f %	6 (5.4)	21 (18.9)	67 (60.4)	17 (15.3)	2.86	.73
Total						2.88	.31

As it is possible to see in Table 8, the participants expressed an overall satisfaction with the skills coverage in the coursebook with a mean score of 2.88. First, the students gave the strongest agreement with the idea that the coursebook integrates different language skills ($\bar{x}=3.01$). Likewise, the majority were pleased that the coursebook gives importance to sub-skills such as note-taking, skimming or scanning ($\bar{x}=2.90$) and that there was an equal emphasis on the four language skills ($\bar{x}=2.77$). Still, there were not many participants who did not think these four skills were emphasized equally ($f=38$, 34.2%). In addition, most of the participants were highly contented with the coursebook as it presented a meaningful context for listening ($\bar{x}=3.01$), speaking ($\bar{x}=2.98$), and reading ($\bar{x}=2.95$). On the other hand, they were relatively less content with the contribution of the book to the development of their writing ($\bar{x}=2.57$). It is also worth indicating that 58 students expressed satisfaction with writing, whereas 53 of them stated disagreement with this item. Finally, most of the participant students agreed that the book provided a meaningful context for the development of pronunciation ($\bar{x}=2.86$) and gave importance to such aspects of pronunciation skills as intonation and stress ($\bar{x}=2.92$).

The fifth section of the questionnaire included seven items through which the participant students evaluated the book in terms of the activities. The frequencies,

percentages, means, and standard deviations for the related items are presented in Table 9 below.

Table 9. Frequencies, Percentages, Means for the Items about the Activities in English File Intermediate Coursebook (Students' Questionnaire)

Items		Strongly Disagree	Disagree	Agree	Strongly Agree	$\bar{x}$	sd
• The instructions to the activities are clear to me.	f %	1 (0.9)	8 (7.2)	68 (61.3)	34 (30.6)	3.22	.60
• The activities encourage me to participate actively in class.	f %	6 (5.4)	12 (10.8)	59 (53.2)	34 (30.6)	3.09	.79
• The activities in the coursebook are appropriate to my level.	f %	3 (2.7)	8 (7.2)	80 (72.1)	20 (18)	3.05	.60
• The activities promote critical thinking skills (e.g., interpretation, analysis, synthesis, and evaluation skills).	f %	5 (4.5)	17 (15.3)	63 (56.8)	26 (23.4)	2.99	.75
• There is an adequate balance of individual, pair, group, and whole-class activities.	f %	7 (6.3)	13 (11.7)	70 (63.1)	21 (18.9)	2.95	.74
• The activities facilitate the development of study skills, such as outlining and looking up words in the dictionary.	f %	7 (6.3)	29 (26.1)	60 (54.1)	15 (13.5)	2.75	.76
• The activities in the coursebook are interesting to me.	f %	8 (7.2)	27 (24.3)	62 (55.9)	14 (12.6)	2.74	.77
Total						2.96	.29

According to Table 9, the participants were quite content with the activities presented in the coursebook ($\bar{x}$ =2.96). A deeper look into the individual items revealed that this overall contentment among the majority stemmed from the clear instructions for the activities ($\bar{x}$ =3.22), encouragement for classroom participation ($\bar{x}$ =3.09), and appropriateness for their levels ($\bar{x}$ =3.05). In addition, almost all the students expressed their satisfaction with the coursebook claiming that the activities in it promote critical thinking ($\bar{x}$ =2.99) and balance individual, pair, group, and whole-class work ($\bar{x}$ =2.95). Similarly, it was understood that the majority of them found the activities in the coursebook interesting ($\bar{x}$ =2.74) and helpful for the development of their study skills ($\bar{x}$ =2.75), although a small but considerable number of students

expressed their disagreement with these items for the activities being interesting (f=35, 31.5%) or helpful for study skills (f=36, 32.4%).

There were five items in the sixth part of the questionnaire for the participants to assess the book in terms of its layout and physical makeup. The frequencies, percentages, means, and standard deviations for the related items are shown in Table 10 below.

Table 10. Frequencies, Percentages, Means for the Items about the Layout and Physical Makeup of English File Intermediate Coursebook (Students' Questionnaire)

Items		Strongly Disagree	Disagree	Agree	Strongly Agree	$\bar{x}$	sd
• The illustrations (e.g., pictures, diagrams, and maps) assist me in understanding the material in the coursebook.	f %	2 (1.8)	11 (9.9)	69 (62.2)	29 (26.1)	3.13	.64
• The coursebook is organized in a way that is easy to follow.	f %	4 (3.6)	17 (15.3)	63 (56.8)	27 (24.3)	3.02	.73
• The illustrations in the coursebook are interesting to me.	f %	6 (5.4)	19 (17.1)	61 (55)	25 (22.5)	2.95	.78
• The illustrations are free of unnecessary details that may confuse me.	f %	4 (3.6)	24 (21.6)	66 (59.5)	17 (15.3)	2.86	.70
• The physical appearance of the coursebook is attractive to me.	f %	12 (10.8)	19 (17.1)	65 (58.6)	15 (13.5)	2.75	.82
Total						2.94	.35

As can be seen in Table 10, a big number of the students were pleased with the layout and physical makeup of the coursebook ($\bar{x}$ =2.94). This satisfaction came from their belief that the illustrations in the coursebook were interesting ($\bar{x}$ =2.95), free of confusing details ($\bar{x}$ =2.86), and supportive of their comprehension ($\bar{x}$ =3.13). In addition, most of the participants were content with the organization of the book perceiving it easy to follow ($\bar{x}$ =3.02) and liked its physical appearance regarding it attractive ($\bar{x}$ =2.75). Nonetheless, there were also a few students who did not find the illustrations interesting (f=25, 22.5%) or clear (f=28, 25.2%) and who disagreed with the attractiveness of the physical appearance (f=31, 27.9%).

The seventh and last section of the questionnaire included just two items through which the participant students evaluated the book in terms of practical

considerations. The frequencies, percentages, means, and standard deviations for the related items are presented in Table 11 below.

Table 11. Frequencies, Percentages, and Means for the Items about the Practical Considerations for English File Intermediate Coursebook (Students' Questionnaire)

Items		Strongly Disagree	Disagree	Agree	Strongly Agree	$\bar{x}$	sd
• The coursebook is easily accessible.	f %	9 (8.1)	25 (22.5)	70 (63.1)	7 (6.3)	2.68	.71
• The price of the coursebook is reasonable.	f %	47 (42.3)	43 (38.7)	21 (18.9)	0 0	1.77	.75
Total						2.22	.57

The component indicated in Table 11 includes only 2 items to elicit information about the thoughts of the participants on the practical considerations. This component took the last highest mean score in the questionnaire revealing a kind of dissatisfaction among the students ($\bar{x}$ =2.22). First, the main issue for a vast majority of the participant students was the price (f=90, 81%) since they found the book expensive ($\bar{x}$ =1.77). Second, most of the students found it easy to access the book ($\bar{x}$ =2.68), although a considerable number of participants disagreed with accessibility (f=34, 30.6%).

All in all, when all the quantitative data are considered, it is possible to say that a vast majority of the student participants seemed satisfied with the book English File Intermediate due to its topics, the way of presentation, and the level of structural and lexical items, the presentation of language skills and physical make-up although there were some disagreements by the minority of the students. The only item that the majority of the students were not happy with was its price which was found to be expensive.

4.1.2 Perceptions of the Instructors about the Coursebook

The participant instructors expressed their judgments about the course based on the nine categories in the questionnaire. The eight items in the first part of their questionnaire were related with the topics covered in the book. The frequencies, percentages, means, and standard deviations for the related items are presented in Table 12 below.

Table 12. Frequencies, Percentages, Means for the Items about the Topics of English File Intermediate Coursebook (Instructors' Questionnaire)

Items		Strongly Disagree	Disagree	Agree	Strongly Agree	$\bar{x}$	sd
• The coursebook contains authentic materials (e.g., news reports and leaflets).	f %	0 (0)	1 (5.9)	9 (52.9)	7 (41.2)	3.35	.60
• The topics covered in the coursebook are suitable for the age group.	f %	0 (0)	0 (0)	11 (64.7)	6 (35.3)	3.35	.49
• The content of the coursebook is factually accurate.	f %	0 (0)	0 (0)	12 (70.6)	5 (29.4)	3.29	.47
• The topics covered in the coursebook are interesting to the students.	f %	0 (0)	0 (0)	12 (70.6)	5 (29.4)	3.29	.47
• There is a sufficient variety of topics in the coursebook.	f %	0 (0)	0 (0)	13 (76.5)	4 (23.5)	3.24	.43
• The coursebook is free of stereotypes (e.g., racial, sexual, and cultural).	f %	0 (0)	0 (0)	14 (82.4)	3 (17.6)	3.18	.39
• The coursebook material is up-to-date.	f %	1 (5.9)	4 (23.5)	11 (64.7)	1 (5.9)	2.71	.68
• The coursebook contains a sufficient variety of text types (e.g., dialogues, essays, poetry, drama, and folk tales).	f %	0 (0)	10 (58.8)	7 (41.2)	0 (0)	2.41	.50
Total						3.10	.20

As Table 12 shows, the participant instructors expressed overall satisfaction with the topics covered in the book ($\bar{x}$ =3.10). When the items were considered separately, it is understood that almost all of the instructors gave a positive opinion about the book due to its factually accurate ($\bar{x}$ =3.29) and authentic content ($\bar{x}$ =3.35), suitability for the target age group ($\bar{x}$ =3.35), attractiveness for the students ($\bar{x}$ =3.29), variety in topics ($\bar{x}$ =3.24) and exclusion of stereotypes ($\bar{x}$ =3.18). Similarly, most of the instructors found the coursebook up-to-date, although there were few who stated disagreement with this item (f =5, 29.4%). The only item that revealed a rather dissatisfaction was related to the amount of variety in text types such as dialogues, essays, poetry, drama, and folk tales ($\bar{x}$ =2.41), although seven of the participant instructors were quite satisfied with the variety provided in the book.

The next section of the questionnaire included four items through which the teachers were requested to assess the book in terms of the target language culture. The frequencies, percentages, means, and standard deviations for the related items are given in Table 13 below.

Table 13. Frequencies, Percentages, Means for the Items about the Target Language Culture of English File Intermediate Coursebook (Instructors' Questionnaire)

Items		Strongly Disagree	Disagree	Agree	Strongly Agree	$\bar{x}$	sd
• The texts incorporate elements of British culture.	f %	0 (0)	0 (0)	13 (76.5)	4 (23.5)	3.24	.43
• The exercises incorporate elements of British culture.	f %	0 (0)	0 (0)	15 (88.2)	2 (11.8)	3.12	.33
• The texts incorporate elements of American culture.	f %	0 (0)	3 (17.6)	11 (64.7)	3 (17.6)	3.00	.61
• The exercises incorporate elements of American culture.	f %	0 (0)	3 (17.6)	12 (70.6)	2 (11.8)	2.94	.55
Total						3.07	.29

As shown in Table 13, the instructors in the study had positive feelings about the integration of the target language culture in the coursebook ($\bar{x}$ =3.07). First, all the participant instructors with no exception believed that the coursebook included more elements from British culture in the texts ($\bar{x}$ =3.24) and exercises ($\bar{x}$ =3.12). Second, the majority still agreed that the texts ($\bar{x}$ =3.00) and exercises ($\bar{x}$ =2.94) incorporated elements of American culture, although there were also a few participants who believed that the coursebook incorporates with British culture but not American culture (f =3, 17.6%).

There were eight items in the third part of the questionnaire through which the participant instructors evaluated the book in terms of grammar and vocabulary. The frequencies, percentages, means, and standard deviations for the related items are presented in Table 14 below.

Table 14. Frequencies, Percentages, Means for the Items about Grammar and Vocabulary in English File Intermediate Coursebook (Instructors' Questionnaire)

Items		Strongly Disagree	Disagree	Agree	Strongly Agree	$\bar{x}$	sd
• The grammar points introduced in the coursebook are	f %	0 (0)	1 (5.9)	7 (41.2)	9 (52.9)	3.47	.62

appropriate to the level of the students.							
• The grammar points are introduced in a meaningful context.	f %	0 (0)	0 (0)	9 (52.9)	8 (47.1)	3.47	.51
• New grammar points are recycled adequately in the subsequent units.	f %	0 (0)	2 (11.8)	8 (47.1)	7 (41.2)	3.29	.68
• The grammar points are presented clearly.	f %	1 (5.9)	1 (5.9)	9 (52.9)	6 (35.3)	3.18	.80
• The grammar points are presented thoroughly.	f %	0 (0)	6 (35.3)	6 (35.3)	5 (29.4)	2.94	.82
• The vocabulary items are introduced in a meaningful context.	f %	0 (0)	0 (0)	9 (52.9)	8 (47.1)	3.47	.51
• The number of new words introduced in each unit is appropriate to the level of the students.	f %	1 (5.9)	1 (5.9)	8 (47.1)	7 (41.2)	3.24	.83
• New vocabulary is recycled adequately in the subsequent units.	f %	0 (0)	3 (17.6)	8 (47.1)	6 (35.3)	3.18	.72
Total						3.28	.27

Table 14 shows that the instructors found the grammatical and lexical items covered in the book highly satisfactory ($\bar{x}$ =3.28). When the details in each item were considered, it was understood that the instructors' highly positive perceptions regarding grammar were due to the level-appropriate ($\bar{x}$ =3.47) and clear ($\bar{x}$ =3.18) presentation of the grammar items in a meaningful context ($\bar{x}$ =3.47) in addition to the recycling in the upcoming units ($\bar{x}$ =3.29). On the contrary, a considerable number of instructors thought that the book did not present the grammar points thoroughly (f =6, 35.3%) even though the majority stated the exact opposite (f =11, 64.7%). As for the items regarding vocabulary, the instructors expressed highly positive perceptions since they were satisfied with the presentation of the vocabulary items in a meaningful context ($\bar{x}$ =3.47) and the adequate recycling of new words in subsequent units ($\bar{x}$ =3.18). Finally, they agreed that the quantity of the new vocabulary given in each unit was appropriate for the target levels ($\bar{x}$ =3.24).

The fourth section of the questionnaire included nine items through which the participant instructors evaluated the book in terms of language skills. The frequencies, percentages, means, and standard deviations for the related items are presented in Table 15 below.

Table 15. Frequencies, Percentages, Means for the Items about Language Skills in English File Intermediate Coursebook (Instructors' Questionnaire)

Items		Strongly Disagree	Disagree	Agree	Strongly Agree	$\bar{x}$	sd
• The coursebook promotes the integration of different language skills (e.g., reading-writing and listening-speaking).	f %	0 (0)	0 (0)	9 (52.9)	8 (47.1)	3.47	.51
• The coursebook places equal emphasis on the four language skills (speaking, listening, reading, and writing).	f %	0 (0)	2 (11.8)	9 (52.9)	6 (35.3)	3.24	.66
• The coursebook pays attention to sub-skills (e.g., listening for gist, note-taking, and skimming for information).	f %	1 (5.9)	2 (11.8)	10 (58.8)	4 (23.5)	3.00	.79
• The coursebook provides a meaningful context for the development of speaking skills.	f %	0 (0)	0 (0)	5 (29.4)	12 (70.6)	3.71	.47
• The coursebook provides a meaningful context for the development of listening skills.	f %	0 (0)	1 (5.9)	7 (41.1)	9 (52.9)	3.47	.62
• The coursebook provides a meaningful context for the development of reading skills.	f %	0 (0)	3 (17.6)	6 (35.3)	8 (47.1)	3.29	.77
• The coursebook provides a meaningful context for the development of writing skills.	f %	0 (0)	5 (29.4)	8 (47.1)	4 (23.5)	2.94	.74
• The coursebook emphasizes different aspects of pronunciation skills such as stress and intonation.	f %	0 (0)	0 (0)	4 (23.5)	13 (76.5)	3.76	.43
• The coursebook provides a meaningful context for the development of pronunciation skills.	f %	0 (0)	1 (5.9)	7 (41.2)	9 (52.9)	3.47	.62
Total						3.37	.28

According to Table 15, the instructors were considerably pleased with the presentation of the skills in the coursebook ($\bar{x}$ =3.37). First, almost all the participants believed that the book promoted the integration of different skills ($\bar{x}$ =3.47), supported four language skills equally ($\bar{x}$ =3.24), and paid attention to sub-skills ($\bar{x}$ =3.00). When the four language skills were considered individually, it was understood that the instructors felt satisfied with the meaningful context provided for the development of speaking ($\bar{x}$ =3.71), listening ($\bar{x}$ =3.47), reading ($\bar{x}$ =3.29), and writing ($\bar{x}$ =2.94) respectively. However, it was worth noting that five of the instructors were hesitant about the development of writing in the coursebook and the instructors, in general were relatively less satisfied with the presentation of this skill. Finally, almost all the instructors agreed that the coursebook developed pronunciation skills in a meaningful context ($\bar{x}$ =3.47) by emphasizing different aspects such as stress and intonation ($\bar{x}$ =3.76). All in all, this component regarding language skills had the highest mean score in the instructors' questionnaire. That is, the presentation of the skills was the most satisfying aspect of the coursebook for the participant instructors.

The fifth section of the questionnaire included seven items through which the participant instructors evaluated the book in terms of the activities. The frequencies, percentages, means, and standard deviations for the related items are presented in Table 16 below.

Table 16. Frequencies, Percentages, Means for the Items about the Activities in English File Intermediate Coursebook (Instructors' Questionnaire)

Items		Strongly Disagree	Disagree	Agree	Strongly Agree	$\bar{x}$	sd
• The activities in the coursebook are appropriate to the level of the students.	f %	0 (0)	0 (0)	7 (41.2)	10 (58.8)	3.59	.50
• There is an adequate balance of individual, pair, group, and whole-class activities.	f %	0 (0)	1 (5.9)	6 (35.3)	10 (58.8)	3.53	.62
• The activities encourage the students to participate actively in class.	f %	0 (0)	0 (0)	9 (52.9)	8 (47.1)	3.47	.51
• The instructions to the activities are clear to the students.	f %	0 (0)	1 (5.9)	8 (47.1)	8 (47.1)	3.41	.61

• The activities in the coursebook are interesting to the students.	f %	0 (0)	0 (0)	13 (76.5)	4 (23.5)	3.24	.43
• The activities facilitate the development of study skills, such as outlining and looking up words in the dictionary.	f %	1 (5.9)	2 (11.8)	8 (47.1)	6 (35.3)	3.12	.85
• The activities promote critical thinking skills (e.g., interpretation, analysis, synthesis, and evaluation skills).	f %	1 (5.9)	1 (5.9)	15 (88.2)	0 (0)	2.82	.52
Total						3.31	.22

Table 16 indicates that the overall mean score for this component is 3.31. This mean score showed that the participant instructors were highly pleased with the activities given in the coursebook. When the items were considered separately, it is seen that almost all of the instructors agreed that the activities in the book were appropriate for the students' level ($\bar{x}=3.59$) and encouraged learner participation in the lesson ($\bar{x}=3.47$). In addition, they believed that the activities were interesting ($\bar{x}=3.24$) and the instructions were clear ($\bar{x}=3.41$) for their students. Likewise, they were pleased with the balance in individual, pair, group, and whole-class activities ($\bar{x}=3.53$) which facilitated the development of study skills ($\bar{x}=3.12$) and promoted critical thinking ($\bar{x}=2.82$). However, there were very few participants who stated their disagreement with the contribution of the book to the development of study skills ($f=3$, 17.6%) and critical thinking ($f=2$, 11.8%).

There were five items in the sixth part of the questionnaire for the participant instructors to evaluate the book in terms of its layout and physical makeup. The frequencies, percentages, means and standard deviations for the related items are presented in Table 17 below.

Table 17. Frequencies, Percentages, Means for the Items about the Layout and Physical Makeup of English File Intermediate Coursebook (Instructors' Questionnaire)

Items		Strongly Disagree	Disagree	Agree	Strongly Agree	$\bar{x}$	sd
• The coursebook is organized in a way that is easy to follow.	f %	0 (0)	1 (5.9)	8 (47.1)	8 (47.1)	3.41	.61
• The illustrations (e.g., pictures, diagrams, and maps) assist the	f %	0 (0)	1 (5.9)	9 (52.9)	7 (41.2)	3.35	.60

students in understanding the material in the coursebook.							
• The illustrations are free of unnecessary details that may confuse the students.	f %	0 (0)	1 (5.9)	9 (52.9)	7 (41.2)	3.35	.60
• The physical appearance of the coursebook is attractive to the students.	f %	0 (0)	2 (11.8)	8 (47.1)	7 (41.2)	3.29	.68
• The illustrations in the coursebook are interesting to the students.	f %	0 (0)	1 (5.9)	10 (58.8)	6 (35.3)	3.29	.58
Total						3.33	.31

Table 17 indicates that the instructors were highly pleased with the layout and physical makeup of the coursebook in general ($\bar{x}=3.33$). With a deeper look, it is understood that they found the organization easy to follow ($\bar{x}=3.41$) and the physical appearance attractive to the students ($\bar{x}=3.29$). In addition, almost all the instructors agreed that the illustrations were interesting to the students ($\bar{x}=3.29$) and free of unnecessary or confusing details ($\bar{x}=3.35$) to assist the learners in understanding the material ($\bar{x}=3.35$).

The seventh section of the questionnaire included just two items through which the participant instructors evaluated the book in terms of practical considerations. The frequencies, percentages, means, and standard deviations for the related items are presented in Table 18 below.

Table 18. Frequencies, Percentages, Means for the Items about the Practical Considerations for English File Intermediate Coursebook (Instructors' Questionnaire)

Items		Strongly Disagree	Disagree	Agree	Strongly Agree	$\bar{x}$	sd
• The coursebook is easily accessible.	f %	0 (0)	1 (5.9)	7 (41.2)	9 (52.9)	3.47	.62
• The price of the coursebook is reasonable.	f %	4 (23.5)	5 (29.4)	7 (41.2)	1 (5.9)	2.29	.92
Total						2.88	.44

According to Table 18, the teachers were somewhat less content with the book regarding the two practical considerations ($\bar{x}=2.88$). That is, almost all found the book easy to access ($\bar{x}=3.47$), whereas there was considerable dissatisfaction with the

price ($\bar{x}$ =2.29) since the majority found it expensive (f =9, 52.9%). In short, they believed it was easy but also expensive to get the book.

The next section in the questionnaire included four items through which the instructors were requested to assess the book in terms of its aims and objectives. The frequencies, percentages, means, and standard deviations for the related items are given in Table 19 below.

Table 19. Frequencies, Percentages, Means for the Items about the Aims and Objectives in English File Intermediate Coursebook (Instructors' Questionnaire)

Items		Strongly Disagree	Disagree	Agree	Strongly Agree	$\bar{x}$	sd
• The coursebook can be adapted to meet the particular needs of the language program in our institution.	f %	0 (0)	1 (5.9)	9 (52.9)	7 (41.2)	3.35	.60
• The aims of the coursebook correspond to the needs of the students.	f %	0 (0)	0 (0)	13 (76.5)	4 (23.5)	3.24	.43
• The aims of the coursebook correspond to the objectives stated in the course syllabus.	f %	0 (0)	0 (0)	13 (76.5)	4 (23.5)	3.24	.43
• The coursebook material can be covered in the time allotted for the course.	f %	1 (5.9)	4 (23.5)	6 (35.5)	6 (35.3)	3.00	.93
Total						3.20	.38

As it can be understood from Table 19, the participants stated rather positive implications about the coursebook regarding its aims and objectives ($\bar{x}$ =3.20). When the items were considered in detail, it was understood that all the instructors except for one found the coursebook adaptable to the needs of the language program in their institution ($\bar{x}$ =3.35). Additionally, all the participant instructors thought that the purpose of this book corresponded to the needs of the students as well as to the objectives in the course syllabus ($\bar{x}$ =3.24). Finally, they were mostly satisfied with the time allocated to cover the coursebook material, although a few were not content with the time to teach the book (f =5, 29.4%).

The last part of the questionnaire had nine items through which the participant instructors evaluated the book in terms of the teacher's manual. The frequencies,

percentages, means, and standard deviations for the related items are presented in Table 20 below.

Table 20. Frequencies, Percentages, and Means for the Items about the Teachers' Manual of English File Intermediate Coursebook (Instructors' Questionnaire)

Items		Strongly Disagree	Disagree	Agree	Strongly Agree	$\bar{x}$	sd
• The manual provides enough guidance for me on the teaching of vocabulary.	f %	0 (0)	2 (11.8)	6 (35.3)	9 (52.9)	3.41	.71
• The manual offers detailed advice for novice teachers to follow.	f %	1 (5.9)	0 (0)	7 (41.2)	9 (52.9)	3.41	.79
• The manual provides useful suggestions to help me introduce new lessons.	f %	0 (0)	1 (5.9)	8 (47.1)	8 (47.1)	3.41	.61
• The manual provides enough guidance for me on the teaching of grammar points.	f %	0 (0)	3 (17.6)	6 (35.3)	8 (47.1)	3.29	.77
• The manual provides useful suggestions for the integration of different language skills.	f %	0 (0)	1 (5.9)	12 (70.6)	4 (23.5)	3.18	.52
• The manual offers effective solutions to potential problems (e.g., <i>grammatical, lexical, and phonological</i>).	f %	0 (0)	2 (11.8)	12 (70.6)	3 (17.6)	3.06	.55
• The manual provides sufficient information on cultural content presented in the coursebook.	f %	0 (0)	3 (17.6)	10 (58.8)	4 (23.5)	3.06	.65
• The manual gives useful advice on how to present the lessons in different ways.	f %	0 (0)	3 (17.6)	12 (70.6)	2 (11.8)	2.94	.55
• The manual provides useful suggestions to help me review old lessons.	f %	0 (0)	4 (23.5)	10 (58.8)	3 (17.6)	2.94	.65
Total						3.18	.22

As can be seen in Table 20, the instructors expressed their contentment with the teachers' manual in general ($\bar{x}$ =3.18). To start with, they believed that the manual gave enough guidance to teach vocabulary ($\bar{x}$ =3.41) and grammar ($\bar{x}$ =3.29), to start new lessons ($\bar{x}$ =3.41) and to integrate different language skills ($\bar{x}$ =3.18). Additionally, they all agreed that the book provided detailed advice for novice teachers ($\bar{x}$ =3.41). Moreover, they found the manual effective in offering solutions to

possible problems and giving sufficient information on cultural content presented in the coursebook ($\bar{x}=3.06$). Likewise, the majority believed that the manual provided advice on presenting the lessons differently as well as useful suggestions for reviewing old lessons ($\bar{x}=2.94$). When all the items and the mean scores were considered, it is still possible to conclude that there was general satisfaction with the teachers' manual of the coursebook.

All in all, similar to students' perceptions of the coursebook English File Intermediate, the results of the instructors questionnaire showed that instructors were pleased with the topics, grammar and vocabulary, activities, language skills, and aims and objectives of the coursebook. However, when analyzed, it can be seen that almost half of them have some dissatisfaction about the price of the coursebook while some of them were not pleased with the teachers' manual in terms of being helpful for teaching skills such as grammar, presenting culture or reviewing old topics.

4.2 Findings for the Qualitative Part of the Study

This section introduces the outcomes of the qualitative data analysis conducted with the learners' and instructors' answers to the open-ended questions in the questionnaires and interviews. This analysis has revealed the major strong and weak sides of the coursebook from the students' and instructors' perspectives. To be more precise, twelve themes with various codes emerged for each category. In this regard, first, the strengths and then the weaknesses stated by the students and instructors are presented below for the elementary and intermediate learners as well as the instructors to display any similarities or differences in their perspectives.

4.2.1 Strengths of English File Intermediate Coursebook

Effective grammar teaching is the first theme emerging as a strength from the qualitative analysis. The two codes coming out under this theme are presented along with the frequencies for the students and instructors in Table 21 below.

Table 21. Strength 1: Effective Grammar Teaching

Codes	Students	Instructors
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	A	B & C	
• Grammar banks are informative.	2	6	6
• Grammar topics and exercises are presented effectively.	9	10	5

As it is possible to see in Table 21, 38 participants in total mentioned that the coursebook was effective in teaching grammar. First, some found the grammar banks informative. To illustrate, S2 stated her idea as follows: *“The explanations in the grammar banks are very informative and it enables me to revise easily with the exercises about the topics just next to the explanations.”*. Likewise, S5 highlighted a similar point with these words: *“All the grammar topics and details about them are in the grammar banks, which makes it very informative for us.”*. In the same vein, I4 found the grammar banks successful and expressed a common idea among the instructors in this way: *“Our students need explicit grammar teaching and grammar banks are perfect fit for this need. They can see all the explanations and exercises there. This is really helpful.”*. Second, 19 students and 5 instructors stated that they found the presentation of the grammar topics and exercises effective claiming that it was helpful to see the explanations and exercises for grammar points altogether on the same page in a unit. For example, I5 stated her idea with the following words: *“The coursebook presents the grammar topics in a good way. Firstly, it starts with short information and directs us to the grammar bank. It explains the details there. These explanations are pretty good, the students can even understand the topics themselves. I find the presentation really useful.”*.

The second theme emerging as a strength from the qualitative analysis is *effective vocabulary teaching*. The two codes coming out under this theme are presented along with the frequencies for the students and instructors in Table 22 below.

Table 22. Strength 2: Effective Vocabulary Teaching

Codes	Students		Instructors
	A	B & C	
• Vocabulary teaching is effective.	8	10	9
• The number of target vocabulary is enough.	2	2	-

Table 22 demonstrates the number of learners and teachers who stated that the coursebook is effective in teaching vocabulary. To start with, a total of 18 students

and nine instructors mentioned that the way the coursebook taught vocabulary led to successful learning. For instance, S3 expressed herself as follows: *“The vocabulary teaching of this book is impressive. I am good at learning by visual aids and with the picture matching activities vocabulary is more memorable for me. In addition, seeing them altogether in the same place [vocabulary bank] is another advantage.”*. Likewise, S8 found vocabulary teaching effective due to the appropriate grading: *“The coursebook is very good at designing the vocabulary pages and the level is logically ordered, I mean I feel that vocabulary is getting harder in each unit until the end of the coursebook.”*. In addition, a student who filled in the questionnaire wrote that vocabulary banks were very neat, and it was helpful to see all the words together to learn and revise effectively. Second, some students highlighted that the number of the target vocabulary in the coursebook was enough to improve their lexical knowledge. In this respect, S3 said that there were enough suitable target words in the vocabulary banks for the intermediate level while S5 admitted finding the coursebook very successful in improving vocabulary knowledge with the help of a large number of new words in each section. However, none of the instructors referred to the number of words covered in the book.

The third theme emerging as a strength from the qualitative analysis is *effectiveness in developing listening skills*. The two codes coming out under this theme are presented along with the frequencies for the students and instructors in Table 23 below.

Table 23. Strength 3: Effectiveness in Developing Listening Skills

Codes	Students		Instructors
	A	B & C	
• Listening activities are fun and level appropriate.	2	3	-
• There are enough and effective listening activities.	9	12	-

As can be seen in Table 23, the third theme regarding the effectiveness of listening instruction in the coursebook was highlighted only by the students, whereas none of the instructors mentioned this aspect as a strength. First, five students found the listening activities fun and level-appropriate. Second, 21 students expressed their contentment with the listening activities regarding them being enough and effective.

To illustrate, S6 explained herself as follows: *“The coursebook is really helpful in improving listening skills. I can say that my listening skills improved most with the help of this book.”*. Additionally, S1 came up with a similar assertion: *“I believe that my listening skills are the ones that improved with this coursebook. I even realized that my note-taking skills improved with the help of many different listening activities.”*. Besides, the students who emphasized the abundance of the listening exercises as a strength of the book were the ones who filled in the open-ended section of the questionnaire.

The fourth theme emerging as a strength from the qualitative analysis is *effectiveness in developing speaking skills*. The only code coming out under this theme is presented along with the frequencies for the students and instructors in Table 24 below.

Table 24. Strength 4: Effective in Developing Speaking Skills

Codes	Students		Instructors
	A	B & C	
• There are enough speaking activities to improve speaking.	8	12	10

As can be seen in Table 24, 20 students and 10 instructors mentioned the efficiency of the book in the development of speaking skills. As suggested in the only code under this theme, both the students and instructors highlighted the number of speaking activities as a strength. For example, S4 expressed his idea as follows: *“My speaking skill improved a lot with speaking activities as it includes a lot of activities with fun topics.”*. In the same vein, I1 explained her opinion with these words: *“This coursebook is really helpful in terms of speaking development. In every part of the book, we see a speaking activity as a warm-up, as a post-task, or while-task. I mean if they participate in the lesson, it is impossible for students not to improve their speaking skills.”*.

Effectiveness in developing reading skills is the fifth theme emerging as a strength from the qualitative analysis. The two codes coming out under this theme are presented along with the frequencies for the students and instructors in Table 25 below.

Table 25. Strength 5: Effectiveness in Developing Reading Skills

Codes	Students	Instructors
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	A	B & C	
• There are interesting reading topics.	4	2	6
• There are various types of reading passages.	10	7	2

According to Table 25, some students and instructors mentioned its effectiveness in developing reading as a strength of the coursebook. First, six students and six instructors indicated that the coursebook included interesting reading topics. For instance, S8 expressed her perception as follows: *“The reading topics in the coursebook are really interesting. I learn a lot of new information from all around the world and I never get bored.”*. Likewise, S4 commented on the same strength with these words: *“Almost all of the reading topics in the coursebook are authentic. This makes them a source of general knowledge as well as teaching English. This keeps me interested in the lesson.”*. Furthermore, I3 expressed his agreement with these students stating that the book was very good with the selection of the topics for the student profile and that they were good enough to get the attention of his students even though some of his colleagues would wish to include more academic topics for reading. Second, 17 students and 2 instructors expressed their appreciation for the variety in the types of reading passages such as short stories, magazine articles, biographies, and interviews, since this variety was appealing and motivating.

Effectiveness in developing pronunciation skills is the sixth theme emerging as a strength from the qualitative analysis. The only code coming out under this theme is presented along with the frequencies for the students and instructors in Table 26 below.

Table 26. Strength 6: Effectiveness in Developing Pronunciation Skills

Codes	Students		Instructors
	A	B & C	
• There are effective pronunciation activities.	2	3	-

As can be seen in Table 26, its contribution to the development of pronunciation skills was the sixth theme named only by the learners but not by the instructors. That is, five students found the coursebook effective in improving their pronunciation. Regarding this issue, S7 came up with the following explanation: *“I believe that the*

coursebook helped to improve my pronunciation skills a lot. I realized that I mispronounced some of the vocabulary before. Also, it gives me tips about how to pronounce new words.”.

The seventh theme emerging as a strength from the qualitative analysis is *design and layout*. The only code coming out under this theme is presented along with the frequencies for the students and instructors in Table 27 below.

Table 27. Strength 7: Design and Layout

Codes	Students		Instructors
	A	B & C	
• The coursebook has an organized and colourful design.	10	10	4

As it is shown in Table 27, many learners and instructors found the coursebook organized and colorful considering this design and layout as one of its strengths. For instance, S2 described this strength with these words: “*The design of the coursebook is best side of this book. I really like the places of the pictures, photos, and the organization of the book. I mean, for example, vocabulary bank and grammar bank are together at the end of the book. Even this is a good quality for me.*”. In the same vein, the rest of the interviewee students and instructors expressed their admiration for the colorful photos, sections, well-designed activities, and cover.

The eighth theme emerging as a strength from the qualitative analysis is *practical considerations*. The two codes coming out under this theme are presented along with the frequencies for the students and instructors in Table 28 below.

Table 28. Strength 8: Practical Considerations

Codes	Students		Instructors
	A	B & C	
• The coursebook has a reasonable price.	1	3	5
• The coursebook can be found easily.	3	4	7

As shown in Table 28, some students and instructors referred to the cost and accessibility of the book as strengths in terms of practical issues. First, these participants did not find the book cheap but believed that the price was still

reasonable. S1 explained this issue as follows: *“The price of the coursebook may seem high; however, it is imported, and it is really difficult to write such a book. When these are considered, I cannot say it is really high.”*. Likewise, I8 indicated her idea with the following words: *“The cost of the book may seem high at first, however, when the effort behind it is thought, it is really reasonable.”*. Second, some of the participant students and instructors found the coursebook easy to access. To illustrate, S5 explained how they could get the book easily: *“It is easy [to find the coursebook]. In the first week, the people who sell the book were at school. Some of us bought there. Also, they told us some bookstores as well as some other places where we could find the book.”*.

The ninth theme emerging as a strength from the qualitative analysis is *audio-visual aids*. The two codes coming out under this theme are presented along with the frequencies for the students and instructors in Table 29 below.

Table 29. Strength 9: Audio-Visual Aids

Codes	Students		Instructors
	A	B & C	
• The visuals are interesting and eye-catching.	9	8	3
• The videos in the coursebook are fun.	2	2	3

As shown in Table 29, the ninth theme revealing another strength of the coursebook is related to the audio-visual aids. That is, some of the participant students and instructors found the visuals eye-catching and the videos fun. For example, S2 explained her perspective with these words: *“One of the advantages of this coursebook, even I can say number one, is the visuals.”*. Moreover, the following quote from I3 elaborates on the issue as follows: *“There are a lot of visuals in this coursebook, and they seem really cute. They even try to visualize the traffic lights. This catches students’ attention easily and they believe that they can learn English. It can be funny, but I believe this; the visuals help students believe in themselves as they make the book more attractive.”*.

Appropriateness for the students’ needs and interests is the tenth theme emerging as a strength from the qualitative analysis. The six codes coming out under this theme are presented along with the frequencies for the students and instructors in Table 30 below.

Table 30. Strength 10: Appropriateness for the Students' Needs and Interests

Codes	Students		Instructors
	A	B & C	
• The coursebook is interesting and fun.	6	8	3
• The coursebook is up-to-date.	1	3	-
• The coursebook is easy to understand.	6	6	5
• Practical English parts are fun.	1	3	-
• There are various and authentic contents.	6	10	6
• The coursebook supports interaction.	3	2	3

As shown in Table 30, some of the participant learners and instructors found the coursebook appropriate for the learners' needs and interests. First, they stated that the book was interesting, fun, and easy to understand. Second, the updated content and the "Practical English" sections in the book are the other two strengths mentioned only by the students but not by the instructors. Third, the variety and authenticity of the content was also highlighted by many of the participant students and instructors. Finally, there were some who referred to the book's support for interaction. With respect of the codes above, S7 expressed his idea as follows: *"This coursebook has a rich and up-to-date content. We can see many authentic topics."*

The eleventh theme emerging as a strength from the qualitative analysis is *teachers' manual*. The only code coming out under this theme is presented along with the frequencies for the students and instructors in Table 31 below.

Table 31. Strength 11: Teachers' Manual

Codes	Students		Instructors
	A	B & C	
• Teachers' manual is helpful and instructive.	-	-	10

As can be understood from Table 31, this theme was brought up by the instructors which is no surprise. The instructors stated that the manual helped them to

prepare their lessons in an effective and detailed way. I4 explained this strength with the following words: *“The teacher’s manual is a perfect source for both novice and experienced instructors. Especially novice instructors can feel safe with the help of it because it gives detailed ‘how to’ explanations for each section.”*. In a similar vein, I3 expressed his gratitude to the teachers’ manual as can be seen in this quote: *“This book is really successful especially in terms of giving warm-up ideas as well as the expected time for the activities. It is like a prospectus because it directs instructors one by one for each activity and makes everything easier.”*

Finally, *the effect of instructors’ using coursebook* is the twelfth and last theme emerging as a strength from the qualitative analysis. The only code coming out under this theme is presented along with the frequencies for the students and instructors in Table 32 below.

Table 32. Strength 12: The Effect of Instructors’ Using Coursebook

Codes	Students		Instructors
	A	B & C	
• Instructors adapted the activities in the book.	-	6	-

According to Table 32, the last theme regarding the instructors’ effective use of the coursebook was highlighted only by some of the participant students from the intermediate group. They expressed that the instructors adapted the activities with different techniques such as games, related videos, and interesting details, as well as suggesting different web pages. S4 explained the role of the instructors in strengthening the book with these words: *“Of course, the instructor’s use of the coursebook affected my perspective a lot. For instance, when an instructor brings an extra video, or gives some extra idioms or different vocabulary as well as helpful web pages to study, the teaching becomes more effective, so is the coursebook.”*. Finally, it is worth noting that this issue was mentioned neither by the elementary learners nor the instructors.

4.2.2 Weaknesses of English File Intermediate Coursebook

The first theme emerging as a weakness from the qualitative part is *ineffective grammar teaching*. Three codes were obtained under this theme in the analysis, and

the frequencies of each code for the students and instructors are presented in Table 33.

Table 33. Weakness 1: Ineffective Grammar Teaching

Codes	Students		Instructors
	A	B & C	
• There should be more and better grammar activities.	14	9	2
• Grammar topics should be presented better and as a whole.	2	-	2
• Grammar teaching should be supported by extra materials.	-	-	2

As shown in Table 33, some learners mostly from the elementary group, and few instructors were not satisfied with grammar teaching in the book. They expressed that the grammar exercises given in the book were insufficient in number or quality, claiming that there were not enough explanations or activities for grammar topics. For example, S7 explained the problem as follows: *“Although there are many grammar topics, the explanations and exercises are not enough to understand and practice the target grammar topic. They are explained superficially.”* Likewise, S4 pointed out the same issue with these words: *“The activities in the grammar bank section are not enough and in the exercises part, it just copies the sentences given in the explanation part. This is not logical; we should see better grammar exercises about the topic given. ... Maybe a little more difficult ones.”*. It is also mentioned by I2 as well as I7 that not providing more detailed and better explanations for the grammar sections is a drawback for the coursebook and needs to be supported. Therefore, when asked about their suggestions for improvement, they recommend that there should be more and better grammar activities under each grammar item explained in each section. On the other hand, just two students from the elementary groups expressed their dissatisfaction with the presentation of grammatical items since they wished to see the grammar topics as a whole at once. In other words, they complained about repeating the same topics in the coursebook and were not happy to see the same grammar items again in the intermediate book. In addition, I1 expressed her idea with these words: *“One of the drawbacks of the coursebook is that it repeats the same grammar topic in the first units with elementary and pre-intermediate levels. This may be okay for higher level students who start studying the year with intermediate level book; however, it is boring for lower level students, I mean repeating the same topics for the third time.”*. Instead, these students

wished to be introduced completely new grammar items in this level. For example, S4 expressed herself as follows: *“There should be a change in the grammar topics of this coursebook as we have studied most of the topics in the previous book. It is repetitive after a while; we should learn different topics at this level.”*. It is also essential to note that no learners from the intermediate groups stated such a concern about the grammar section in the coursebook. Another weakness mentioned by 2 instructors but not any of the students is that the coursebook needed to be supported with extra materials. I6 summarized this issue with the following words: *“In the coursebook, listening activities as well as grammar practises are not enough to learn or revise before exams. At this point, students need to find some more materials for themselves or the curriculum unit in the institution has to provide more worksheets.”*.

The second theme revealed as weakness in the content analysis is *ineffective vocabulary teaching* which highlights two related codes. Table 34 presents this theme and the frequencies of each code for the students from each level and the instructors.

Table 34. Weakness 2: Ineffective Vocabulary Teaching

Codes	Students		Instructors
	A	B & C	
• There should be more vocabulary activities.	2	8	1
• There should be more difficult and different forms of vocabulary.	2	1	2

As can be understood from Table 34, the second theme highlights another weakness of the coursebook in terms of vocabulary teaching. First, some participants most of whom were from the intermediate group found the vocabulary teaching in the book ineffective arguing that there were not a sufficient number of vocabulary exercises. Thus, they recommended that the coursebook should include more vocabulary activities for the sake of efficient recycling. Also, I5 supported this suggestion in the following quote: *“Vocabulary is one of the essentials in language learning and I think the coursebook should include more vocabulary in each vocabulary bank section.”*. Second, relatively fewer students stated that the target words were not suitable for their level due to the lack of word formation. For instance, S4 explained

this weakness in vocabulary teaching in the following suggestion: “*I would add more vocabulary activities, also I would choose more difficult words including word formation activities, as well. There are some extra materials provided by the book and shared by our teachers... they are better, I do not why they do not do the same in the coursebook, too.*”.

The third theme emerging as a weakness from the qualitative part is *ineffectiveness in developing listening skills*. Two codes were obtained under this theme in the analysis, and the frequencies of each code for the students and instructors are presented in Table 35 below.

Table 35. Weakness 3: Ineffective in Developing Listening Skills

Codes	Students		Instructors
	A	B & C	
• The number of listening activities should be increased.	5	3	-
• The quality of listening activities should be improved.	3	3	1

As can be understood from Table 35, in total of 14 students and one instructor brought up their concern with the listening activities in the coursebook. First of all, they suggested that more listening activities should be included in the book to support the development of their listening skills as written by one of the students directly in the questionnaire: “*I find listening activities insufficient*” and as stated by another as follows without providing a reason: “*insufficiency of listening activities*”. Similarly, when the second code under this theme is considered, it is understood that some students from both low and high-proficient groups thought the standards of the listening exercises in the book should be improved. Specifically, they complained about the incomprehensibility of the heavy accents in the recordings and the difficulty of the listening parts for their actual proficiency level and they were not happy with the topics and tasks given in the listening parts of the book. For example, two students expressed their ideas in the open-ended part of the questionnaire saying that the listening activities were not well-prepared and the chosen topics were boring. When the interviewee responses were analyzed, it is seen that no one expressed dissatisfaction about this code. When asked what should be done to improve this, some of the participants made the following suggestions: to add more listening

activities with more enjoyable topics and to provide better listening activities with different question types instead of just open-ended questions.

The fourth theme revealed as weakness in the content analysis is *ineffectiveness in developing speaking skills* which highlights only one related code. Table 36 presents this theme and the frequencies of the code for the students from each level and the instructors.

Table 36. Weakness 4: Ineffective in Developing Speaking Skills

Codes	Students		Instructors
	A	B & C	
• There should be more speaking activities.	9	5	2

As shown in Table 36, fourteen students and only two instructors mentioned their dissatisfaction with the book regarding the development of speaking skills. When the only code under this theme is considered, it is understood that this dissatisfaction stems from the quantity of the speaking exercises provided in the coursebook. A student, for instance, referred to this issue in the questionnaire: “*The number of speaking activities is not enough to develop myself in terms of speaking, I need to talk more and more on different kinds of topics.*”. In the same vein, I6 mentioned the same concern: “*The coursebook lacks in terms of the number of speaking activities and sample sentences to guide students while producing. It gives limited examples; however, this is not enough for especially A levels to produce speech.*”. Consequently, when asked for their recommendation, some students who filled in the questionnaire wrote that there ought to be more speaking exercises in the book.

The fifth theme emerging as a weakness from the qualitative part is *ineffectiveness in developing reading skills*. Five codes were obtained under this theme in the analysis and the frequencies of each code for the students and instructors are presented in Table 37 below.

Table 37. Weakness 5: Ineffective in Developing Reading Skills

Codes	Students		Instructors
	A	B & C	
• There should be more reading activities.	0	3	1

• Reading texts should be updated.	2	6	1
• There should be different types of reading texts.	2	3	2
• There should be interesting and various topics.	3	11	-
• Reading sub skills should be taught.	-	-	2

It is possible to see in Table 37 that some participants most of whom were from the intermediate groups found the coursebook ineffective in developing their reading skills. When the related codes are considered, it is understood that the main problem with the reading sections was the topics covered in the texts. That is, these students were not happy with the limited and boring topics they read about in the book and argued that it was not easy to read about a topic that they did not know much about, or they did not find interesting at all. For example, S3 referred to this issue in her suggestion: *“I think I would change some of the topics in the reading parts of this book because I wish to see more academic texts to prepare us for our departments. There can be topics about law, molecular biology, and history and so on as we are going to study these next year.”*. Second, some students and instructors expressed their dissatisfaction with the coursebook claiming that the reading texts were outdated. Especially the students from the intermediate groups complained about losing their motivation or interest in reading since they did not know some of the celebrities or the topics that were popular in very old times. Therefore, they suggested that the book should be updated in terms of the passages provided in the reading sections. Also, I3 expressed that *‘We are in the technology age; however, I think, some topics in this coursebook are behind the times. They should be updated and organized according to today’s young adults. For example, Facebook is still one of the topics; however, most of the students even do not have a Facebook account. It should be updated as Instagram if you ask me.’*. Another weakness highlighted by some students is the lack of variety in the text types and reading tasks in the coursebook. According to them, the book includes similar types of texts, resulting in similar reading activities in every unit and which causes boredom and loss of motivation to read after a few units. Thus, they have expressed their wish to see different kinds of reading texts such as plays, poems, articles, or essays. In addition, only three students from the intermediate group and just one instructor stated that the number of reading activities

provided by the book was less than needed. They believed that they needed to see more activities to improve themselves and suggested the number of activities to be increased. For example, S6 summarized this issue with the following words: “... however, I cannot say that the book was helpful to improve my reading and writing skills as we do not have opportunities to read and write enough, I improved these skills in Reading and Writing classes.”. Finally, the weakness that was highlighted only by the instructors is sub-skill teaching in reading. Two of the instructors stated that the book was not satisfactory in teaching reading sub-skills such as skimming and scanning. I4 explained her dissatisfaction with these words: “Although the book suggests enough and very beneficial reading activities, at this level, as we teach young adults, it would be better to raise their awareness of the sub-skills in reading by implementing skimming and scanning like activities explicitly.”.

The sixth theme revealed in the content analysis is *ineffectiveness in developing writing skills* which highlights two related codes. Table 38 presents this theme and the codes for the students from each level and also instructors.

Table 38. Weakness 6: Ineffective in Developing Writing Skills

Codes	Students		Instructors
	A	B & C	
• There should be more and effective writing activities.	6	5	4
• There should be different types of writing.	1	1	1

According to Table 38, a total of 15 students and instructors found the coursebook ineffective in developing writing skills, and when the codes under this theme are considered, it is seen that there are two main reasons for this dissatisfaction. First, most of these students and instructors thought that the book did not include enough writing activities to promote L2 writing. For instance, S1 expressed herself with these words: “I do not think that the activities in this coursebook are enough to improve myself, we should have written more to achieve this. The book is weak in terms of writing.”. Furthermore, I3 commented on the same issue as follows: “The writing activities in the coursebook are very few and look time consuming as they are not effective enough at this level.” As well as I3, I2 believed that the number of speaking activities in writing sections surpassed learning writing and its

effectiveness. Second, two students also referred to the lack of variety in writing introduced in the coursebook. That is, they argued that the book did not teach different kinds of writing, and that it was weak, especially in academic writing. S4 explained the issue as follows: *“The coursebook is inefficient in enhancing writing skills. The target writing pages are all daily structures, I mean not academic. They are too controlled, and you just need to change some words to write your own practice.”* The participants believed that if there were not separate Reading & Writing classes, the book would never improve writing skills as one student wrote in the questionnaire: *“There should be more phrases for academic purposes in the writing parts of this book to prepare us to our departments as most of our departments are in English.”*

The seventh theme revealed as a weakness in the content analysis is *ineffectiveness in developing pronunciation skills* which highlights one related code. Table 39 presents this theme and the only code for the students from each level and the instructors.

Table 39. Weakness 7: Ineffective in Developing Pronunciation Skills

Codes	Students		Instructors
	A	B & C	
• There should be more pronunciation activities.	2	1	-

As understood from Table 39, there are few students who stated that the book was ineffective in supporting the development of their pronunciation. When the only code under this theme is considered, it is seen that the main complaint was about the number of pronunciation activities since the ones in the book did not provide enough opportunities to improve in pronunciation. Although none of the students or instructors mentioned this in the interviews, only three students wrote this weakness as a comment in the questionnaire. Therefore, they suggested that the coursebook should include more pronunciation activities.

The eighth theme emerging as a weakness from the qualitative part is *practical considerations*. Two codes were obtained under this theme in the analysis, and the frequencies of each code for the students and instructors are presented in Table 40 below.

Table 40. Weakness 8: Practical Considerations

Codes	Students		Instructors
	A	B & C	
• The coursebook should be sold in a cheaper price.	5	11	2
• The coursebook should be sold in more stores.	1	1	-

As shown in Table 40, the participant learners and instructors highlighted two significant weaknesses of the coursebook regarding practical considerations. First, they indicated that the price of the coursebook was high for their budget. Although some of the students accepted that this was because of the effort given to preparing the book and because of the exchange rate, they still believed that the price was too high for some students. To illustrate, S1 expressed herself as follows: *“The coursebook is too expensive for a student who studies in another city, especially if he or she studies at a state university.”*. Similarly, some of the instructors commented that the coursebook was too expensive for students. As a result, they preferred not to buy the book, which created a big disadvantage for their learning process because it prevented from reaching online platforms for further study. Second, two students complained about the accessibility of the coursebook. They suggested that the number of stores selling this coursebook should be increased. S3 explained her concern with accessibility as follows: *“It’s a little problematic to find the book, it cannot be found everywhere easily. I think it should be sold at the bookstores such as D&R and in the shopping malls, for example.”*.

The ninth theme revealed as weakness in the content analysis is *design and layout* which highlights only three related codes. Table 41 presents this theme and the frequencies of the codes for the students from each level and the instructors.

Table 41. Weakness 9: Design and Layout

Codes	Students		Instructors
	A	B & C	

• The design of the coursebook should be simpler.	2	1	1
• There should be a better design of the pages.	3	8	1
• The material of the coursebook should be changed.	1	2	1

Table 41 presents the three drawbacks of the book in terms of design and layout. First, some participants found the design of the coursebook complicated and asked for simplification. Grammar and vocabulary banks and some communication and writing activities were at the very end of the book or the unit; therefore, learners often needed to turn the pages to the end of the book. For example, a student wrote such a comment in the questionnaire: *“The page design in the book can sometimes be complicated and confusing for us.”*. Likewise, I1 stated that students had difficulty when they needed to turn pages upwards and backwards for grammar and vocabulary every time which was a waste of time. Second, some students asked for a better design claiming that there was not enough space to take notes, even to answer the questions, especially in grammar bank sections since the blanks were not large enough. In the same vein, a student wrote such a comment in the questionnaire: *“The pages of the book are full of activities, and this prevents us from taking notes.”*. Finally, few participants commented that the material the coursebook was made up of was not suitable to write on with pencils. The students complained that when they took notes, it was not readable or when erased, it was not totally cleaned. To illustrate, S4 explained the problem with these words: *“The only weakness of the book in terms of design and layout is that the pages are not suitable to write on. Especially, when I erase something, it is really difficult to take notes on it again. I think this was the hardest part for me.”*.

The tenth theme emerging as a weakness from the qualitative part is *audio-visual aids*. Two codes were obtained under this theme in the analysis, and the frequencies of each code for the students and instructors are presented in Table 42 below.

Table 42. Weakness 10: Audio-Visual Aids

Codes	Students		Instructors
	A	B & C	
• The visuals in the coursebook should be more interesting	1	6	-

and clearer.			
• There should be more visuals.	1	4	1

As indicated in Table 42, some learners and one of the teachers agreed that the audio-visual aids needed to be improved. First, one student from the lower level and six others from the upper levels stated that the visuals in some parts of the book, especially the pictures in the vocabulary bank, were confusing and unclear. Therefore, these visuals should be updated to be more interesting and clearer. Second, there are some students and one instructor who claimed that the visuals in the book were not enough to get their attention or to let them understand the target topics or guess the meanings of the target vocabulary. Thus, they suggested that there should be more photos to let them guess the meaning of the difficult or newly-learned vocabulary. Likewise, I3 stated that the coursebook needed more videos and visuals to attract students' attention.

The eleventh theme revealed as weakness in the content analysis is *inappropriateness for the students' needs and interests* which highlights five related codes. Table 43 presents this theme and the frequencies of the codes for the students from each level and the instructors.

Table 43. Weakness 11: Inappropriate for the Students' Needs and Interests

Codes	Students		Instructors
	A	B & C	
• The topics should be appropriate for the age group.	1	3	-
• The coursebook should be up-to-date.	4	6	1
• There should be strategies for the academic needs.	-	4	6
• Everyday situations should be included.	1	3	0
• The coursebook shouldn't be boring.	5	4	3

As it is possible to see in Table 43, some learners and instructors had doubts about the suitability of the coursebook for learners' needs and interests. First, some students, especially higher levels, thought that the topics in the coursebook were not proper for their age. That is, the book looked like it was more suitable for high

school students. To illustrate, a student wrote such a comment in the questionnaire: *“There are subject and visual selections which give the impression that the book is aimed at a lower age group.”* As a result, some of the students suggested that the topics ought to be proper for university students. Second, there are students, mostly higher levels, who found the book outdated. That is, the topics and visuals in the reading passages were too old for the target age group. For example, a student wrote the following comment regarding this problem: *“There are outdated reading passages that we usually do not know the people written in the text; therefore, it is difficult for us to comment and talk about the pre-reading questions.”*. Likewise, I8 expressed her idea as follows: *“The book is outdated in terms of some part. For example, the old song in the second unit does not fascinate the students although it is fascinating for me because they do not know the song.”*. Therefore, they wanted to see more up-to-date topics and people who were popular these days. Third, as told by some higher-level participants and instructors, the book was not sufficient for academic needs. That is, the book did not include activities for academic reading strategies such as skimming, scanning, or some listening skills like note-taking. For example, I5 expressed that the coursebook did not include many academic topics such as pollution, wildlife, or law. In addition, I4 mentioned that the program in the school aimed not only basic English but also academic English, the coursebook needed support from other sources because it lacked academic skills while I1 stated that although the book included quality vocabulary needed in this level, it lacked academic vocabulary that students need in that level. Also, S3 came up with the following comment in the interview: *“Although I like the book in general, I think the book should include more academic skills as well as more academic vocabulary. For example, there is no teaching of note-taking in the book; however, there are activities that require note taking. This strategy was taught us by our teachers with an extra material. I wish to see this in the coursebook itself.”*. On the other hand, some students told that they wished to learn mostly everyday language, so they wished the book to include more practical English as a suggestion. S2 explained the issue as follows: *“My department is Turkish, I wanted to study preparatory class just to improve my daily English. Yes, the book includes parts like practical English; however, I wish these parts would be more in number.”*. Finally, some students and instructors found the book boring in general. What they mean is that the topics in the reading and listening activities did not address to their interests.

Also, they believed that the book repeated the same kinds of activities a lot. Consequently, they recommended that there should be variety in activity types and topics in the units.

The twelfth and last theme revealed as weakness in the content analysis is *effect of instructors' using coursebook* which highlights only one related code. Table 44 presents this theme and the frequencies of the code for the students from each level and the instructors.

Table 44. Weakness 12: The Effect of Instructors' Using Coursebook

Codes	Students		Instructors
	A	B & C	
• Instructors followed the book strictly.	2	-	-

According to Table 44, the last theme as a weakness regarding the instructors' use of the coursebook was highlighted only by two participant students from the elementary group. They stated that the instructors followed the book strictly. They just did the activities one by one, and this was a little boring for them. For example, S3 claimed as; *"Some of the instructors do not change anything or add a new activity or a video while studying the units. If the topic of the unit is boring for me, then the activities also become boring while studying the book strictly."*

5. CONCLUSIONS, DISCUSSION, AND RECOMMENDATIONS

In this section, the conclusions and discussion of the current study are presented along with the relevant recommendations. First, the study is summarized. Then, both qualitative and quantitative findings are discussed in the light of the relevant studies under the following titles: *topics, grammar and vocabulary, culture, language skills, and practical considerations*. Finally, this section is concluded with some suggestions for practitioners and further research.

5.1 Results and Discussion

This study aimed to post-evaluate the coursebook ‘English File Intermediate’ from the perspectives of the students and instructors in a preparatory program at a state university in Turkey. With this aim, a mixed method design was used, and both qualitative and quantitative data were collected from the students and instructors. Quantitative data were gathered by student and instructor questionnaires, whereas the qualitative data were obtained via open-ended questions and semi-structured interviews. The quantitative data gave a total idea of how satisfied both participants were with the coursebook. In addition to this, the qualitative data provided a deeper perspective concerning the strong and weak points of the coursebook along with specific suggestions on how to improve it.

When the overall qualitative and quantitative results are considered, the following conclusions can be made. First, the learners liked the topics and activities in the book most, whereas the instructors stated highly positive opinions about the teachers’ manual. On the contrary, both the students and teachers were highly negative about practical considerations. That is, almost all the participants found the book expensive and inaccessible. Second, both the students and instructors were highly pleased with the topics covered in this book. Third, the cultural incorporation, grammar, and vocabulary components were assessed as satisfactory, while both groups agreed that the coursebook is successful in balancing language skills and some sub-skills except writing. In short, it can be concluded that there was overall satisfaction with the book among the students and instructors.

5.1.1 Topics and Activities in the Coursebook “English File Intermediate”

Considering topics covered in the book, it was understood that both the learners and the instructors were content with the coursebook. First, this satisfaction stemmed from the authentic content provided in the book. Second, the students found the authentic materials and topics appalling most probably because they could elaborate ideas on them during the class discussions. Also, they believed that it was free of stereotypes and the content is factual. In Öz’s (2019) study, the participants found this item the strongest. This shows that participants were pleased with not seeing racial, sexual or cultural stereotypes in the coursebook. Additionally, the content of the coursebook was found appropriate for their age by the students as well as instructors. The learners were contented with the other aspects of the topics in the coursebook. When checked one by one, it can be seen that they were pleased with the variety of the text types as well as the topics. Likewise, the students found topics in the coursebook interesting and up to date. Similarly, most of the instructors found the coursebook up-to-date. Unlike the current study, in his study, Ertürk (2013) concluded that topics were not highly appreciated in the coursebook *Unique 6* as they were found uninteresting. When the literature is looked through, even though it was not the same book, in Öztekin’s (2019) study, the same result can be seen that instructors found the topics of the coursebook *Language Leader Intermediate* highly satisfactory. In her MA thesis, Öz (2019) also mentioned that these components were evaluated positively for the coursebook *Language Leader Intermediate*. In a similar vein, in some other studies in the literature, it was found that some books were also ineffective in teaching writing skills, but successful in teaching others (Haghighi, 2014; Öz, 2019; Thanh et al., 2020; Uyar et al., 2014).

Despite the overall satisfaction, some upper-level students and instructors also came up with particular shortcomings regarding the topics covered in the book. Some of the participants believed that the topics in the coursebook should be updated and new text types should be added such as dialogues, essays, poetry, drama, and folk tales. This can be because of the same kind of sequence in every unit with the same kind of activity types.

All in all, it can be said that the coursebook *English File Intermediate* includes a satisfactory number of topics without stereotypes with real contents. Also, it is found suitable for the age group and their interests.

This study has revealed that both the learners and teachers were pleased with the activities provided in the coursebook due to various reasons. First, the students were mostly pleased with the clear instructions for the activities, whereas the instructors found them level-appropriate. Similarly, Nasiri and Ahmadi (2011) concluded that the instructions for the exercises and activities were simple enough for students to understand without difficulty which was a strength of the coursebook under evaluation. Second, both the students and the instructors believed that the coursebook successfully balanced group, individual or whole-class activities, encouraged learner participation, and developed their study skills. In a similar vein, Yazıcıoğlu (2019) concluded that the coursebook *Language Leader* was perceived as effective in promoting pair and group work in the class. Third, the students and the instructors disagreed on the promotion of critical thinking skills via the activities. That is, the students believed the exercises in the coursebook promoted their critical thinking skills, while most instructors were at odds with them. Having different ideas on this can be because of the perceptions of students on critical thinking as students usually believe that critical thinking is just answering questions. Finally, both groups differed in their perceptions regarding the attractiveness of the activities since the instructors found them interesting enough, while a considerable number of students believed they were uninteresting. This may be because of the generation gap between the two groups. That is, the new generation usually seeks different kinds of activities related to different topics like technology.

5.1.2 Presentation of the Target Language in the Coursebook “English File Intermediate”

The grammar presentation of the coursebook *English File Intermediate* was found highly effective by most of the participants in the study. The quantitative findings show that this satisfaction stems from the level-appropriate and clear presentation of grammar points. On the contrary, the book was found weak in covering grammar points thoroughly with enough recycling. The qualitative data also supported these

results since the grammar bank sections in the book were found highly effective although there was an agreement that the coursebook still needed more material support to teach grammar effectively. In the coursebook, on the same page, there are both presentation of the new topics and activities. Participants' agreement on needing more material support can be because of the insufficient number and quality of these activities as they are almost the same with the examples given in the presentation part and need no thinking at all. In a similar vein, in their evaluative studies, Boyraz (2018) and Tekir and Arikan (2007) revealed dissatisfaction with the recycling of grammar items in the coursebooks which were used in the Turkish context. In short, the grammar teaching of the coursebook is found to be highly effective despite a little dissatisfaction with its reinforcement strategies.

A high level of satisfaction was found regarding the vocabulary presentation in the coursebook. First, both the learners and the instructors were pleased mostly with the words given in a meaningful context. Second, they found the vocabulary suitable for the level. However, the students differed from the instructors in their perception that the book was not strong enough to recycle the vocabulary in the following units. This is consistent with what was revealed in the qualitative part as well. Although they were satisfied with the number of the target vocabulary given in the book, they complained about the lack of enough activities to reinforce their English vocabulary knowledge effectively. On the other hand, in the studies by Şimşek and Dündar (2016) as well as by Yildirim (2006), the participants complained about the heavy vocabulary load given in the coursebooks under evaluation. In sum, it is understood that the participants mostly have positive perceptions of the vocabulary teaching in the book despite few concerns about reinforcement.

Regarding the presentation of language skills in the coursebook, this study has revealed both strengths and weaknesses based on the teachers' and students' perceptions. First, it was agreed that the presentation and integration of the skills in the coursebook were highly satisfactory. Second, it was believed that the book promoted the integration of different skills, supported four language skills equally, and paid attention to sub-skills such as note-taking, skimming, or scanning. Third, the book was perceived as strong in practicing pronunciation skills as well. This finding regarding pronunciation is a bit surprising because both modern and

traditional textbooks are generally criticized for limited pronunciation studies in comparison to the other aspects of the language (Levis, 1999). Fourth, despite the overall satisfaction, the students and the instructors differed in their perceptions regarding the skill that was covered most effectively in the book. That is, the students found the book most effective in teaching listening, whereas the teachers stated the highest satisfaction with the book's contribution to the development of speaking skills. This could be explained by the students' perceptions regarding the difficulty of productive skills. That is, they might have perceived listening as a receptive skill more positively since they found themselves more efficient in it. Finally, it was understood that the teachers and students had serious doubts about the book's contribution to the improvement of writing skills. They mostly expressed that the importance given to other skills cannot be noted for this skill. This finding was evident in the qualitative analysis since no participant mentioned writing as an effective aspect of the book, whereas it was mentioned as an ineffectiveness. In the institution the study was conducted, the program includes a writing lesson in which academic writing is taught. For this purpose, the students have a pack presenting academic writing. In this sense, the negative perception of participants on the writing skill teaching of the coursebook can be seen as usual compared to their writing skill learning pack. In accordance with the findings of this study, some studies in the global and Turkish context also concluded similarly. For example, in Öz's (2019) study, she found that participants claimed that the coursebook *Language Leader Intermediate* did not balance four skills and gave less importance to writing skills. Moreover, Yazıcıoğlu (2019) found that the participants believed the *Interchange* coursebooks did not stress writing skills while in Uyar's (2014) research, instructors believed that the coursebook needed more writing strategies to teach writing skills. Additionally, Haghighi (2014) and Thanh et al. (2020) resulted from their studies with negative perceptions of their participants regarding the writing skills of the coursebooks under evaluation. All in all, it is possible to conclude that the book was effective in integrating and developing main four skills, speaking, listening, reading and writing as well as pronunciation skill and some sub-skills.

5.1.3 Cultural Incorporation in the Coursebook ‘English File Intermediate’

This study revealed various perspectives regarding cultural incorporation in the coursebook. First, most learners agreed that the texts and activities in the coursebook incorporated the elements of British culture more than those from American culture. Second, the instructors mostly thought that both cultures were equally reflected in the contents of the book whereas a couple of teachers claimed the book did not incorporate any elements of the American culture at all. Öz’s (2019) thesis evaluating the coursebook *Language Leader Intermediate* revealed a similar result regarding cultural coverage. That is, both students and teachers believed that there were more elements in corporation to British culture than American culture. In short, the coursebook included elements of both British and American cultures in the texts and activities which was perceived positively by both participant groups.

5.1.4 Layout, Physical Make-Up, and Practical Considerations Regarding the Coursebook ‘English File Intermediate’

The layout and physical make-up of the coursebook in total were highly appreciated by both student and instructor participants in this study. First, the students were mostly satisfied with the illustrations arguing that these visuals assisted them through their learning process. In addition, both the students and teachers expressed their contentment with the organization of the coursebook and the interesting illustrations without unnecessary details. Likewise, in Öztekin’s (2019) thesis, the teachers stated that the coursebook *New Language Leader Intermediate* had enough illustrations to help learners understand the printed texts. Moreover, some studies mentioned the same results in their studies. For instance, Haghighi (2014) found that students found the illustrations really motivating, while in Karakılıç’s (2014) study, most of the learners indicated that the pictures were related to the contents, that makes understanding easier and faster. Second, there was also dissatisfaction with some aspects of the physical make-up. Despite a general pleasure about the appearance of the book, there were some participants who did not find it attractive enough. Likewise, Karakılıç (2014) revealed that the cover of the coursebook *Language Leader* was found unattractive by the majority of the students. Moreover, some students complained about the paper quality used in the production of the

coursebook. This negative perception could be related to the fact that it is usually difficult to erase any written recording on glossy paper. Accordingly, these students might have experienced practical difficulty in correcting their mistakes in the book due to the glossy page material. However, in Karakılıç's (2014) study, the participant students were highly pleased with the paper quality of the coursebook most probably because they were impressed by the gloss and durability of the material. Still, it is possible to conclude that both students and instructors were content with the physical make-up and layout of the coursebook in this study.

The most obvious and strongest weakness of the coursebook was related to such practical considerations as the price and availability. That is, the coursebook was found expensive and inaccessible by a huge number of the participants. The belief of being inaccessible can be because these coursebooks are sold only on publishers' own website and limited stores of them in İstanbul. In addition, such international books are imported from Europe, so the high exchange rate of the currencies might have resulted in the participants' negative perceptions about the price especially when the deteriorating economic conditions in Turkey are considered. Additionally, students, especially lower-level ones, buy a series of coursebook, which costs a lot more. Still, similar results were obtained in different studies evaluating imported coursebooks used in the Turkish context. For instance, in evaluating the coursebook Language Leader Intermediate, Öz (2019) also resulted that the coursebook is both expensive and inaccessible, while Öztekin (2019) concluded in her thesis that the coursebook New Language Leader Intermediate was found accessible but expensive.

5.1.5 Instructional Considerations Regarding the Coursebook 'English File Intermediate'

This study has shown that the instructors found the coursebook compatible with the goals and objectives of the prep program. This is mainly because they found it easy to adapt according to the requirements of the curriculum as well as the learner's needs. Similarly, Kırkgöz (2009) evaluated the textbook titled Trip 1 and found that it was perceived as efficient in fulfilling the learner needs and objectives of the program. Despite being a local EFL coursebook, it gave a similar satisfaction when compared to this foreign textbook in terms of aims and objectives. However, the

participant teachers complained about the time allocated to cover the units in the book in this study. This could be due to the curricular program, weekly program or the hours of teaching at the prep school rather than the book itself. To sum, it is clear that instructors found the coursebook consistent with the aims and objectives as they could adapt the coursebook according to their needs.

Teachers' Manual was found as the second strength expressed by the instructors. That is, they were highly pleased with the manual since it guided teaching vocabulary, advising novice teachers, and helping introduce new lessons. Additionally, they were pleased that they got help on teaching grammar, integrating skills, and having solutions to possible problems. However, it was found to be a bit weak in reviewing old topics. Some instructors believed that it did not provide sufficient revision materials. Likewise, in Öz's (2019) study also, teachers believed that Language Leader Intermediate had an effective teachers' manual as it was helpful for novice teachers. All in all, it is understood that most of the teachers were content with the contributions of the teachers' manual.

5.2 Recommendations

In the next section, the first recommendations for practitioners are presented. Then recommendations for further research are given in light of the current study.

5.2.1 Recommendations for Practitioners

The following recommendations can be made regarding the results of this current study. First, the coursebook was found to be expensive and inaccessible. Thus, the coursebook may be sold in more bookstores or websites including some of the popular ones, instead of being sold in only two stores and the publisher's website. Additionally, it is known that the prices of imported coursebooks are high due to the exchange rate; still, the publishers may rearrange the price. If not possible, some payment facilities for students should be provided such as installments. Second, the topics and illustrations in the coursebook were found outdated, so, these should be updated by the writers to make the coursebook more attractive for users. Third, the coursebook was found insufficient in terms of teaching academic writing skills. This result can be taken into consideration, and there can be included some academic

writing strategies other than daily writing activities. Fourth, the instructors can have some extra materials to compensate for the weaknesses of the coursebook in their classes. For instance, some other grammar worksheets can be used to reinforce the newly-learned grammar topic as some grammar exercises were found to be outnumbered and of poor quality. Also, the newly-presented vocabulary items can be recycled through other worksheets or games as the coursebook was claimed to have no recycling of newly-learned vocabulary items. In addition, students from different proficiency levels perceive the strengths and weaknesses of the coursebook differently; thus, some adaptations can be made, especially regarding language level and student needs. Last but not least, the practitioners should prefer the updated new edition of the coursebook to use in the program of the institution.

5.2.2 Recommendations for Further Research

This study was conducted to assess the book English File Intermediate based on the perspectives of the students and the instructors at a state school. Thus, it is possible to make the following recommendations for further research. First of all, another study can be conducted at various prep programs from different universities to reveal any variations in the perceptions across the institutions. Other studies focusing on the effects of contextual factors on the evaluation of the coursebook might provide different perspectives regarding such factors as private versus state institutions or programs with a modular, periodical, or yearly plan. Additionally, other stakeholders from administrative staff or publishers can be included for further study. Also, the other levels of the same coursebook series can be taken under evaluation. Moreover, the study can be conducted in a year that the coursebook is studied totally face to face instead of studying some of it online. Furthermore, the opinions of different student groups can be checked to see if their gender, level, department, or age make any difference in terms of the results. Lastly, if applied at a university where the coursebook is not already in use, the study may include pre-use, in-use and post-use evaluation, which can give a better idea to all of the stakeholders.

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APPENDICIES

Appendix 1. Textbook Evaluation Questionnaire – Students (English)

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

Age: _____	Gender:	Female	Male
BA Major: _____			
On average, how many hours do you spend studying English outside class per week? _____ hours			

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

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

10. The texts incorporate elements of American culture.	1	2	3	4
11. The exercises incorporate elements of British culture.	1	2	3	4
12. The exercises incorporate elements of American culture.	1	2	3	4
C/ Grammar and Vocabulary				
13. The grammar points introduced in the coursebook are appropriate to my level.	1	2	3	4
14. The grammar points are presented clearly.	1	2	3	4
15. The grammar points are presented thoroughly.	1	2	3	4
16. The grammar points are introduced in a meaningful context.	1	2	3	4
17. New grammar points are recycled adequately in the subsequent units.	1	2	3	4
18. The number of new words introduced in each unit is appropriate to my level.	1	2	3	4
19. The vocabulary items are introduced in a meaningful context.	1	2	3	4
20. New vocabulary is recycled adequately in the subsequent units.	1	2	3	4
D/ Skills				
21. The coursebook places equal emphasis on the four language skills (speaking, listening, reading, and writing).	1	2	3	4
22. The coursebook promotes the integration of different language skills (e.g., reading-writing and listening-speaking).	1	2	3	4
23. The coursebook pays attention to sub-skills (e.g., listening for gist, note-taking, and skimming for information).	1	2	3	4
24. The coursebook provides a meaningful context for the development of listening skills.	1	2	3	4
25. The coursebook provides a meaningful context for the development of reading skills.	1	2	3	4
26. The coursebook provides a meaningful context for the development of writing skills.	1	2	3	4
27. The coursebook provides a meaningful context for the development of speaking skills.	1	2	3	4
28. The coursebook provides a meaningful context for the development of pronunciation skills	1	2	3	4
29. The coursebook emphasizes different aspects of pronunciation skills such as stress and intonation.	1	2	3	4
E/ Activities				
30. The activities in the coursebook are appropriate to my level.	1	2	3	4
31. There is an adequate balance of individual, pair, group, and whole-class activities.	1	2	3	4
32. The activities encourage me to participate actively in class.	1	2	3	4
33. The activities promote critical thinking skills (e.g., interpretation, analysis, synthesis, and evaluation skills).	1	2	3	4
34. The instructions to the activities are clear to me.	1	2	3	4

35. The activities in the coursebook are interesting to me.	1	2	3	4
36. The activities facilitate the development of study skills, such as outlining and looking up words in the dictionary.	1	2	3	4
F/ Layout and Physical Makeup				
37. The physical appearance of the coursebook is attractive to me.	1	2	3	4
38. The coursebook is organized in a way that is easy to follow.	1	2	3	4
39. The illustrations (e.g., pictures, diagrams, and maps) assist me in understanding the material in the coursebook.	1	2	3	4
40. The illustrations in the coursebook are interesting to me.	1	2	3	4
41. The illustrations are free of unnecessary details that may confuse me.	1	2	3	4
G/ Practical Considerations				
42. The coursebook is easily accessible.	1	2	3	4
43. The price of the coursebook is reasonable.	1	2	3	4

PART-3: Please answer all the questions in this part.

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

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

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

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

Thank you for taking part in the study

Appendix 2. Textbook Evaluation Questionnaire – Students (Turkish)/ Ders Kitabı Değerlendirme Anketi – Öğrenciler (Türkçe)

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

Yaşınız: _____	Cinsiyetiniz: Kadın Erkek
Bölümünüz: _____	Seviye: A B C
Hazırlık okuma durumunuz: İlk kez hazırlık okuyorum. Hazırlığı tekrar okuyorum. (Repeat öğrenciyim.)	
Ders saatleri dışında haftada ortalama kaç saat İngilizce çalışıyorsunuz? _____ saat	

BÖLÜM-2: Lütfen her soru için “1-Kesinlikle Katılmıyorum, 2-Katılmıyorum, 3-Katılıyorum ve 4-Kesinlikle Katılıyorum” seçeneklerinden birini işaretleyin.

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

B/ Hedef Dilin Kültürü				
9. Kitapta yer alan metinler, İngiliz kültürüne ait öğeler içermektedir.	1	2	3	4
10. Kitapta yer alan metinler, Amerikan kültürüne ait öğeler içermektedir.	1	2	3	4
11. Kitapta yer alan alıştırmalar, İngiliz kültürüne ait öğeler içermektedir.	1	2	3	4
12. Kitapta yer alan alıştırmalar, Amerikan kültürüne ait öğeler içermektedir.	1	2	3	4
C/ Kelime ve Dil Bilgisi				
13. Kitapta öğretilen dil bilgisi konuları seviyeme uygundur.	1	2	3	4
14. Dil bilgisi konuları anlaşılır bir şekilde sunulmaktadır.	1	2	3	4
15. Dil bilgisi konuları ayrıntılı bir şekilde sunulmaktadır.	1	2	3	4
16. Dil bilgisi konuları anlamlı bir bağlamda sunulmaktadır.	1	2	3	4
17. Yeni öğrenilen dil bilgisi konuları sonraki ünitelerde yeterince tekrar edilmektedir.	1	2	3	4
18. Ünitelerde öğretilen yeni kelime sayısı seviyeme uygundur.	1	2	3	4
19. Kelimeler anlamlı bir bağlamda sunulmaktadır.	1	2	3	4
20. Yeni öğrenilen kelimeler sonraki ünitelerde yeterince tekrar edilmektedir.	1	2	3	4
D/ Beceriler				
21. Kitap dört temel dil becerisine (konuşma, dinleme, okuma ve yazma) eşit derecede ağırlık vermektedir.	1	2	3	4
22. Kitap dil becerilerini birbiriyle bağlantılı olarak vermektedir (örneğin; okuma-yazma/ dinleme-konuşma).	1	2	3	4
23. Kitap alt becerilere (örneğin; ana fikir için dinleme, not alma, bilgi tarama vb.) önem vermektedir.	1	2	3	4
24. Kitap, dinleme becerilerinin gelişmesi için anlamlı bir bağlam sağlamaktadır.	1	2	3	4
25. Kitap, okuma becerilerinin gelişmesi için anlamlı bir bağlam sağlamaktadır.	1	2	3	4
26. Kitap, yazma becerilerinin gelişmesi için anlamlı bir bağlam sağlamaktadır.	1	2	3	4
27. Kitap, konuşma becerilerinin gelişmesi için anlamlı bir bağlam sağlamaktadır.	1	2	3	4
28. Kitap, telaffuzun gelişmesi için anlamlı bir bağlam sağlamaktadır.	1	2	3	4
29. Kitap vurgu ve tonlama gibi telaffuz öğelerinin üstünde durmaktadır.	1	2	3	4
E/ Etkinlikler				
30. Kitaptaki etkinlikler seviyeme uygundur.	1	2	3	4
31. Bireysel, ikili, grupla yapılan ve tüm sınıfı kapsayan etkinlikler dengeli bir dağılım göstermektedir.	1	2	3	4
32. Etkinlikler derse aktif bir şekilde katılmamı sağlamaktadır.	1	2	3	4
33. Etkinlikler, eleştirel düşünme becerisinin gelişimini	1	2	3	4

desteklemektedir (örneğin; yorumlama, analiz, sentez, değerlendirme vb. beceriler).				
34. Etkinliklerin nasıl yapılacağına dair açıklamalar anlayabileceğim düzeydedir.	1	2	3	4
35. Kitapta yer alan etkinlikler ilgi çekicidir.	1	2	3	4
36. Etkinlikler, taslak çıkarma ve sözlük kullanma gibi çalışma becerilerinin gelişimine olanak sağlamaktadır.	1	2	3	4
<i>F/ Tasarım ve Fiziksel Özellikler</i>				
37. Kitabın görünüşü beğenime hitap etmektedir.	1	2	3	4
38. Kitap, takip etmesi kolay bir şekilde düzenlenmiştir.	1	2	3	4
39. Görseller (örneğin; resim, şema, harita vb.) kitaptaki içeriği anlamama yardımcı olmaktadır.	1	2	3	4
40. Kitapta yer alan görseller ilgi çekicidir.	1	2	3	4
41. Görseller, kafamı karıştırabilecek gereksiz detaylardan arındırılmıştır.	1	2	3	4
<i>G/ Pratik Hususlar</i>				
42. Kitap kolayca bulunabilmektedir.	1	2	3	4
43. Kitabın fiyatı benim için uygundur.	1	2	3	4

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

1. Size göre kitabın en güçlü yönleri nelerdir? Lütfen en az üç madde yazınız.

2. Size göre kitabın en zayıf yönleri nelerdir? Lütfen en az üç madde yazınız.

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

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

Katılımınız için teşekkür ederiz.

Appendix 3. Textbook Evaluation Questionnaire – Instructors

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

Age: _____	Gender: Female Male
Degree earned: B.A. M.A. Ph.D.	Other: _____
BA Major: _____	MA major (if any): _____
PhD. Major (if any): _____	
In-service English Teacher Training: CELTA DELTA	Other: _____
English teaching experience at this university: _____ years	
Total English teaching experience: _____ years	

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

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

11. The exercises incorporate elements of British culture.	1	2	3	4
12. The exercises incorporate elements of American culture.	1	2	3	4
C/ Grammar and Vocabulary				
13. The grammar points introduced in the coursebook are appropriate to the level of the students.	1	2	3	4
14. The grammar points are presented clearly.	1	2	3	4
15. The grammar points are presented thoroughly.	1	2	3	4
16. The grammar points are introduced in a meaningful context.	1	2	3	4
17. New grammar points are recycled adequately in the subsequent units.	1	2	3	4
18. The number of new words introduced in each unit is appropriate to the level of the students.	1	2	3	4
19. The vocabulary items are introduced in a meaningful context.	1	2	3	4
20. New vocabulary is recycled adequately in the subsequent units.	1	2	3	4
D/ Skills				
21. The coursebook places equal emphasis on the four language skills (speaking, listening, reading, and writing).	1	2	3	4
22. The coursebook promotes the integration of different language skills (e.g., reading-writing and listening-speaking).	1	2	3	4
23. The coursebook pays attention to sub-skills (e.g., listening for gist, note-taking, and skimming for information).	1	2	3	4
24. The coursebook provides a meaningful context for the development of listening skills.	1	2	3	4
25. The coursebook provides a meaningful context for the development of reading skills.	1	2	3	4
26. The coursebook provides a meaningful context for the development of writing skills.	1	2	3	4
27. The coursebook provides a meaningful context for the development of speaking skills.	1	2	3	4
28. The coursebook provides a meaningful context for the development of pronunciation skills.	1	2	3	4
29. The coursebook emphasizes different aspects of pronunciation skills such as stress and intonation.	1	2	3	4
E/ Activities				
30. The activities in the coursebook are appropriate to the level of the students.	1	2	3	4
31. There is an adequate balance of individual, pair, group, and whole-class activities.	1	2	3	4
32. The activities encourage the students to participate actively in class.	1	2	3	4
33. The activities promote critical thinking skills (e.g., interpretation, analysis, synthesis, and evaluation skills).	1	2	3	4
34. The instructions to the activities are clear to the students.	1	2	3	4
35. The activities in the coursebook are interesting to the students.	1	2	3	4
36. The activities facilitate the development of study skills, such as outlining and looking up words in the dictionary.	1	2	3	4
F/ Layout and Physical Makeup				

37. The <i>physical appearance of the</i> coursebook is attractive to the students.	1	2	3	4
38. The coursebook is organized in a way that is easy to follow.	1	2	3	4
39. The illustrations (e.g., pictures, diagrams, and maps) assist the students in understanding the material in the coursebook.	1	2	3	4
40. The illustrations in the coursebook are interesting to the students.	1	2	3	4
41. The illustrations are free of unnecessary details that may confuse the students.	1	2	3	4
G/ Practical Considerations				
42. The coursebook is easily accessible.	1	2	3	4
43. The price of the coursebook is reasonable.	1	2	3	4
H/ Aims and Objectives				
44. The aims of the coursebook correspond to the needs of the students.	1	2	3	4
45. The aims of the coursebook correspond to the objectives stated in the course syllabus.	1	2	3	4
46. The coursebook can be adapted to meet the particular needs of the language program in our institution.	1	2	3	4
47. The coursebook material can be covered in the time allotted for the course.	1	2	3	4
I/ The Teacher's Manual				
48. The manual provides enough guidance for me on the teaching of vocabulary.	1	2	3	4
49. The manual provides enough guidance for me on the teaching of grammar points.	1	2	3	4
50. The manual offers detailed advice for novice teachers to follow.	1	2	3	4
51. The manual provides useful suggestions to help me introduce new lessons.	1	2	3	4
52. The manual provides useful suggestions to help me review old lessons.	1	2	3	4
53. The manual gives useful advice on how to present the lessons in different ways	1	2	3	4
54. The manual provides useful suggestions for the integration of different language skills.	1	2	3	4
55. The manual offers effective solutions to potential problems (e.g., <i>grammatical, lexical, and phonological</i>).	1	2	3	4
56. The manual provides sufficient information on cultural content presented in the coursebook.	1	2	3	4

PART-3: Please answer all the questions in this part.

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

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

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

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

Thank you for taking part in the study

**Appendix 4. Semi-Structured Interview Questions – Students/ Instructors
(English)**

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

Appendix 5. Semi-Structured Interview Questions- Students- Instructors
(Turkish) / Yarı Yapılandırılmış Sözlü Görüşme Soruları – Öğrenciler-Öğretim
Görevlileri (Türkçe)

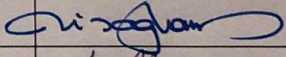
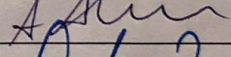
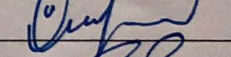
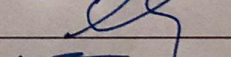
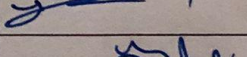
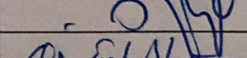
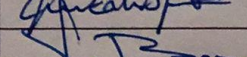
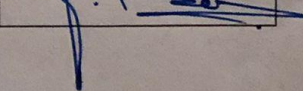
1. *English File Intermediate* ders kitabını konu içeriği bakımından nasıl değerlendiriyorsunuz?
2. Kitabı kelime ve dil bilgisini sunumu açısından nasıl değerlendiriyorsunuz?
3. Kitaptaki etkinlik ve alıştırmalar hakkında ne düşünüyorsunuz?
4. Kitabı temel becerilerin (okuma, dinleme, konuşma ve yazma) geliştirilmesi bakımından nasıl değerlendiriyorsunuz?
5. Kitabı tasarım ve fiziksel özellikler açısından nasıl değerlendiriyorsunuz?
6. Kitabın fiyatı ve kitaba erişim hakkında ne düşünüyorsunuz?
7. Kitabın yanında verilen öğretmen kılavuz kitabı hakkında ne düşünüyorsunuz? (Sadece öğretim görevlileri)
8. Kitap öğrencilerin ve programın ihtiyaçlarını yeterince karşılıyor mu?
9. Kitabın daha etkili bir şekilde kullanılabilmesi için neler yapılabilir?
10. Kitapta değişiklik yapma şansınız olsaydı, herhangi bir şeyi değiştirir miydiniz?
11. Kitabın derslerde işlenme şekli kitaba olan tutumunuzu etkiledi mi?

Appendix 6. The Ethics Committee Approval

 İSTANBUL MEDENİYET ÜNİVERSİTESİ	T.C. İSTANBUL MEDENİYET ÜNİVERSİTESİ EĞİTİM BİLİMLERİ ETİK KURULU KARARI
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Tarihi 05/10/2020	Sayısı 2020/02-06
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ARAŞTIRMA BAŞLIĞI	An Evaluation of the EFL Coursebook 'English File-Intermediate' from the Perspectives of the Students and Instructors (Yabancı Dil Öğretiminde Kullanılan 'English File-Intermediate' Ders Kitabının Öğrenci ve Öğretim Görevlileri Açısından Değerlendirilmesi)
ARAŞTIRMANIN TÜRÜ	Karma Yöntem
ARAŞTIRMACI(LAR)	İlknur SAYDAM
KARAR	Etik açıdan uygundur.

Görevi	Kurul Üyeleri	İmza
Başkan	Prof. Dr. Halil İbrahim SAĞLAM	
Üye	Prof. Dr. Ahmet AKIN	
Üye	Prof. Dr. Özlem FEDAI	
Üye	Prof. Dr. Çiğdem KILIÇ	
Üye	Doç. Dr. Yeşim GÜLEÇ ASLAN	
Üye	Doç. Dr. Özge CENGİZ	
Üye	Doç. Dr. Özcan Erkan AKGÜN	
Üye	Av. Fevziye DOĞRUER	

Appendix 7. The Permission for the Use of the Coursebook Evaluation Checklists and Semi-structured Interview Questions

Sayın Özlem Hocam,

Tezinizde kullandığınız anket ve görüşme sorularını sizi referans göstererek kendi tezim için kullanmak istemekte ve bunun için izninizi talep etmekteyim.

İyi çalışmalar.

İlknur SAYDAM

İstanbul Medeniyet Üniversitesi
İMU Yabancı Diller Yüksek Okulu
IMU The School of Foreign Languages



Özlem Öz <ozlemoz.metu@gmail.com>

Alıcı: ben ▾

13 Mar 2020 Cum 18:33



Merhaba İlknur hocam,

Tabi kullanabilirsiniz anket ve görüşme sorularını referans verdiğiniz sürece. Kolay gelsin çalışmanızda.

Başarılar diliyorum

Özlem Öz

ÖZGEÇMİŞ

KİŞİSEL BİLGİLER

Adı Soyadı: Ilknur SAYDAM

Uyruğu: T.C.

EĞİTİM

Derece	Kurum	Mezuniyet Yılı
Önlisans	Anadolu Üniversitesi, Açık Öğretim Fakültesi	2012
Lisans	Kocaeli Üniversitesi, Eğitim Fakültesi, ELT	2011
Yüksek Lisans	İMU, Lisansüstü Eğitim Enstitüsü, Yabancı Diller Anabilim Dalı	2023

İŞ TECRÜBESİ

Tarih	Kurum	Görev
2011-2012	Amerikan Kültür Derneği	İngilizce Öğretmeni
2012-2014	Altınbaş Üniversitesi	İngilizce Okutmanı
2014-2018	Piri Reis Üniversitesi	Öğretim Görevlisi
2018-	İstanbul Medeniyet Üniversitesi	Öğretim Görevlisi

YABANCI DİLLER

İleri düzeyde İngilizce, başlangıç düzeyinde Almanca

YAYINLAR

Aydin, S., Akkaş, F. D., Türnük, T., Saydam, İ., & Beydilli, A. B. (2021). The Foreign Language Test Anxiety Scale: Tests of Reliability and Validity. *Eurasian Journal of Language Teaching and Linguistic Studies*, 1(2).

Aydin, S., Denkci-Akkas, F., Turnuk, T., Basturk-Beydilli, A., & Saydam, I. (2021). A Descriptive Study on Test Anxiety among Foreign Language Learners. *FIRE: Futuristic Implementations of Research in Education*, 2(2), 43-55.

Aydin, S., Denkci Akkaş, F., Türnük, T., Baştürk Beydilli, A., & Saydam, İ. (2020). Test anxiety among foreign language learners: A qualitative study. *The Qualitative Report*, 25(12), 4289-4309.

Akkaş, F. D., Aydın, S., Beydilli, A. B., Türnük, T., & Saydam, İ. (2020). Test anxiety in the foreign language learning context: A theoretical framework. *Focus on ELT Journal*, 2(1), 4-19.

HOBİLER

Kaneviçe işlemek, kitap okumak, puzzle yapmak, seyahat etmek