WHAT CRITERIA DO INSTRUCTORS APPEAR TO USE TO EVALUATE A TEXTBOOK

A THESIS PRESENTED BY

SHAHLA GARAYEVA

TO THE INSTITUTE OF ECONOMICS AND SOCIAL SCIENCES
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF MASTER OF ARTS
IN TEACHING ENGLISH AS A FOREIGN LANGUAGE

BILKENT UNIVERSITY

JULY 2001
The purpose of this study was to find out what criteria teachers use to evaluate a textbook they were using and whether the criteria they use vary in terms of variables like age, sex, and length and types of ELT experience. The research also investigated the ways teachers use the textbook evaluation criteria which was suggested by the scholars and analysed this use in terms of variables like age, sex, and length and types of ELT experiences. The research was conducted at TOMER at Ankara University. The participants were 46 English teachers from the language centre, TOMER.

Data were collected through two questionnaires. The first questionnaire consisted of eight open-ended questions and aimed to discover the teachers’ criteria for textbook evaluation. The second questionnaire consisted of 47 Likert type questions and aimed to find out the ways the teachers use the criteria suggested by scholars. Part one in each questionnaire collected demographic data, as the population for each questionnaire was different.

The research questions of the study were as follows:

1. What criteria do instructors appear to use to evaluate a textbook in terms of physical appearance, organisation, content, tasks and activities and supporting resources?
2. Do the textbook evaluation criteria reported by teachers vary depending on their age, sex, length and types of ELT experience?

3. Does the use of criteria suggested by scholars vary depending on the teachers’ sex, age, length and types of ELT experience?

The results of the study revealed the teachers’ criteria for textbook evaluation in the categories of the physical appearance, organisation, content, tasks and activities and supporting resources of the textbook. The categories derived from the literature. The results of the second research question which analysed the findings of the first questionnaire in terms of the variables of sex, age, length and types of ELT experience found that and the variables of sex and type of experience showed differences, but the others didn’t.

The third research question analysed the results of the second questionnaire in terms of the variables of age, sex, and length and types of ELT experiences. All four variables showed differences in each of the major criteria group studied: physical appearance, content, tasks and activities, and supporting resources. The highest number of significant differences fall into length of experience.

The study discovered many differences in the teachers’ perceptions of criteria in terms of variables, which become difficult to explain. So, the research recommends further research questions to be investigated.
BILKENT UNIVERSITY
INSTITUTE OF ECONOMICS AND SOCIAL SCIENCES
MA THESIS EXAMINATION RESULT FORM
July 10, 2001

The examining committee appointed by the Institute of Economics and Social Sciences for the thesis examination of the MA TEFL student Shahla Garayeva has read the thesis of the student.

The committee has decided that the thesis of the student is satisfactory.

Thesis Title: What Criteria do Instructors Appear to Use to Evaluate a Textbook

Thesis Advisor:      Dr. James Stalker
                    Bilkent University MA TEFL Program

Committee Members:      Dr. Hossain Nassaji
                        Bilkent University MA TEFL Program
                        Dr. William Snyder
                        Bilkent University MA TEFL Program
We certify that we have read this thesis and that in our combined opinion it is fully adequate, in scope and in quality, as a thesis for the degree of Masters of Arts.

______________________
Dr. William Snyder
(Chair)

_____________________
Dr. James Stalker
(Committee member)

_____________________
Dr. Hossein Nassaji
(Committee member)

Approved for the
Institute of Economics and Social Sciences

_____________________
Kürşat Aydoğan
Director
Institute of Economics and Social Sciences
Acknowledgements

I would like to thank my thesis advisor, Dr. James Stalker for his continuous feedback and invaluable guidance throughout the study. I would like to express my gratitude to Dr. Hossein Nassaji for his support and to Dr. William Snyder for his moral support.

I must express my love and sincere thanks to all my classmates for being positive and understanding during the program.

I feel indebted to my friend from MA TEFL program, Meltem Coşkuner, who was kind and understanding during the program to all of us, especially to me.
# TABLE OF CONTENTS

## CHAPTER I. INTRODUCTION .................................................................1
- Background of the Study .................................................................1
- Statement of Problem .......................................................................6
- Purpose of the Study .........................................................................7
- Significance of the Study .................................................................8
- Overview of the Study .....................................................................8

## CHAPTER II. LITERATURE REVIEW ..................................................10
- Reasons for Textbook Evaluation ....................................................10
- What is Evaluation? .........................................................................13
- Who Should Evaluate? .................................................................15
- The Criteria Suggested by Research Studies ................................17
  - Practical Considerations as a Criterion in Textbook Evaluation ....17
  - Design as a Criterion in Textbook Evaluation .............................19
  - The Tasks and Activities as Criteria in Textbook Evaluation .......21
  - Content as a Criterion in Textbook Evaluation ............................23
  - Language Skills as a Criterion in Textbook Evaluation .............24
  - Culture as a Criterion in Textbook Evaluation ............................26
  - Guidance as a Criterion in Textbook Evaluation .......................28
- Conclusion .....................................................................................30

## CHAPTER 3 METHODOLOGY ..............................................................32
- Introduction ....................................................................................32
- Participants ....................................................................................32
- Instruments and Materials .............................................................34
  - Questionnaires ............................................................................35
    - Questionnaire 1 .......................................................................35
    - Questionnaire 2 .......................................................................35
- Data Collection Procedure .............................................................37
- Data Analysis ................................................................................37

## CHAPTER IV. DATA ANALYSES .........................................................38
- Introduction ....................................................................................38
- The Results of the First Questionnaire ..........................................38
  - Practical Considerations .............................................................38
  - Organisation .................................................................................40
  - Content .......................................................................................42
  - Tasks and Activities .................................................................43
  - Supporting Resources ...............................................................45
    - Workbook ...............................................................................45
    - Student’s Book .......................................................................48
    - Teacher’s Guide .....................................................................50
  - Comments ..................................................................................51
- Demographic Variables .................................................................52
  - Sex .............................................................................................52
  - Types of ELT Experience ............................................................54
- The Results of the Second Questionnaire ......................................56
  - Length of Experience Factor .......................................................57
  - Tasks and Activities ....................................................................57
### LIST OF TABLES

<table>
<thead>
<tr>
<th>TABLE</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Evaluations and comment responses on physical appearance</td>
<td>39</td>
</tr>
<tr>
<td>2. Evaluations and comment responses on organisation</td>
<td>41</td>
</tr>
<tr>
<td>3. Evaluations and comment responses on content</td>
<td>43</td>
</tr>
<tr>
<td>4. Evaluations and comment responses on tasks and activities</td>
<td>45</td>
</tr>
<tr>
<td>5. Evaluations and comment responses on workbook</td>
<td>47</td>
</tr>
<tr>
<td>6. Evaluations and comment responses on student’s book</td>
<td>49</td>
</tr>
<tr>
<td>7. Evaluations and comment responses on teacher’s guide</td>
<td>51</td>
</tr>
<tr>
<td>8. Comment responses on textbook evaluation</td>
<td>52</td>
</tr>
<tr>
<td>9. Evaluations of organisation by sex</td>
<td>54</td>
</tr>
<tr>
<td>10. Evaluations of physical appearance by types of ELT experience</td>
<td>56</td>
</tr>
<tr>
<td>11. Frequencies and percentages of items in terms of variables, age, sex, and length and types of experience</td>
<td>58</td>
</tr>
<tr>
<td>12. Evaluations of sufficiency of tasks/activities by length of ELT experience</td>
<td>59</td>
</tr>
<tr>
<td>13. Evaluations of exercise variety by length of ELT experience</td>
<td>60</td>
</tr>
<tr>
<td>14. Evaluations of speaking activities by length of ELT experience</td>
<td>61</td>
</tr>
<tr>
<td>15. Evaluations of target culture introduction by length of ELT experience</td>
<td>62</td>
</tr>
<tr>
<td>16. Evaluations of topic interest by length of ELT experience</td>
<td>63</td>
</tr>
<tr>
<td>17. Evaluations of flexibility of teacher’s guide by length of ELT</td>
<td></td>
</tr>
</tbody>
</table>
experience .................................................................64

18. Evaluations of illustrations by sex ........................................65
19. Evaluations of price suitability by sex ..................................66
20. Evaluations of exercise variety by sex ..................................67
21. Evaluations of layout motivation by type of ELT experience .....68
22. Evaluations of the workbook by types of ELT experience .........69
23. Evaluations of continuity support by types of ELT experience ....70
24. Evaluations of topic interest by age ....................................71
25. Evaluations of exercise variety by age ..................................72
26. Evaluations of exercise interest by age .................................72
CHAPTER I. INTRODUCTION

Background of the study

Education is of crucial importance in keeping people up to date with the technological developments and recent improvements in our world through various instructional materials. Instructional materials are one of the main components of language teaching. They can be defined as any orderly description of the methods and tasks to be exercised in classroom instruction (Brown, 1995). The sources for instructional materials can be anything which serves to increase or to improve learners’ knowledge or experience or, “anything which is used to help to teach language learners,” (Tomlinson, 1998, p. xi) such as a textbook, teacher’s book, workbook, journals, magazines, pictures, newspapers, maps, a photocopied handout, a paragraph written on a whiteboard, dictionaries, realia (erector sets, models, vocabulary items), charts, graphs, diagrams.

Textbooks occupy one of the most important places among the instructional materials. Graves (2000) compares the textbook to a piano, stating that a piano is just an instrument for music “but it can’t produce music on its own, the music is produced only when you play it” and a lot depends on how skilful you are. “The more skilled you are the more beautiful the music is” (p. 175). So the textbooks are just an instrument or a tool to teach or to learn language. They raise learners’ awareness about the language and target culture; they extend learners’ general and subject knowledge and develop learners’ understanding of what is involved in language learning. But in all situations this teaching/learning instrument should be selected and evaluated very carefully, as it will be expected to answer the needs and
interests of many parties as of teachers, learners, institutional curriculum and, in many cases, sponsors, too (Allwright, 1981).

Using textbooks has both advantages and disadvantages for language teaching instruction. In general most teachers claim that as textbooks support systematic teaching; and that it is very difficult to teach without them (Grant, 1987). In most cases textbooks serve as a syllabus, providing sufficient coverage of the content and instruments for teachers’ use of them. A set of visuals, activities, tasks, supporting materials, such as, teacher’s guide, student’s workbook are security for the learners because of consistency among units, levels. Somehow a carefully chosen textbook can answer the learners’ needs. Textbooks can be helpful especially for inexperienced teachers (Graves, 2000; Nunan, 1996; Ur, 1996).

O’Neill (1990) emphasises the usefulness of textbooks saying that most of them are suitable for learners’ needs because they provide materials, which are well presented, and they allow teachers to adapt and improvise while they are teaching. The author claims that in order to cover what is planned to teach or what was taught, teachers need at most two textbooks for their groups.

Textbooks can have disadvantages. For example, the content can be irrelevant and inappropriate to the learners, or “there may be too much focus on one or more aspects of language and not enough focus on others” (Graves, 2000, p. 174). Textbooks also have their own “rationale and chosen teaching/learning approach” and don’t consider the variety of levels of language knowledge and ability, learning styles, strategies (Ur, 1996, p. 185). In such a case they may not provide many opportunities for teachers’ to use them creatively and flexibly.
Another issue is that the textbooks can present the characteristics of the target culture too strongly. On the one hand, they should provide learners with sufficient information about the target culture characteristics, but on the other hand, depending on course requirements, learner needs and interests, and purposes, there should be a balance between the characteristics of the target and learners’ culture (Alptekin, 1993; Dubin and Olshtain, 1986). Textbooks shouldn’t ignore or devaluate the learners’ culture and the cultural data of target language should be clear and presented in an understandable way, as well.

The institutional timetable can be an unrealistic situation with the textbook, as the textbook may not be written for that particular case (Graves, 2000). Many institutions have a fixed number of hours for the English lessons and they don’t increase or decrease the lesson hours in accordance with the textbook.

Other limitations have been shown in the research done in the field of coursebook evaluation (Ayman, 1997). This research suggests that textbooks shouldn’t be used as the only instructional material; they should be enriched and accompanied with supporting resources such as a teacher’s guide, a workbook, an exercises book, and so on. Teachers and learners shouldn’t be dependent on the textbooks, they need to be guided, directed through the related tasks and activities, and be provided with additional practice by supporting resources.

Another limitation of the textbooks can be considered when the textbooks happen in to the hands of poorly prepared and poorly motivated teachers. The successful result can be relied only on the textbook writer in this case; if it is well written and carefully edited, then it can cause a creative response; if not failure will result.
Another limitation is that textbooks can’t present everything concerning a subject matter, so the use of supplementary materials, such as current journals, magazines, newspapers, literature and reports is needed to update the content of the textbook (*The Encyclopedia of Education*, as cited in Ayman, 1997).

Although there can be many disadvantages and limitations in using textbooks, they are still in great demand among learners, teachers, instructors and sponsors. Hutchinson and Torres (1994) investigated the role of textbooks in terms of day-to-day use and considered their role in the process of change. Torres conducted an investigation to find the reasons of learners’ and teachers’ preferences for using a published textbook. The learners’ responses mainly focused on the content of the textbooks. They used textbooks as a ‘framework’ or ‘guide’ that supports them in structuring their learning both inside and outside the classroom as it enables them to learn “better”, “faster”, “clearer”, “easier”, “more” (p. 318). The teachers’ responses focused on the facilitating role of the textbook as they save time, give instructions to lessons, guide discussions, creating an easy and smooth flow in their teaching instructions, are better organised, and more convenient. So, textbooks absolve teachers of responsibility and don’t leave much room for them to make decisions. But textbooks just operate the system, because some wise people have done this instead of them. In other words, teachers and textbooks are in a partnership relationship with each other. “Partnerships work best when each partner knows the strengths and weaknesses of the other and is able to complement them” (Hutchinson and Torres, 1996, p. 326). The authors come to the conclusion that as a lesson is considered a ‘dynamic interaction’, it leads not to a need for “a predictable and visible structure both within the lesson and across lessons” (p. 321). In this case the
textbook is the best means of providing this structure. On the other hand, the textbook can be understood and accepted as an agent of lasting and effective change.

Alderson (1981) investigates the role of instructional materials in teaching, learning instruction from two approaches, deficiency view and difference view. The first view claims that teachers need teaching materials to save learners from teachers’ deficiencies to make sure that everything is properly covered and the exercises are well taught. The difference view states that teachers need teaching materials “as ‘carriers’ of decisions best made by someone rather than a classroom teacher, not because the classroom teacher is a deficient, as a classroom teacher, but because the expertise required of materials writers is importantly different from that required classroom teachers” (p. 6). Both views have some truth in it, but the question is who is the decision taker, but not whether the best decision is always taken or not. The problem can be finding out the workable and right book.

The role of textbooks is obviously important in language teaching instruction. They carry out many functions in education. No textbook can be perfect, but the best textbook can be available for the teachers for their teaching situations (Grant, 1987; McDonough and Shaw, 1993; Sheldon, 1988). “No matter how logically organised and carefully written …,” one textbook can never cover all the learning and teaching styles as teaching requires constant decision making (Madsen and Bowen, 1978, p. vii). The way learners learn differs, the way teachers teach varies in every class, every situation in classroom is different and no single textbook can satisfy the needs and interests of the students and teachers absolutely. But there are books that are superior to others, given individual preferences.
Statement of problem

As the teachers are the immediate users of the textbook, they need to find out how much the textbooks answer their requirements, match their students’ needs and interests. The experienced teachers may not need the workbook or teachers’ book but the less experienced ones may need these supporting resources, sometimes may even stay dependent on them, and they will evaluate the textbook differently. The more experienced teachers may be quite skilful at developing various kinds of activities or exercises but the less experienced teachers may not be and may be dependent on the textbook.

Male and female participants may apply to different criteria while evaluating a textbook, because of their social status, their role in the society, the women’s status of subordinate group and their interests and attitudes (Holmes, 1992). In the Eastern culture, the status of male and female is not the same. Males are always considered the most important people in the family, in the society, at schools and so on. They are supposed to treat the learners in a very serious way, to set them a good example of behaviour, pride, and treatment. This serious and responsible status could affect the language teaching instruction of the male teachers. They may not like culturally biased topics, or the Western or American style of verbal play. On the contrary, the female teachers can be very friendly and jolly with the learners and like the new styles of life, and different culture. So, it is very important to investigate the teachers’ textbook evaluation criteria in terms of these variables. Long years’ experiences might have made teachers more skilful and flexible about making changes, adapting, adopting and modifying the materials they use.
Purpose of the Study

The main purpose of the present study is to find out what criteria the teachers use to evaluate a textbook they use. The research investigates the criteria differences in terms of age and sex, as well and claims that the criteria developed by the different aged teachers, different length and types of experiences and as well as by opposite sexes may be different. The research also investigates the ways the teachers use the criteria suggested them through literature review and examines the criteria in terms of variables of age, sex, and length and types of ELT experiences.

The research emphasises the crucial role of the teachers in the evaluation process and considers them the most important population for this as they are immediate users of the textbooks, they might know the teaching setting better than anybody else who are involved in this process. For this reason, the research examines the ways the teachers evaluate the textbooks and the ways they use the criteria suggested by the literature.

The research questions are as follows:
1. What criteria do instructors appear to use to evaluate a textbook in terms of physical appearance, organisation, content, tasks and activities, and supporting resources?
2. Do the textbook evaluation criteria reported by instructors vary depending on, their age, sex, length, and types of ELT experience?
3. Does the use of criteria suggested by scholars vary depending on the teachers’ sex, age, length, and types of ELT experience?
Significance of the Study

Evaluation of instructional materials has become one of the major issues of language teaching/learning instruction. There are few studies on textbook evaluation not only in Turkey but also in the world (Ayman, 1997). As all teaching materials need to be evaluated in order to fit a particular teaching situation, the findings of this study would be useful and beneficial for further studies and research in this field. As the study is investigating textbook evaluation criteria for a particular case (for TOMER) it might be helpful and beneficial for the administrators and instructors in this centre to apply to their teaching instruction in order to improve their language teaching instruction and the results will be submitted to the centre. The study also provides a framework for textbook evaluation using criteria supported by the literature. This framework can be helpful for teachers to apply to their instructional materials.

Overview of the study

This chapter discussed the role of the instructional materials, especially textbooks, in education.

The second chapter defines the nature of evaluation and importance of textbook evaluation in language teaching. It also emphasises the teachers’ role in this process. This chapter puts forth the possible criteria for textbook evaluation suggested by scholars.

The third chapter defines the participants in terms of age, sex, length and types of ELT experiences, gives reasons for grouping the teachers under these variables, describes the instruments used for the study, speaks about the data collection procedure, and the data analyses process.
Chapter four deals with the data analyses of the two questionnaires. The results of both questionnaires were investigated in terms of variables of age, sex, and length and types of ELT experiences.

Chapter five gives implications of the study for further research and limitations of the study.

The study also gives a list of references, appendices of the two questionnaires used in the study and also the frequencies and percentages of the responses for the items in the second questionnaire.
CHAPTER 2: LITERATURE REVIEW

Introduction

This chapter deals with the importance of textbook evaluation in language teaching instruction, the reasons for textbook evaluation, who should be involved in the process of evaluation, the criteria for textbook evaluation suggested through research studies and the results drawn out of the literature review.

Reasons for Textbook Evaluation

Every year a number of publications appear in the book market. It becomes difficult to select a suitable textbook for particular teaching goals. No decisions or suggestions can be made about any aspect of language curriculum, aims, content, methods, and materials without evaluating and making judgements on these decisions and suggestions. Therefore, evaluation of teaching materials is getting to be more important in language teaching instruction nowadays. To select the right book for a classroom implementation has always been one of the major problematic issues for language teachers.

Textbooks are generally written for general language learners so they cannot predict all the learners’ specific language needs and interests. There is a common belief that “no textbook is likely to be perfect, of course, and practical considerations, such as cost, may have to take precedence over pedagogic merit” (Robinson, as cited in Jordan, 1997, p. 127). “The search for materials leads, ultimately, to the realisation that there is no such thing as an ideal textbook. Materials are but a starting point. Teachers are the ones who make them work” (Savignon, 1983, p. 138). Sheldon (1988) also joins this opinion by claiming that “it is clear that coursebook assessment is fundamentally a subjective, rule-of-thumb
activity, and that no neat formula, grid, or system will ever provide a definite yardstick” (p. 245). She agrees that a carefully evaluated textbook can do well in the classroom if it is appraised in terms of its integration with and contribution to specific educational goals. But its success or failure can only be reasonably determined during and after its period of classroom use. So, a perfect book for everyone cannot be found “but there are books that are superior to others, given individual requirements” (Inözü, 1996, p. 4). A lot depends on selecting a suitable textbook. Selecting a more suitable textbook for a particular situation can reduce problems during classroom implementation. Accordingly, in order to select a suitable textbook one should evaluate the textbook.

Textbooks need some kind of modifications in order to be adopted for a particular situation. The problems, which can be found during the use of textbooks, can be smoothed through evaluation process. The application of an evaluation process to improve the success of the textbook in the implication in terms of user identifications, and characteristics has been broadly used and exercised by researchers (Ayman, 1997; Chambers, 1997; Çakır, 1996; Demirkan-Jones, 1999; Ellis, 1998; Hutchinson and Torres, 1994; Inözü, 1996). Evaluation makes the textbooks be in agreement to the learners’ needs and interests. Hutchinson (1987) claims, that “materials evaluation is essentially a matching process in which the needs and assumptions of a particular teaching-learning context are matched to available solutions” (p. 41). Through the correct materials evaluation process teachers can reach both their own goals and objectives and those of the course. He claims that an effectively and appropriately used materials evaluation process can raise the teachers’ awareness about the teaching materials in the following ways:
1) Materials evaluation obliges teachers to analyse their own presuppositions as to the nature of language and learning.
2) Materials evaluation forces teachers to establish their priorities.
3) Materials evaluation can help teachers to see materials as an integral part of the whole teaching/learning situation (Hutchinson, 1987, pp. 42-43).

The ELT documents (1987) even devoted one of its publications entirely to the problems of the teaching materials under the title “ELT textbooks and materials: problems in evaluation and development” (Sheldon, 1987), but at the end there was not any unique model which can decide all problems (Ellis, 1998). Yet all these attempts serve to reach some improvements in teaching, to give pretty well grounded directions and recommendations to language teachers to get benefit from and to better their language teaching. Sheldon (1987) finds some difficulties which hinder the realisation of compromise on materials evaluation such as the textbooks often neglect the target learners, the grammar explanations often take more room in the textbooks, and “course rationales, for instance in regard to the introduction and recycling of new lexis, or the grading and selection of reading passages, are rarely explained for the teachers’ benefit” (p. 3). These difficulties or problems are to be solved through materials evaluation.

Evaluation of teaching materials needs to be done to improve teaching instruction, to make it in harmony with recent innovations as the materials cannot be considered simply the everyday tools for language teachers. “They are the embodiment of the aims, values and methods of a particular teaching/learning situation” (Hutchinson, 1987, p. 37). The evaluation process makes teachers feel motivated to raise the quality and awareness of their own teaching/learning instruction and to keep up-to-date with current developments. In many teaching
contexts textbooks seem to be the core of a particular programme and the textbook may be the only choice open to the teachers. Because of this reason the evaluation of textbooks merits very serious and careful consideration “as an inappropriate choice may waste funds and time” and demotivate students and other colleagues (McDonough and Shaw, 1993, p. 64-65).

What is Evaluation?

Many educational researchers find the evaluation very important for language teaching instruction. Some of the scholars believe that evaluation and testing are of the same meaning (Bachman and Palmer, as cited in Lynch, 1996). But it is more than testing being “an intrinsic part of teaching and learning” (Rea-Dickins and Germaine, 1992, p. 3). According to Lynch (1996) evaluation is different from assessment and testing primarily on the basis of its scope and purpose and can be defined as a systematic attempt to collect information in order to make correct and sound decisions and judgements on the program and its components, the information can be gathered not only through qualitative and quantitative ways but also through different methods such as observations, unstructured interviews and the administration of pencil-and-paper tests. Evaluation is also necessary because it motivates to gain information to bring about innovation or change (Rea-Dickins, 1996). The aim of evaluation in education seems to be to improve, or to discontinue a program or product as “evaluation implies judgement which derives from a complex relationship between the object of evaluation and the values, attitudes and beliefs that motivate the evaluation” (Wright, 1990, p. 343).
Hutchinson (1987) views the evaluation as “a matter of judging the fitness of something for a particular purpose” (p. 41). Williams and Burden (1994) define three types of evaluation:

1) Summative evaluation, suggests selecting groups of learners and teachers and administrating tests at the beginning and end of the programme in order to find out “whether any changes found could be attributed to the innovation itself”. In this process a treatment group is compared to a control group studying a number of variables, as well. But the deficiency of this evaluation is its unablness to provide necessary information about the reasons why “under the given circumstances, the project has or hasn’t proved successful”.

2) Formative evaluation, “involves the project from the beginning” and “it is ongoing in nature, and seeks to form, improve and direct the innovations rather than simply evaluate the outcomes”

3) Illuminative evaluation, where the two summative and formative evaluations play an important role. In this evaluation “the evaluator is actually involved in the day-to-day working of the project” trying to get as much information about the issue as much as he or she can (Williams and Burden, 1994, pp. 22-23).

So this kind of evaluation gives a pretty good ground “to avoid problems” and lead “to a success of any innovation” (Williams and Burden, 1994, p. 27).

Alderson’s (1992) guidelines for planning an evaluation focus on purposes, audiences, evaluators, content, methods, timing, negotiations, deadlines, deliverables and project frameworks. He points out that “if evaluators can evaluate evaluations, they can improve the evaluation process, and thus contribute to the usefulness and relevance of evaluations” (Alderson, 1992, p. 299).

Being an important part of the whole education program “evaluation makes teachers aware of the parameters in which they are working” and at the same time “helps them to analyse the context for possible openings for innovation or constraints” (Rea-Dickins and Germaine, 1992, p. 20). So evaluation is defined as
systematically getting information about the nature, context, tasks, features, purposes, results of the program in order to make decisions or judgements for planning of courses, for further directions about implementing modifications (Alderson, 1985; Brown, 1995; Lynch, 1996; Mackay, 1994; Rea-Dickins and Germaine, 1992; Tomlinson, 1998). When various aspects of the teaching and learning process are evaluated teachers apply different criteria in order to make their decisions and judgements. Evaluation needs to be systematic and principled. The evaluators should know what and how they are going to evaluate when the textbook is used.

Who Should Evaluate?

As the textbooks are tools for language teachers, the teachers are the first population to evaluate materials (Hutchinson, 1987). This population determines the success or failure of teaching materials in use. They need to like the textbooks in order to teach in a better and more motivated way. “Evaluating materials, like much else in curriculum development, should call on the teachers’ expertise” because they show a comparatively large labor association in this process and “because they represent a potent political force within the program” (Brown, 1995, p. 163). Wright (1990) also claims that the evaluation of textbooks should be a teacher’s concern as they are immediate users of the textbooks.

The learners are the target audience for teaching materials. While evaluating textbooks, teachers should focus on learners’ needs, interests, their background knowledge, their culture, purposes for learning English, level of language knowledge. The base of textbook evaluation stands on learner perspective. Allwright (1981) considers the ‘learner involvement’ in the process of decision
making about materials very important and suggests learner-training sessions for getting their opinions about preferences for activities and tasks. She proposes writing a learner’s guide, as well, with the help of which the learner can independently learn the language. Sheldon (1987) considers the learners an integral part of the education process and claims that whatever the teacher’s opinion as to the limitations, learners’ ideas about and attitudes towards the textbook should be discovered. Dubin and Olshtain (1986) approach the learners as an important factor in the classroom and their active part in the learning process should be emphasised and think that it is very important to put the learners into situations in which they must share their decisions, preferences and so on.

The administrators also have a role not only in materials evaluation process but in overall faculty development (Pennington, 1998). In many cases teachers are dependent on institutional administrators and can use only the materials that are given them by administrators. It would be very useful to get the administrators involved in the process of evaluation and in such case to work collaboratively.

So, the materials evaluation process should involve teachers, learners, administrators, and supervisors. However, as the teachers are more important figures in the process of selection and evaluation of textbooks than any other participants, such as, learners and administrators, the research study will consider the ways teachers evaluate the textbook for their teaching setting because they are immediate users of textbooks, they may better know their learners’ needs and interests and they may cooperate with the administrators in this process.
The Criteria Suggested by Research Studies

The research suggests the main criteria used by the scholars to evaluate textbooks. According to the research studies the textbook should be evaluated on the following specific factors: practical considerations, design, tasks and activities, language skills, culture, and guidance. Each of the criterion is considered individually.

Practical Considerations as a Criterion in Textbook Evaluation

The textbook should be investigated according to its practical considerations by the scholars. Under the term of practical considerations the researchers mean the cover, price, durability, quality of editing and publishing, availability, introduction, table of contents, organisation of the attractiveness, units and lessons (Daoud and Celce-Murcia, 1979; Dougill, 1987; Grant, 1987; Hutchinson and Waters, 1987; McDonough and Shaw, 1993; Robinson, 1991; Sheldon, 1987; Tucker, 1978).

McDonough and Shaw (1993) suggest external evaluation criteria for textbooks, which investigate the textbooks from the outside in (cover, introduction, table of contents). It is very logical, as well because we first estimate things visually and then we go in depth in terms of content. The external evaluation of the materials gives us some information about the tables of content, the intended audience, the proficiency level, the structure in which the materials are to be used, the ways the language has been introduced and constructed into teachable units/lessons, the authors’ views on language and methodology. With external evaluation the following factors also should be kept in mind:

1) Are the materials to be used as the main ‘core’ course or to be supplementary to it?
2) Is a teacher’s book in print and locally available?
3) Is a vocabulary list/index included?
4) What visual materials does the book contain (photographs, charts, diagrams) and is it there for cosmetic value only or is it actually integrated into the text?
5) Is the layout and presentation clear or cluttered?
6) Do the materials represent minority groups or women in a negative way?
7) Do they represent a 'balanced' picture of a particular country/society?
8) The inclusion of audio/video material and resultant cost. Is it essential to possess this extra material in order to use the textbook successfully?
9) The inclusion of tests in the teaching materials (diagnostic, progress, achievement), would they be useful for the particular learners?” (McDonough and Shaw, 1993, pp. 67-74).

Sheldon (1987) suggests investigating the textbook in terms of:

- **Availability:** whether the book is easy to be obtained or whether teachers can contact with the publisher’s representatives to get more information about content, approach or pedagogical detail of the book.
- **Accessibility:** whether the book is clearly organised, whether there are indexes, vocabulary lists, section headings and so forth.
- **Layout/graphics:** whether there is an optimum density and mix of text and graphical material on each page, whether the artwork and typefaces are functional, colourful or appealing.
- **User definition:** whether there is a clear specification of the target age range, learning preferences, educational expectations, whether the entry/exit language levels precisely defined.
- **Overall value for money:** whether the book is cost-effective, and easy to use (Sheldon, 1988, pp. 243-245).

Grant (1987) suggests an initial evaluation in his three-stage evaluation criteria for textbooks. The initial evaluation is meant to assess the textbook quickly, as the teachers often have to make quick judgements about textbooks. These criteria consider the physical appearance, durability, level of difficulty, length of the texts, tasks in the textbooks.

The durability, price and value, weight, attractiveness, and quality of editing and publishing factors were taken as important factors for textbook evaluation in the articles written by Daoud and Celce-Murcia (1979) and Madsen and Bowen (1978).
Under the term of practical considerations the research examines the appropriateness of the level to the students’ background knowledge, the price, availability of the textbook and so on. So, practical considerations are to be one of the criterions for textbook evaluation because as the research says the textbooks should be attractive, durable, and appropriate for the level and average age of the learners, should be obtained easily and the price also should be affordable for the learners.

**Design as a Criterion in Textbook Evaluation**

Ellis and Ellis (1987) claim that today a great many people are educated to be critical about the transmission of information through a display of text, artwork and photographs and this can be applied to classroom textbooks. According to the authors, design sets the scene and good design signals clearly what is going on and there is no need to ask, “what is it all about?”. Good design draws attention and it has an effective motivation on the reader to go on reading. The design should clarify what is being asked of the reader by indicating the amount of importance of different issues within the text and the relationship between them. Ellis and Ellis (1987) point to the implications of design criteria to EFL textbooks like this:

- At a glance recognition of what is happening on the page so that the learner and teacher are both fully aware of theme, purpose and intended result.
- Clear information paths which help the learner and teacher to understand the relationships between the texts, exercises, artwork and photographs so that they know where to go/what to look at next.
- Accessibility to target groups ensuring that both the learner and teacher feel that they can relate happily to the material on the page.
- Encouraging both the learner and teacher to feel motivated to use the information, which the design is helping to transmit. (p. 91)
Ellis and Ellis (1987) suggest three main design criteria: relevance, accessibility and cohesion. In order to examine the relevance factor the authors pay attention to the following: signposts, audience, colour and mimesis. The writers claim that a headline, chapter, or unit heading carry out a number of purposes such as to attract interest in the reader and to summarise what is to be expected. Placement and design of the headline is of great importance in attracting attention to it, through size and colour. Sub-headlines are also important as a device for skimming. The relevance of artwork and photographs to the theme plays a similar important role in textbook design.

When the issue is about the relevance to audience the following questions should be asked:

- Does the book contain sufficient variety of design to interest the learner?
- Is the use of cartoons and photographs at the right level for the learner?
- Is the density and variety of text at the right level for the learner? (p. 93)

According to the authors, specific questions can point out some of the problems encountered when seeing colour in the textbook such as whether it is necessary, how it frames the text, whether the colour is accidental or complements and brings out a particular theme or topic.

Ellis and Ellis (1987) state that some textbooks make it very difficult to choose them because they are inaccessible for one or another reason either to the learner or teacher or both. An accessible textbook should have a clear reading path, possess obvious quality of production both in text presentation and layout and use of visual support and will be both learner and teacher friendly. To determine the accessibility of the textbook the following set of questions should be asked:
1) Is the teacher interested in this topic?
2) Does the layout help the teacher find your way round the page?
3) Is there a logical movement from one page to another?
4) Does the page tell the teacher what language work he or she is doing?
5) Is the teacher motivated to pick up this book and look through it?

Finally, the cohesion criteria argues that various components of the book should hold together, visually, in terms of accessibility, and there should be a uniformity of page allocation to units. Different length in units can make the learners feel confused. Typographical and design conventions adopted within the book should be used consistently.

The Tasks and Activities as Criteria in Textbook Evaluation

The task and activities in the materials are very important in textbooks. Ur (1996) states that the topics and tasks should be both interesting and various so as to provide for different levels, learning styles, and interests. The importance of good explanations and practice exercises for pronunciation and vocabulary, fluency and accuracy practices in all four skills - listening, reading, writing, and speaking were emphasised by Breen and Candlin (1987), Dougill (1987), Grant (1987), and Ur (1996).

Breen and Candlin (1987) designed a long list of questions for textbook evaluation criteria, which consists of two phases. In the first phase of the criteria they ask a set of questions which investigate the tasks and activities very closely by asking questions about the nature and appropriateness of them to the context they are explored. They claim that the tasks and activities should be analysed in terms of learners’ needs and interests. So, what they suggest is to discover the learners’ criteria on the procedures for working tasks and activities in the classroom for good
textbooks. For this purpose, they ask students questions which cover the learners’ preferences on tasks and activities and their reasons for choosing them. In phase two, the authors suggest some questions for the choice and use of materials in ways which are sensitive to classroom language learning and teaching. This phase examines the textbooks in terms of their appropriateness to learners’ needs and interests and the learners’ approaches towards language learning.

In evaluating materials retrospectively, Ellis (1997) suggests conducting a micro-evaluation of tasks through collecting information, analysing the information, reaching conclusions and making recommendations and writing a report. According to the article, “materials have traditionally been evaluated predictively using checklists and questionnaires to determine their suitability for use in particular teaching contexts” (p. 41), but what it strongly emphasises is ‘micro-evaluation of a task’ which, according to the author has certain advantages for the learning/teaching process, because this kind of evaluation can display to what extent a task works for a particular group of learners and reveal weaknesses in the implementations. Tasks are described according to their objectives, the input they provide, terms, procedures and the designated outcomes of the tasks.

Wajnryb (1992) proposes some useful recommendations on task design and evaluation which looks at the background, task objective and procedure. The procedure makes decisions on tasks, before the lesson, during the lesson through observing both the teacher and the learners, and after the lesson. This evaluation criterion gives an opportunity to the teachers to test the tasks in use and then to come up with conclusions.
So, the tasks and activities in the textbook should be appropriate, interesting, and motivating to the learners’ level and needs and interests.

Content as a Criterion in Textbook Evaluation

Harmer (1983) states that it is necessary to analyse what topics are included in the course and whether they match the students’ personalities, backgrounds and needs, if the content is relevant to the students’ needs, whether it is realistic, whether it is interesting for the students and whether there is sufficient variety to sustain motivation.

Hutchinson and Waters (1987) investigate the content in terms of subjective and objective analysis. According to their criteria, the content of the textbook should be analysed in terms of type(s) of linguistic description, language points that the materials cover, the proportion of work on each skill, whether there is skills-integrated work, micro-skills, texts, the subject-matter area(s), assumed level of knowledge, and types of topics, treatment of the topics, the way the content is organised and sequenced both throughout the book and within the units. The content factor should be treated as one of the main factors in textbook evaluation as it analyses the textbook both objectively and subjectively.

The content was also taken as a main factor in textbook evaluation in the criteria suggested by Madsen and Bowen (1978). They examine the content in view of functional load, rate and manner of entry and re-entry, and appropriateness of contexts and situations. By functional load, the authors mean the problems which can be created by the extent to which certain difficult and complex words and structures are essential to the manipulation of the language or to its minimal use in communication. They claim that the complex structures, or patterns, which are hard
to explain, should be presented as formulas to be learned without explanation and similarly, the introduction of vocabulary must conform to the requirements of functional load. According to the authors “suitable entry involves economy and timing” and “the concept of economy also applies to re-entry, once a word or structure has been introduced, it should continue to play an active role” (p. 227).

Grant (1987) also points out the importance of content in view of teacher’s overall impressions of the contents. He thinks that the teacher’s impression on content should be favourable.

Breen and Candlin (1987) also suggest discovering the learners’ criteria for good textbooks on the aims and content of language learning through asking them questions.

**Language Skills as a Criterion in Textbook Evaluation**

Rivas (1999) has investigated two recent ELT coursebooks for the intermediate level and above, *Blueprint Intermediate and Upper-Intermediate* and *Headway Intermediate, Workbook Intermediate and Upper-Intermediate* to find out that ways the coursebooks reflect theories on foreign language reading in their treatment of the reading skill. The author speaks about the interactive reading model and the three-phase approach in practice, pre-reading phase, while-reading phase and post-reading phase and the integration of reading with the other skills during these processes. As to the results the first book offers the greatest number of activities that contribute to the development of reading integrated with the other language skills, while the books *Headway Intermediate and Upper-Intermediate* offer few activities to integrate reading and writing, *Workbook Intermediate and Upper-Intermediate* offer few opportunities for the integration of reading with writing and listening.
Lally (1998) did similar research on two other recent coursebooks in order to investigate the treatment of writing skills, the number of communicative activities versus mechanical drills, and the existence of forced-choice exercises in the textbooks. However, the author doesn’t mention the names of the textbooks she examined she gives a general overview. Two textbooks took an in-depth process-oriented approach to L2 writing, while two other texts ignored this important skill entirely, two other texts devoted nearly half of all exercises to communication and whereas one textbook contained as many as 42% forced-choice exercises another had as few as 10%.

So, as the research indicate the balance of language skills in the textbook accordingly to learners’ needs, interests, and their purpose of learning language should be carefully considered.

Harmer (1983) and Dubin and Olshtain (1986) emphasise the language skills in the textbook evaluation and claim that it is very important to find out whether the right skills and appropriate practice of the skills are included and whether the balance between the different skills is appropriate for the group and whether the skills are introduced in a way that is integrated.

McDonough and Shaw (1993) investigate language skills in the internal evaluation criteria for textbooks, as follows:

1) The presentation of the skills: whether all language skills are covered, in what proportion, and whether this proportion is appropriate to the context, whether the skills are treated discretely or in an integrated way and for tasks and activities which investigate the presentation of the skills, grading and sequencing.
2) Where reading/discourse’ skills are involved, is there much in the way of appropriate text beyond the sentence.
3) Where listening skills are involved, are recordings ‘authentic’ or artificial? .
4) Do speaking materials incorporate what the teachers know about the nature of real interaction or are artificial dialogues offered instead? (pp. 75-76)

The sufficient coverage of language skills through tasks and activities is very important in the textbooks. Skills exercises should improve appropriate language skills. The balance between different language skill exercises and activities should be appropriate to learners’ level. Besides integrated skill exercises could be more useful for the learners as students can find some individual skill exercises not very interesting, even boring. So, the textbooks should provide a lot of emphasis on presentation of language skills in the units.

Culture as a Criterion in Textbook Evaluation

In some of the evaluation criteria, textbooks are evaluated in terms of cultural appropriateness. Language learners are supposed to gain some cultural knowledge about the target language as “cultural awareness must … be viewed both as enabling language proficiency and as being the outcome of reflection on language proficiency” (Kramsch, 1993, p. 8). But the degree of cultural knowledge of the learners connects with their purpose of learning language. “If the text is designed for an area where English is taught as a second language for use as a medium of instruction, the learner is likely to need and want considerably less of the target culture. Rather, the content will be more appropriate for him if it is developed from a contrastive analysis of the two cultures and gives considerable weight to his native culture” (Madsen and Bowen, 1978, pp. 228-229). The content of the textbooks should be evaluated in terms of both pedagogical and cultural appropriateness, where the content should be suitable for learners’ age, level, background and interests.
Some researchers think that the textbook should not be judged on the basis of its containing 'unwarranted cultural bias', rather it should be judged on the degree of 'cultural biasness' it presents (Demirkan-Jones, 1999). Brosh (1997) investigated both the explicit and implicit socio-cultural messages conveyed by language textbooks. The subjects were twelve Arabic textbooks currently used in junior high schools in Hebrew educational system in Israel. The results indicate that these messages provide a partial, ethnocentric, subjective, simplistic and unbalanced presentation of Arab society, which doesn’t reflect the new reality in the Middle East in the era of peace nor the contemporary Arab culture”. As the textbook is the main source of outsider’s culture it should reflect the main characteristics of the society.

Sheldon (1995) states that the learner difference factor plays a great role in learning cultural knowledge by saying that “cultural content can be motivating and informative to those learners who believe that language and culture are intertwined, while to others it may be irrelevant or even ‘imperialistic’” (p. 350).

McDonough and Shaw (1993) consider one of the main concerns for the program designers is finding out whether the teachers make any cultural adaptations with the textbooks, by “altering culture-bound topics, instead of using those in the textbook” (p. 33).

Alptekin (1993) finds the issue of culture very problematic by claiming that “the ‘fit’, or consistency, between the culture-specific aspects of cognition and the native language undergoes a substantial degree of conflict when one begins to learn a foreign language” (p. 137). According to him there are two types of knowledge, systematic and schematic used in expressing and interpreting meanings, where systematic knowledge deals with the formal properties of language, embracing its
syntactic and semantic aspects, and schematic knowledge is socially acquired. As the EFL learners mainly trust their already established schematic knowledge when developing new systematic knowledge, “foreign language teaching materials which make use of target-culture elements to present the systemic data are likely to interfere with this natural tendency” and he further continues his argument by saying that “such teaching materials are detrimental to foreign language learning” (p. 136).

Alderson (1985) suggests examining the teacher’s guide in terms of cultural content, too which should contain factors relating to the content of the materials; assumptions about shared culture in lesson content, and the teacher’s ability to deal with this ambiguity, and assumptions about the shared culture in teaching methodology and the teacher’s ability and willingness to deal with incompleteness.

So, the selection and evaluation of a textbook in terms of cultural aspect needs a careful consideration of the textbooks by the teachers. The textbook should contain target culture characteristics but in this respect it shouldn’t ignore the learners’ native culture characteristics, either.

Guidance as a Criterion in Textbook Evaluation

The supporting resources can be the next criterion for textbook evaluation. Supporting resources should be provided not only for teachers but also for students. They should provide clear explanations of how the material can be used to its maximum advantage through a teacher’s guide, student’s book and workbook.

The role of teacher’s guide is of crucial importance for teachers, especially for less experienced teachers to achieve a good standard of teaching, through provision of information about language, guidance on teaching procedures and a
rationale for the course (Cunningsworth and Kusel, 1991). According to these authors, the teacher’s guide carries out the following functions:

1) It provides a statement of the general purpose of the teaching material and gives descriptions of the linguistic and/or methodological rationale.
2) It encourages the development of teaching skills generally, going beyond the specific skills needed to utilise the class material.
3) It assists the teacher in understanding the structure of the course material and the contribution of each lesson or unit to the overall course.
4) It provides guidance in the practical use of the material.
5) It provides linguistic and cultural information necessary for the effective use of the material in class (p. 129).

In the evaluation process, Cunningsworth and Kusel (1991) make a distinction between global appraisal and detailed evaluation. The global appraisal approach focuses on the underlying approach of teacher’s guide and the broad assumptions they make such as interpreting the general principles on which the material based. In this attempt, the teacher’s guide doesn’t consider the practical purpose of advising the teacher on how to deal with a particular unit or to administer an activity within a unit. Global appraisal examines the teacher’s book in terms of information about language and language learning they provide and developing teacher’s awareness of theory. The detailed evaluation investigates the teacher’s guide in terms of objectives and content, cultural loading, procedural guidance, advice about the unpredictable, correction and testing, motivation, presentation and use and lesson evaluation.

Gearing (1999) also gives reasons for evaluating the teacher’s guide such as helping teachers on their selection of textbooks with teacher’s guide, making them aware of the content of the textbook, helping them to make more effective use of it and so on. The author asks questions whether the teacher’s guide provides a guide to
lesson planning, implementation and evaluation, whether it provides information about ways of teacher development and whether it supplies technical points about the teacher’s guide.

Conclusion

The role of textbook is of great importance in teaching. Textbooks should be very carefully selected and evaluated for a particular group of learners, since they cannot cater equally to the needs and interests of every classroom environment. The teacher makes decisions about where the textbook works, where it leaves off, and he or she should be able to judge its strengths and weaknesses (Williams, 1983). The research suggests different criteria for evaluating the textbook, drawn from the scholars’ statements. The research states that the textbooks should be evaluated from outside, as the research suggests external evaluation (McDonough and Shaw, 1993), and initial evaluation (Grant, 1987). In the external evaluation the researchers examine the cover, layout, attractiveness, of the textbook, its price, availability, editing quality, durability, and the inclusion of supporting resources of the textbook.

The design of the textbook was taken as another important factor to be evaluated in the textbook. The research claims that the design should clarify what is being asked of the reader by indicating the amount of importance of different issues within the text and the relationship between them. Ellis and Ellis (1987) think that a headline, chapter, or unit heading fulfil a number of purposes, so the placement and design of the headline are very important as a device for skimming.

The tasks and activities are treated as one of the most necessary and essential factors in the textbook by many scholars. Ellis (1997) proposes “a micro-evaluation of a task” (p.37), which can reveal to what extent the task, fits for a particular group
of learners. The activities should be sufficient, various, interesting and appropriate to the learner level, needs and interests. They should also improve the use of language skills, too.

Another criterion suggested by the literature is the content of the textbook. According to the scholars, the contexts and situations should be appropriate to learner interests and needs, and should also be evaluated in terms of both pedagogical and cultural appropriateness, where the content is supposed to be suitable for learners’ age, level, background knowledge and interests. According to Alptekin (1993) and Sheldon (1995), the cultural content should be motivating and informative for the learners.

Language skills are very important for language learning setting. The textbooks should cover sufficient and various activities and tasks on all language skills, which are appropriate to the learners’, needs and interests. The activities and tasks should improve appropriate language skills.

The textbooks are supposed to be accompanied with the supporting resources like the workbook, student’s book and teacher’s book, which are helpful for both teachers and learners. The teacher’s book guides and instructs the teachers, especially the inexperienced teachers, in teaching more effectively; the workbook provides additional practice for the learners and the student’s book provides the learners with concrete materials, such as regular exercises.

The research suggests considering these factors while selecting and evaluating the textbook for a particular group of learners as the language teaching setting differs in terms of these factors.
CHAPTER 3: METHODOLOGY

Introduction

The study investigated the criteria the teachers at the language learning centre TOMER at Ankara University use for evaluating teaching materials, and whether the evaluation criteria used by the teachers differed in terms of their age, gender, length and types of the teachers’ ELT experience, and whether the criteria used by the teachers matched the scholars’ statements about suitable textbook evaluation criteria.

Participants

The participants in the research were the teachers at TOMER who were teaching all level students. TOMER was founded to teach Turkish language to foreigners who came to Turkey. Later the purpose of the centre was expanded to teach English to local Turkish people, people who come to Turkey from post Soviet countries who don’t know English and Turkish very well, and people who come from the Eastern countries. TOMER has continued to expand and now it has many branches both in Turkey and abroad. Now many languages are being taught in this centre, including English, Turkish, Arabic, German, French, Italian, Spanish, and Persian. The centre conducts mainly intensive language learning courses of 1, 2, 3 or more months. The age of the learners ranges from 7 to 60. People of different specialities take English courses for the whole year.

The teaching staff changes very quickly at TOMER. The demand for unplanned services in the middle of the year requires administrators to hire more teachers. Teachers often leave their jobs at TOMER, sometimes because of the low salary.
At the time of this research there were 88 English teachers in TOMER and 46 of them participated in this study. Thirty-one participants were female, 15 were males. Thirty-two participants out of 46 were between 23 and 29 years old, 14 were between 30 and 37. There was no one below 23 and no one over 37. Because of the rapid turnover, the teaching staff is mainly young teachers. The age range was divided into two groups; 1) 23-29, 2) 30-over. The first group consists of 69.6% of the people and the second group consists of 30.4% of the participants. This division is very important because the study is looking for differences or similarities between the criteria suggested by two different age groups.

According to their ELT experience the teachers were divided into three groups. The length of ELT experience differed very much, there were 9 people with 0-2 years experience, 22 people with 3-5 years experience, 10 people with 6-8 years experience, 2 people with 9-11 years and finally, 2 with 12-over years experience. As it would be very difficult to analyse this variable according to such heterogeneous groups I combined all the teachers with more than 5 years experience in one group and treated as a homogeneous group. The first group included teachers who had between 0-2 years experiences. They were 9 teachers and this group consists of 19.6% of the group. The second group included the teachers who were between 3-5 years experiences. They were 22 teachers and this group consists of 47.8% of the group. Actually it is the largest group amongst the others. The third group involved 14 people, which consists of 30.4% of the group. Only one participant didn’t answer this question and it consists of 2.2% of the group.

The research examines the types of the ELT experiences as the fourth variable in the research. The teachers’ ELT experiences were divided again into two
groups, University experience versus non-university experience. The teachers’ experiences might be different depending on the types of place they are working. The learners are different their needs and interests are different and the materials they using may be different. University students are more conscious about the life, their purposes of learning English, their preferences about the teaching style, teaching materials than the learners at higher or secondary schools and accordingly, the teachers attitudes may be different. Thirty-seven teachers out of 46 have got university experience, which means 80.4% of the group. Nine teachers out of 46 have got non-university experience, which means 19.6% of the group. As it is obvious the number of university experienced teachers is nearly twice more than the number of non-university experienced teachers. So the study investigates whether this difference influences the teachers’ textbook evaluation criteria.

Instruments and Materials

In this research two questionnaires were used in order to obtain both qualitative and quantitative data. The questionnaires were in English as all the participants are EFL teachers. Both questionnaires collected demographic information about the participants in the first section. The aim of the first questionnaire was to find out the teachers’ evaluation criteria. The second questionnaire is Likert type questions and consists of 47 questions. The second questionnaire explored how the teachers use the criteria drawn from the literature. The questionnaires were piloted with 11 MA TEFL students and two instructors and were revised according to the feedback. The questionnaires are included as Appendices A and B.
Questionnaires

The questionnaires collected data on teachers’ evaluation criteria and their use of textbook evaluation criteria suggested through the literature. Their evaluation criteria focused on one textbook they were using recently. But the book was just a controlling variable for the research study in order to analyse the issues put forth in the study. The textbook *Headway* is just an instrument for revealing the teachers perceptions about the textbooks.

Questionnaire 1

The categories in the first questionnaire were derived from an items pool formed by searching the literature related to this study. The first questionnaire consists of eight open-ended questions that focus on the textbooks *Headway*. The questionnaires discovered the textbook evaluation criteria that the teachers use for the textbook *Headway*. As the teachers in TOMER teach all levels through the textbooks *Headway*, they have given their responses on overall evaluation of the textbook. Because of this reason the teachers haven’t evaluated only one level. These questions aim to discover the textbook evaluation criteria of the teachers in these categories: *physical appearance, organisation, content, activities/tasks, workbook, student’s book, teacher’s book and other comments.*

Questionnaire 2

There are 47 Likert scale questions in the second questionnaire. In order to develop the instrument, the literature concerning the evaluation of textbooks/coursebooks was reviewed. All the items given in the sources were brought together, considered and first of all, some common items which are in accord with the items suggested in the literature were selected. Some of them were
developed, because this research intends to find out the differences and similarities between the scholars’ statements about suitable textbook evaluation and the teachers’ textbook evaluation criteria the items which closely related to the scholars’ statements about the textbook evaluation were included in the questionnaire. The questionnaire developed for this research consists of five sections. The names and the functions of the sub-titles are explained as follows:

1. General information: These questions (I-VI) gather necessary demographic information about the teachers: age, sex, and length and types of their ELT experience. This part also finds out the level the teachers are teaching and the level they are evaluating.

2. Physical appearance: These questions (1-9) gather practical information about the physical characteristics of the textbook such as, its appearance, weight, the quality of the paper, the illustrations given in the textbook.

3. Content: These questions (10-13) gather information about the content of the each unit, the coverage of the skills, and the introduction of target culture in the units.

4. Activities: These questions (14-29) gather information about the suitability, adequacy, sufficiency and usefulness of the activities and the appropriateness of the activities in terms of the identified skills in the textbook.

5. Supporting resources: These questions (30-43) gather information about the suitability, and usefulness of the supporting resources such as students’ book, workbook and teacher’s guide.
6. Comments: These questions (44-47) gather data on the teachers’ opinions about the possible changes, additions, and other comments on the teaching materials they are using now.

Data Collection Procedure

Data were collected between May 20 and June 5, 2001. Before administering the questionnaires to the teachers in TOMER, permission was gained through an official letter from the director of MA TEFL program to the head of TOMER. Seventy-five questionnaires were distributed among the teachers in the Kizilay section, the Tunali section and the Prep school section of TOMER. The two questionnaires were distributed serially. Only 46 questionnaire from each questionnaire returned.

Data Analysis

Both qualitative and quantitative analyses were used to investigate the questions. The qualitative analysis was used to examine the data obtained through open-ended questions and quantitative analysis was used to analyse the Likert scale questions. The statistical analyses were carried out using SPSS software program. In order to obtain the percentages of the responses given to each question and comments by each teacher and to analyse the frequency of total item scores of each teacher, frequency analysis was conducted. Chi-square was used to analyse the correlations between the variables and the questions.
CHAPTER 4: DATA ANALYSES

Introduction

This chapter analyses the data obtained from the teachers in TOMER. The research firstly defines the teachers’ textbook evaluation criteria through investigating what factors they say that they take into consideration or emphasise while evaluating the textbook they are using, then it examines the items in terms of variables like age, sex, length and types of ELT experiences. The main instruments for the research were two questionnaires. In the first questionnaire the teachers gave appropriate comments for one question under another question. For example writing and listening skills were given in the physical appearance section. To maintain accuracy, no matter where comments were given, they are tabulated and discussed under the relevant question. The data obtained from the first questionnaire will be presented in the following order.

The Results of the First Questionnaire

Practical considerations

The first question asked whether the teachers evaluate the practical considerations of the textbook and in case of positive answer the teachers were asked to answer how they evaluate it. Below Table 1 presents the results of the questions.

Table 1.
Evaluations and comment responses on physical appearance

<table>
<thead>
<tr>
<th>Q1</th>
<th>Evaluation</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>N</td>
<td>34</td>
<td>12</td>
</tr>
<tr>
<td>%</td>
<td>72.7</td>
<td>27.3</td>
</tr>
</tbody>
</table>

Note. N = number
As Table 1 shows more than half of the teachers responded positively and 27.3% of them responded negatively. Nearly half of the participants (45.7%) answered positively and gave their comments on the second part of the question while 13 people responded positively but without comments on the how part of the question.

The following specific features were mentioned by the teachers for evaluating the physical appearance of the textbook such as drawings (5), cartoons (7), photographs (6), pictures (6), colours (5), printing (4), topics and texts (4), layout (3), and price (3). In some comments not only one but also some specific features were mentioned. The role of the illustrations was highly emphasised in the textbooks by the teachers by saying that, “drawings are amusing”, “the photographs support the learners to understand the texts”, “cartoons are attractive”, and “lively and colourful”. The teachers highlight the importance of integration between types of illustrations by stating that “there is a harmony between the colours and pictures.

The typeface was found another criteria for physical appearance of the textbook. According to the teachers “the typeface of the textbook should be clear in the textbook”.

The attractiveness was also found important for the practical considerations of the textbook. There are opinions that the physical appearance should be “nice” and “impressive”, and “the colours should be chosen appropriately”.

The price was also mentioned as a factor for evaluating physical values of the textbook. The teachers claim that “the price shouldn’t be expensive” and “it should be affordable for the learners”.

So the teachers evaluate the illustrations, layout, typeface, topics and texts and price for the practical considerations. They claim that the physical appearance of the textbook should be “attractive” and “appropriate to the learners’ level and interest”.

**Organisation**

The second question finds out the ways the teachers evaluate the organisation of the textbook. Table 2 shows the frequencies and percentages of the responses.

Table 2. Evaluations and comment responses on organisation

<table>
<thead>
<tr>
<th>Q2</th>
<th>Evaluation</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>N</td>
<td>36</td>
<td>10</td>
</tr>
<tr>
<td>%</td>
<td>78.3</td>
<td>21.7</td>
</tr>
</tbody>
</table>

As is seen from Table 2, more than half of the participants evaluate the organisation of the textbook, only 21.7% of the participants answered negatively. 11.3% of the people answered positively but gave no comments on the how part of the question. Thirty teachers (67.0%), answered positively and gave their comments on the second part of the question, too.

The data obtained on the second question present the factors, which the teachers considered important in the organisation of the textbook. They are presentation of topics (7), grammar (17), skills (8), culture (2), activities/tasks (5), consistency (2), development (2), and distribution (2), number (10), and length (7) of the tasks and topics, and their appropriateness (4) to the level of the learners.

The participants emphasised the way of presenting the organisation of the textbook by saying, “it is ok”, “good”, “easy to follow”, “well organised” and they claim that the organisation of the textbook should be appropriate to the level of the
students, the units shouldn’t be overloaded. The teachers claim that the organisation of the textbook shouldn’t be “overloaded”, “boring”, and “complex”.

The teachers pay more attention to the presentation of grammar than any other factors in the organisation. According to them the grammar exercises are not sufficient for the level of the learners besides “introduction of some grammar is a bit early for some grades”. The consistency, “harmony between subjects”, “from easy to difficult” and the existence of all types of exercises were mentioned by the teachers. There is a claim that the book should be “well organised”, “grammar guidance”, “grammar-oriented exercises” should be sufficient and meet the learner and teacher requirements. According to the teachers, the design of the textbook is one of the factors that the textbook should present “in a very satisfactory and consistent way”. However the design of the textbook Headway for pre-intermediate level was found “good” and “reader friendly” but “it gets boring in the upper levels”.

As to the opinions of the teachers the topics need to be in a good order and the skills to be introduced in an effective way. For example, one of the teachers says that Present Continuous tense is given after Past tense, and it would be better if it was given just after Simple Present tense. In a textbook reading, writing, grammar, speaking activities are important. They state that “the students are confused with the grammar in some units” and “the listening patterns are too long”. They justify it by saying that “particularly, in pre-intermediate and intermediate levels the sequence of the grammar topics not well-organised”, “some grammar points are missing”, “grammar must be from easy to difficult, in a good order”.

The teachers think that the organisation of the textbook should present topics, grammar skills, culture, and tasks/activities in an appropriate and consistent way.
The number and length of tasks/activities and topics should be sufficient and interesting to the learners. The sequence of grammar items should be distributed “from easy to difficult”. The organisation must be attractive and appropriate to the learners’ level.

Content

The third question reveals the teachers’ ways of evaluating the content of the textbook.

Table 3.
Evaluations and comment responses on content

<table>
<thead>
<tr>
<th>Q3</th>
<th>Evaluation</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>N</td>
<td>32</td>
<td>14</td>
</tr>
<tr>
<td>%</td>
<td>69.6</td>
<td>30.4</td>
</tr>
</tbody>
</table>

More than half of the participants responded the third question positively while 30.4% of the population responded negatively. More than half of the population who gave positive responses (55.4%) answered positively and gave their comments on the second part of the question.

In this section the teachers mainly emphasise that the content of the textbook should be interesting (10), and motivating (7) by saying that “the students get motivated when they are curious about things in the textbook”. The content was taken as a main factor in the textbook evaluation and according to some teachers it is “better” (5) and “more contemporary” (8) in New Headway, and therefore is more attractive.

The teachers evaluate the content according to the sequence (10) and consistency (7) of the given grammar structures and the content of the topics. There
is also a claim that “there is some complexity, which makes the book a magazine-like textbook and the student and even the teacher are all drowned until the subject is understood”. The teachers state that the content shouldn’t be overloaded with “unnecessary” and “too detailed information”. It should include more speaking activities with real life issues. For some other teachers the grammar points are good and detailed, listening sections are attractive and most of the readings and listenings are from real life and the teachers who state this are satisfied with the content of the textbook. The topics should be more universal and appropriate to the learners’ needs and interests because according to the teachers’ opinions, “if the content is interesting it encourages the learners to read everything” besides the content should be “rich” and “suitable for the needs of Turkish students”. The teachers justify their statements through saying that “it is quite nice” and “it appeals to all taste”, “topics are interesting but sometimes they make up silly/nonsense stories which just aim to use the new grammar/structure topic but fails to grasp the students’ interest in sense of theme, topic”.

The teachers emphasise the importance of more vocabulary exercises, more grammar points, more phrasal verb and word building exercises in the textbook. For the content the teachers highly emphasised the sequence and consistency between units and subsections within units, complexity and appropriateness of the topics to the level and interests of the learners, and especially, the topics should be motivating and encouraging for the teachers. From the teachers’ responses it becomes obvious that the teachers’ main interests and concern fall into grammar section.

**Tasks and activities**

The fourth question examines the ways the teachers evaluate the tasks and
activities in the textbook. Table 4 introduces the results of item 3.

Table 4.

Evaluations and comment responses on tasks and activities

<table>
<thead>
<tr>
<th>Q4</th>
<th>Evaluation</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>N</td>
<td>36</td>
<td>10</td>
</tr>
<tr>
<td>%</td>
<td>78.3</td>
<td>21.7</td>
</tr>
</tbody>
</table>

More than half of the participants (78.3%) evaluate the tasks and activities in the textbook and gave positive answers while 21.7% of them gave no responses. 63.0% of the participants gave yes answers and comments on how part of the question. According to the responses, the teachers gave, there are both positive and negative statements about the tasks and activities. The teachers highly emphasise the role of tasks and activities in “motivating” (7) and “encouraging (5) students in language learning process”, and according to them the tasks and activities should be “interesting” (5), “challenging” (4), and “appropriate (9) to the students’ needs, interests and levels that to draw their attention”. The variety of the tasks and activities should be “sufficient” (15), too. According to four teachers’ opinions the tasks and activities are the “learners’ favourites” when they are closely connected with “real life issues”. Good activities and tasks make “the teachers become creative about more activities and tasks”. Reading and listening activities are considered “useful” for the students. The highest frequency falls into grammar activities, which was considered the most important among the other activities and teachers claim that the number of the grammar activities is to be sufficient as they use extra grammar exercises from other grammar textbooks. As to the teachers “most of the students’ success” depend on the “types of the activities and tasks” (8). For speaking activities
the role of “dialogues”, “group work”, “comments and discussions” was paid attention. The teachers state that “the content of the activities should be funny and enjoyable so students aren’t bored”. In some places “reading passages are not so suitable, “they are very idiomatic with too much colloquial English”. For example, “phrasal verb usage is exaggerated for the sake of teaching everyday English”. Passages can be selected more among “scientific/documentary subjects”. Some teachers just omit some uninteresting activities/tasks. As they say “most of our students’ success depend on the type of activities/tasks”. According to the teachers, the tasks and activities are of a kind which makes the students “active” in the class and “focus them to cooperate”, “jig-saws”, “peer-activities” as students like taking part in activities, but these activities should not be “complex”.

The importance of the tasks and activities for language learners was emphasised by the teachers because they support the learners to understand the language in a better way, to practice the acquired knowledge through all language skills. Interesting and real life activities are of a motivating effect on the learners. The number and variety of tasks and activities were considered necessary in evaluating tasks and activities. But the grammar activities were mentioned more frequently than other types of activities. As to the teachers’ statements, they rely on their teacher beliefs about teaching so, they omit, add, and use extra materials where necessary.

Supporting resources

Workbook

The fifth question investigates the teachers’ attitudes toward the workbook, its advantages and disadvantages.
Table 5.
Evaluations and comment responses on workbook

<table>
<thead>
<tr>
<th>Q5</th>
<th>Evaluation</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>No</td>
<td>Total</td>
</tr>
<tr>
<td>N</td>
<td>44</td>
<td>2</td>
</tr>
<tr>
<td>%</td>
<td>95.7</td>
<td>4.3</td>
</tr>
</tbody>
</table>

Most of the teachers (95.7%) gave yes answers, only 4.3% of the population gave no answers. Most of the teachers (84.8%) of the teachers responded affirmatively and gave their responds on the how part of the question. The teachers have both positive and negative ideas about the workbook they are using.

According to the teachers’ opinions, the workbook they are using provides “more exercises on grammar” (18), and writing (15) which the students like to do with great pleasure. Besides the teachers find the workbook “useful and necessary because of the extra materials” (10), which “consolidate” (5) and “improve the learners’ understanding, practicing and using the language” (8). The workbook provides students with “variety of exercises” (12) which support the students understand and learn the patterns in detail as to the teachers, “the more exercises you do, the better you learn”. It also gives opportunities to the students “to practice vocabulary” (11), learn the language by him/herself, as according to the teachers’ opinion, it supplies with “regular exercises”. On the other side, the participants think that the workbook enables to solve the problems arising from different types of grammar rules, as the workbook provides exercises on some grammar points that don’t appear in the main book. The workbook makes the teacher become sure whether the students understand the subjects or not according to their doing extra
materials and the students work independently, as well. Another opinion is that it is a good way for revising and testing students’ grammar knowledge. So they state that the workbook is useful not only for using, practicing and comprehending grammar but also testing and revising grammar, because the workbook provides recycling exercises.

There are also negative opinions about the workbook, which say that the workbook contains less grammar, vocabulary exercises that are necessary for language learning. These negative ideas are given by six teachers who didn’t only criticise the workbook but firstly, spoke about the advantages of the workbook and then marked the lacking parts in the workbook. There are three teachers who use extra grammar and vocabulary exercises from Azar, and English grammar in use. But on the other hand, they claim that there are too many exercises and topics and to teach them takes much time and at the end it becomes “really boring”. One of the teachers marks the importance of giving grammar spot or grammar summary at the end of the book. There are also some views about the content of the exercises in the workbook, which the teachers claim that in the elementary and pre-intermediate levels the exercises are good enough but in the upper levels they seem to be repetitive and monotonous.

The responses indicate that the teachers’ main concern is grammar in the textbook and workbook. Everywhere they mention insufficient number of grammar exercises, which means that grammar is the most important for both learners and teachers. This may result from two factors. Firstly, the role of English in education, as most of the learners study English to pass different types of exams in order to enter different Universities or to occupy posts and the content of these exams bases, mainly on grammar items. The second reason may be connected with the teachers’
knowledge of grammar, which is considered much better than any other skills. Because of this reason the workbook was highly emphasised.

Student’s Book

The sixth question examines the teacher’s way of using the student’s book and its advantages and disadvantages for them. The results of the item are presented in Table 6.

Table 6.
Evaluations and comment responses on student’s book

<table>
<thead>
<tr>
<th>Q6</th>
<th>Evaluation</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Frequency</td>
<td>44</td>
<td>2</td>
</tr>
<tr>
<td>Percent</td>
<td>95.7</td>
<td>4.3</td>
</tr>
</tbody>
</table>

As Table 6 shows, 95.7% of the people gave yes answers to the question and only 4.3% of the teachers gave negative answers. Most of the teachers (78.3%) answered positively, and gave their comments on how part of the question.

The student’s book was found as important as the workbook was. There is a strong claim that ‘without the student’s book the courses would be really boring’. The student’s book is “a concrete stuff” for the learners. It is useful (20), because “it is consistent about all language materials”. The workbook also provides the students with “integrated skill exercises” (11). The content introduces the students sufficient information about the target culture (7) “which is reflected throughout the book”. Students can get acquainted with the native sentence structure which are given in the pieces of target literature and it can introduce them the way native people live.

Photographs and drawings (2) in the student’s book are also helpful because they help the students understand the texts well. The student’s book contains the
grammar reference part and the list of irregular verb (7), which is very necessary for the students. There is also a claim about the student’s book as “a syllabus” (6) for the teachers.

The role of the students’ book was emphasised in learning English, in different cultures, especially for Turkish learners, according to the teachers’ judgements, “when they see the examples or the written text material before them, they feel that they are safe”. “The grammatical patterns” presented in context have “a motivating effect on the students” (4) and the book can guide the students, through working in the classroom and outside classroom. Another point is that the book helps the learners visually (4), “they can picture the events in their minds”.

The teachers think that the student’s book make the students become “dependent” (5) on the student’s book. The teachers also mentioned that the student’s book should have sufficient number of activities on all language skills, especially, on grammar (13) and vocabulary (8). Some of them use extra exercises for grammar and vocabulary from other books.

As a result the student’s book was found important for language teaching and learning instruction, as it guides both the teachers and the learners. It is “a concrete stuff” for the learners, it helps them visually to understand the lesson. It provides a variety of listening, speaking, writing, reading, grammar tasks, and activities that are of crucial importance for learners and teachers. According to the teachers, the student’s book should provide sufficient number and variety of exercises. But there are also negative views about the student’s book, which doesn’t lessen the importance of the book, but gives directions for improving the student’s book.
Teacher’s Guide

The seventh question asks the teachers about the ways they evaluate the teacher’s guide. Table 7 presents the results of item 7.

Table 7. Evaluations and comment responses on teacher’s guide

<table>
<thead>
<tr>
<th>Q7</th>
<th>Evaluation</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>N</td>
<td>41</td>
<td>3</td>
</tr>
<tr>
<td>%</td>
<td>89.1</td>
<td>6.5</td>
</tr>
</tbody>
</table>

The teachers are very active in the questions concerning the supporting resources. As it is seen from Table 14, majority of the teachers (89.1%) gave their answers to this item. Most of the teachers (24) find the teacher’s book very helpful, as it guides them to teach grammar, to do activities, helps the teachers reach their teaching goals, through teaching better. The teacher’s book contributes the teachers “to plan their lessons”, gives instructions (19) “to use the student’s book effectively”. The teacher’s book provides “new”, “bright ideas about teaching”, as it introduces some alternative teaching methods (15), some possible problems, which can arise, and “some colloquial usages of vocabulary”. For some of the teachers, it shows “the correct way of teaching”, “it gives details of the subject, also shows some possible mistakes that can be made by the learners” and it suggests “many ways of doing activities in classroom”. There is an opinion which says that “it enlightens the teacher about the grammar, general knowledge, discussion topics, as sometimes teachers can’t decide on the right choice” and teacher’s book is the right book needed by the teacher. Besides its role in giving background information about the poets, writers, situations and “extra ideas on cultural contexts which can’t be found in the
dictionaries”. The teacher’s book makes sure the teachers of having “sound knowledge about the language”. With the help of the teacher’s book the teachers know how to be “consistent” (11) in their teaching because it shows “which steps to be taken within a unit”. Some teachers (12) think that teacher’s book is more helpful for inexperienced teachers. There are also points that teacher’s book helps the teacher save time (9), and it provides progress test, which is very useful for measuring the students’ performances.

Teacher’s book was found a very important guidance book (27) for the teachers. It “instructs”, “gives advice, directions”, “extra exercises”, “settle necessary problems, which can arise”, “makes the teachers feel confident, sure of themselves” and of their teaching instructions. Besides, it saves time, provides many additional activities for the learners.

Comments

Most of the teachers didn’t give responses to item 8, which examines the comments of the teachers if there are any about the evaluating the textbook.

Table 8.

<table>
<thead>
<tr>
<th>Comment responses on textbook evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q8</td>
</tr>
<tr>
<td>-----</td>
</tr>
<tr>
<td>Valid Yes</td>
</tr>
<tr>
<td>Missing System</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

Only 28.3% of the participants gave answers on the comment part of the question. The teachers, who gave comments, think that textbooks should contain more expressions (3), vocabulary (5) and information about the target culture (4), different cultures, countries (2). One of the teachers says that there should be more
drama/role play sessions to make the syllabus more student-centred, there was an also opinion that the textbook should be a textbook not only for the learners but for the teachers, too as ‘it is good to teach and to learn’. The reading passages should be selected for the level of the learners, grammar items should be clear. The length of the passages should be appropriate in order to motivate the learners.

Demographic Variables

As this research says, the textbook evaluation criteria suggested by the teachers can vary in terms of sex, age, length and types of experience of the teachers.

Sex

The criteria suggested by the teachers don’t vary very much in terms of sex in all questions and comments but in the second question.

Items 1, 3, 5, 6, 7 didn’t show any significant difference in the responses given by males and females about the physical appearance, content, activities/tasks and supporting resources of the textbook. In the fourth question there seems to be a nearly significant result. In the second question there is a significant difference in the answers given by males and females.

Table 9

<table>
<thead>
<tr>
<th>SEX</th>
<th>Yes</th>
<th>%</th>
<th>No</th>
<th>%</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>8</td>
<td>55.8</td>
<td>6</td>
<td>44.2</td>
<td>14</td>
<td>100</td>
</tr>
<tr>
<td>Female</td>
<td>28</td>
<td>87.5</td>
<td>4</td>
<td>12.5</td>
<td>32</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>36</td>
<td>77.8</td>
<td>10</td>
<td>22.2</td>
<td>46</td>
<td>100</td>
</tr>
</tbody>
</table>

Chi-square value = 6.058  df = 1  p < .014

As is seen from the table, overwhelming majority of females showed willingness to respond the item while majority of males has given ‘yes’ answers.

Both males and females have positive and negative opinions about the organisation
of the textbook. But females responded to the question more positively than the males did. Only 12.5% of the females gave negative answers, in comparison with the answers of the males which contains 44.2% of the male participants if we consider that the number of females is three times more than the number of males this difference in answers is large. So according to the findings, females are more likely to evaluate the organisation of the textbook than the males. Female participants have broader comments than the males. Male participants were satisfied with one or, three of them just with two sentences whereas 23 female participants out of 28 (here were considered the female participants who gave ‘yes’ answers) gave their comments through two sentences or, even a paragraph in nine questionnaires. It may result from the women’s inclination toward taking more insights into sequence in the organisation than males. However there are differences between the content of the comments given by males and females. Only female participants mentioned that the units are overloaded and sometimes there is no time left to teach them. On the contrary, male participants claim that the number of grammar exercises is not sufficient in the textbook. All male participants complained of the insufficiency of the grammar exercises, while few female participants mentioned this factor. Most of females are satisfied with the order of the tasks and activities are introduced in the textbook. Some of the female teachers mark that it is “easy and convenient” for them to teach the book, but no male teachers emphasised this factor.

A difference between the male and female answers to the fourth question, which asks whether the teachers evaluate the tasks and activities in the textbook seem to be close to significance in chi-square. But the difference is observed only in ‘yes’-‘no’ answers not in comments, on the how part of the question. In this question
male participants are more likely to be interested in the evaluating tasks and activities than the female participants. Nearly all the male participants (94.3%) gave positive answers, only one of them gave a negative response. More than half of the female teachers (71.9%) gave ‘yes’ responses to the question, but 28.1% of them gave ‘no’ responses. So, both female and male participants take interest in evaluating the tasks and activities in the textbook. But the percentage in the female responses is more than in the male responses.

So, the sex factor shows difference in the evaluation of the textbook. The female participants seem to be more concerned with the organisation of the textbook than the male participants.

**Types of ELT Experience**

This study also claims that the teachers can evaluate the textbook differently depending on the types of their ELT experience, university versus non-university. The research findings show that there is a significant difference in the comments given to the first question, which considers the physical appearance of the textbook, by the teachers with different types of ELT experiences. There are only thirty-four participants who answered the how part of the question. Twenty-eight people out of 34 gave their comments on the second part of the question. It is very interesting that the teachers who have university experience have expressed much more interest in evaluating the physical experience of the textbook they are using, because years’ experience consolidated teachers’ beliefs and understanding.

There are two types of experiences, which the research examines as a variable, university versus non-university. The research claims that the teachers with different types of ELT experience can evaluate the textbook differently.
Table 10.

Evaluations of physical appearance by types of ELT experience

<table>
<thead>
<tr>
<th></th>
<th>No</th>
<th>Yes</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uni. exp.</td>
<td>13</td>
<td>15</td>
<td>28</td>
</tr>
<tr>
<td>Non-uni. Exp.</td>
<td>6</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>Total</td>
<td>13</td>
<td>21</td>
<td>34</td>
</tr>
</tbody>
</table>

Chi-square value = 4.510 $df = 1$ $p < .034$

All twenty eight subjects with university experiences, evaluate the physical appearance of the textbook but 13 participants out of 28 were just satisfied with the ‘yes’ answers, the remaining 15 participants wrote their comments. Only six teachers with non-university experiences responded to the question. The university experienced teachers mention mainly colours, pictures, photographs, cartoons, and drawings and state that there is “a harmony between the colours and pictures” which support the students to understand the texts better. They have also indicated the typeface and the price of the textbook but the teachers with non-university experiences haven’t mentioned the typeface and the price. Three non-university experienced participants out of six claim very strongly that the physical appearance is not important to pay attention. One of them says that she likes the colourful pictures very much, whereas the university experienced teachers note that their students like these colours, picture, the artwork presented in the textbook. So, the university experienced teachers take into consideration their students’ opinions about the physical appearance of the textbook, too where the non-university experienced teachers rely on only their own feelings and ideas by saying that “I like it” or “I am not interested in the physical appearance of the textbook”. At the same time the former ones examine the pictures and colours in terms of harmony between them.
So, types of ELT experience seem to have an influence on the teachers’ textbook evaluation criteria.

The results of the research show that while evaluating the textbook the teachers examine the physical appearance of the textbook through which they mean the artwork: cartoons, pictures, colours, price, layout, illustrations, print, type face, and design of the textbook. They consider content, tasks and activities and the supporting resources as main important factors in the textbook evaluation.

The instructor sex and types of ELT experience have an effect on their perception of the textbook in the first questionnaire.

The Results of the Second Questionnaire

The second questionnaire consists of six sections, demographic information, physical appearance, content, activities, supporting resources, and comments. The questionnaire is a five-point scale: Strongly Agree, Agree, Uncertain, Disagree, and Strongly Disagree. Options were grouped by assigning 1 for Agree and Strongly Agree, 2 for Uncertain, and 3 for Disagree and Strongly Disagree. The study gave demographic information about the participants who took part in the first questionnaire. However, the population for two questionnaires was different, the demographic information for the second questionnaire is presented in Table 11.

Table 11

Frequencies and percentages of items in terms of variables, age, sex, length and types of experience

<table>
<thead>
<tr>
<th>Sex</th>
<th>Age</th>
<th>Length of exp.</th>
<th>Types of exp.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Female</td>
<td>Age 22-29</td>
<td>Length of exp.</td>
</tr>
<tr>
<td>N</td>
<td>30</td>
<td>16</td>
<td>32</td>
</tr>
<tr>
<td>%</td>
<td>65.2</td>
<td>34.8</td>
<td>69.6</td>
</tr>
</tbody>
</table>
As Table 1 shows, the number of female participants is nearly twice the number of male participants as there were 30 females and 16 males. Thirty-two teachers were at the age of between 22-29, and only 14 were over 30. So the group is relatively young. The number of instructors with experience of 3-5 years is more than of 0-2, or 6-over. Those teachers are half of the participants. The research focuses on the teachers’ using the textbook evaluation criteria, which was designed according to the scholars’ statements and the variation which happened in their using the criteria in terms of age, sex, length and types of experiences. The discussion that follows is in the order of the highest number of items with a significant difference among teachers to fewest: 1. Length of ELT experience factor; 2. Sex factor; 3. Types of ELT experience factor; 4. Age factor. Each variable was analysed through the sections of the questionnaire.

**Length of experience factor**

A close examination indicates that the highest frequency of differences was observed in the responses given by the teachers with different length of ELT experience. The highest degree of frequency was found in responses to item 14, which states that the units in the textbook include a sufficient number of activities.

**Tasks and activities**

The length of ELT experience shows significant differences in the section of tasks and activities. The results of item 14 are given in Table 12.
Table 12.

**Evaluations of sufficiency of tasks/activities by length of ELT experience**

<table>
<thead>
<tr>
<th>Length</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-2</td>
<td>4</td>
<td>50.0%</td>
<td>4</td>
<td>50.0%</td>
</tr>
<tr>
<td>3-5</td>
<td>9</td>
<td>39.1%</td>
<td>9</td>
<td>39.1%</td>
</tr>
<tr>
<td>6-over</td>
<td>13</td>
<td>92.9%</td>
<td>1</td>
<td>7.1%</td>
</tr>
<tr>
<td>Total</td>
<td>26</td>
<td>57.8%</td>
<td>9</td>
<td>20.0%</td>
</tr>
</tbody>
</table>

Chi-square value = 17.271 df = 4 p < .002

As Table 12 shows, most of the instructors with 6-over years experiences (92.9%) agreed on the item, while the proportion of percentages (50.0%) was equally divided in the responses of the teachers with 0-2 years experience between agree and disagree options. The instructors with 3-5 years experience didn’t choose their preferences again but the percentages of the responses were equally divided between the options of agree and uncertain (39.1%). The instructors with 6-over years experience are more positive about the item or know how to evaluate the item than any other groups of the participants. The least percentage of the third group teachers disagreed that the units in the textbook include a sufficient number of activities. The longest experienced teacher, probably know better about the sufficiency of activities in the textbook than the other length of experienced teachers, as they have been using the textbook for a long time. Another possibility may be that as the least experienced teachers agreed and disagreed equally, and there is no uncertain option chosen by them, they know how to evaluate the item and they are full of innovations, but the activities are not sufficient for them, they may need more activities to realise their new ideas.
A significant difference was observed in the responses to item 15, which states that there is a variety of activities in the textbook. The consequences are given in Table 13.

Table 13

Evaluations of exercise variety by length of ELT experience

<table>
<thead>
<tr>
<th>Length</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-2</td>
<td>5</td>
<td>3</td>
<td>8</td>
<td>100%</td>
</tr>
<tr>
<td>3-5</td>
<td>14</td>
<td>5</td>
<td>4</td>
<td>23</td>
</tr>
<tr>
<td>6-over</td>
<td>14</td>
<td></td>
<td></td>
<td>14</td>
</tr>
<tr>
<td>Total</td>
<td>33</td>
<td>8</td>
<td>7</td>
<td>45</td>
</tr>
</tbody>
</table>

Chi-square = 11.460 df = 4 p < .022

In this case, all the teachers with 6-over years experiences agreed on the item while the instructors with 0-2 years experience agreed and a large number of teachers disagreed on the item and 21.7% of the instructors with 3-5 years experience were uncertain about the point. Here, two possible interpretations could be made. Either the longest experienced teachers are aware of the variety of the exercises and apply it to this item well or their teaching experience allows them to interact with the textbook and to evaluate it better than the other groups. The least and less experienced teachers approached the item nearly equally as in terms of percentages of agreement but vary in the other options, again 21.7% of the less experienced teachers were uncertain about the item which may indicate that they might not using all the activities, which were suggested in the textbook in the classes. Probably the high degree of significance happened because of uncertain and disagree options.

The item, which deals with appropriateness of speaking activities for improving speaking skills of the learners, showed a significant difference, too. The results are presented in Table 14.
Table 14.

Evaluations of speaking activities by length of ELT experience

<table>
<thead>
<tr>
<th>Length</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-2</td>
<td>1</td>
<td>12.5%</td>
<td>3</td>
<td>50.0%</td>
</tr>
<tr>
<td>3-5</td>
<td>16</td>
<td>69.6%</td>
<td>5</td>
<td>21.7%</td>
</tr>
<tr>
<td>6-over</td>
<td>5</td>
<td>35.7%</td>
<td>3</td>
<td>21.4%</td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
<td>48.9%</td>
<td>11</td>
<td>24.4%</td>
</tr>
</tbody>
</table>

Chi-square value = 11.149  df = 4  p < .025

Note: A – Agree, U – Uncertain, D – Disagree, Length – Length of ELT experience

The results of the chi-square test are significant but it is difficult to analyse this difference, as all three groups have a large percentage of responses for all options. In other words the percentages are spread all over the options. A higher percentage falls into the responses given by the instructors with 3-5 years experience, but the least experienced group were more negative than any other group, as half of the responses there belong to the disagree option. The percentage of uncertain responses by the least experienced teachers is higher than the uncertain of the other groups, which may indicate that they mayn’t use these activities appropriately to improve the speaking skills because of lack of speaking fluency. The second group is more positive which may say that they are happy using them but again five of them were uncertain which may mean that they mayn’t know how to use them. I think the complexity of these item results may be connected with the teachers’ speaking fluency. Some teachers may speak fluently the target language, the others not, which may cause this difference.

The item, which investigates the reflection of target culture characteristics in the activities, showed significant differences, too. The data obtained is given in Table 15.
This table presents interesting findings. In this table the percentage of the responses showing uncertainty is the highest for the instructors with least ELT experience. More than half of the instructors with both 3-5 and 6-over years experiences agreed that the activities reflect too strongly characteristics of the target language culture, while the number of agreement for least experienced teachers is only one. It may result from the lack of awareness on the part of the least experienced teachers of the target culture material in the textbooks, or its degree of being there, as the younger generation tend to be more likely European or American. Or they may be thinking only of the teaching process, just dealing with the classroom management as they are less experienced teachers, on the other hand without paying attention to what is reflected or not. The teachers’ unawareness about the target culture characteristics might be another basis for this outcome. The data suggest further research is necessary.

All these significant differences fall in the tasks and activities section. So, it becomes clear that the tasks and activities are perceived differently by the teachers depending on their length of ELT experiences.

Content

The instructors with different length of experience evaluate the content of the textbook differently. The results are given in Table 16.
Table 16

<table>
<thead>
<tr>
<th>Length</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-2</td>
<td>2</td>
<td>22.2%</td>
<td>4</td>
<td>44.4%</td>
</tr>
<tr>
<td>3-5</td>
<td>9</td>
<td>39.1%</td>
<td>9</td>
<td>39.1%</td>
</tr>
<tr>
<td>6-over</td>
<td>11</td>
<td>78.6%</td>
<td>3</td>
<td>21.4%</td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
<td>47.8%</td>
<td>16</td>
<td>34.8%</td>
</tr>
</tbody>
</table>

Chi-square value = 9.449 \( df = 4 \)  \( p < .05 \)

The instructors with 6-over years experience agreed that the topics of the units are interesting for the students, while nearly half of the instructors with 0-2 years experience were uncertain about the item, 39.1% percent of the teachers with 3-5 years experience agreed and the same percentage were uncertain on the item.

As is seen from Table 16, the difference is not quite significant but very close to significant and is worth considering. Similar differences were observed in other responses for the items in the content section. All the more experienced teachers seem to be more positive about the items in the content section than the least experienced teachers. The less experienced teachers may not have had as many opportunities in their teaching experiences to find out the students’ interests, resulting in the high percentage of uncertainty.

Supporting Resources

The teachers with different length of experiences perceived item 35 differently. The item states that the teacher’s book doesn’t leave much room for the teachers to prepare their own activities. The results are introduced in Table 17.
Table 17.

Evaluations of flexibility of teacher’s guide by length of ELT experience

<table>
<thead>
<tr>
<th>Length</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-2</td>
<td>6</td>
<td>75.0%</td>
<td>2</td>
<td>25.0%</td>
</tr>
<tr>
<td>3-5</td>
<td>9</td>
<td>37.5%</td>
<td>3</td>
<td>12.5%</td>
</tr>
<tr>
<td>6-over</td>
<td>5</td>
<td>35.7%</td>
<td>6</td>
<td>42.9%</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>43.5%</td>
<td>9</td>
<td>19.6%</td>
</tr>
</tbody>
</table>

Chi-square value = 10.607  df = 4  p < .031

The least experienced teachers mostly agreed on the item while there wasn’t high agreement by the more experienced teachers, even half of the 3-5 years experienced teachers disagreed on the item. I think, it is natural because the more experienced teachers have had sufficient ELT practice and experience to refer to in order to make their lessons more interesting and flexible in terms of learner needs and interests while the least experienced instructors are more likely to be dependent on the textbook and mayn’t be creative with or modify on either the ideas suggested in the teacher’s book or their own experience. The more experienced teachers are more enthusiastic about bringing extra activities in their classes, therefore they might be full of ideas about the extra activities and the remaining time might not be enough for them to prepare their own activities.

So, the findings show that the instructors’ length of ELT experience makes a difference in the instructors’ perceptions of the textbook. The results, especially the positiveness in the more experienced teachers’ perceptions, indicate that ELT experience is of crucial importance in textbook evaluation. The experience gained through years of teaching makes it possible for the teachers act more freely, be more independent. But the younger instructors are coming to the classroom just from the university classes and trying to introduce the theory gained through their education to practice. It is natural that their way of evaluating varies from those of with longer
experience. The instructors and administrators should be aware of the differences relating to different lengths of ELT experience while having teachers select and evaluate the textbook.

Sex Factor

The sex factor is the second most important factor in textbook evaluation for this research. Throughout the questionnaire significant differences resulting from sex differences were observed. The significant differences caused by sex factor fall mainly into the physical appearance section.

Physical Appearance

The members of opposite sexes perceived item 5 differently which examines the appropriateness of the illustrations to the students’ level. The results are given in Table 18.

Table 18

<table>
<thead>
<tr>
<th>Sex</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>9</td>
<td>56.3%</td>
<td>4</td>
<td>25.0%</td>
</tr>
<tr>
<td>Female</td>
<td>25</td>
<td>86.2%</td>
<td>1</td>
<td>3.4%</td>
</tr>
<tr>
<td></td>
<td>34</td>
<td>75.6%</td>
<td>5</td>
<td>11.1%</td>
</tr>
</tbody>
</table>

Chi-square value = 6.081 df = 2 p < .048

Most of the female participants (86.2%) agreed that the illustrations in the textbook are appropriate to the students’ level, while a good number of the male subjects were uncertain about the factor in spite of the fact that more than half agreed on the point. This supports the position that the male participants either don’t know how to evaluate the item or they just approach the physical appearance indifferently, considering them the least important factor in the textbook evaluation process. A similar case was observed in item 6, which examines the usefulness of the
illustrations for the learners. In responses to this item 70.0% of the female participants agreed on the item, while 43.8% of the male participants were uncertain about the item which again suggests that the male participants approach the physical appearance of the textbook differently from the female participants. The difference obtained for this item was close to significance at \( p = .133 \).

The similar result was also observed in item 8. Table 19 presents the results of the item.

| Table 19 |
| Evaluations of price suitability by sex |

<table>
<thead>
<tr>
<th>Sex</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>2</td>
<td>13.3%</td>
<td>10</td>
<td>66.7%</td>
</tr>
<tr>
<td>Female</td>
<td>8</td>
<td>26.7%</td>
<td>8</td>
<td>26.7%</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>22.2%</td>
<td>18</td>
<td>40.0%</td>
</tr>
</tbody>
</table>

Chi-square value = 6.682  \( df = 2 \)  \( p < .035 \)

As is seen in Table 19, more than half of male participants (66.7%) were uncertain about the appropriateness of the textbook price for the learners, where nearly half of the female participants disagreed with this point. A significant difference was also found in the responses to item 9 (\( p < .040 \)), where 60.0% of the female instructors agreed that the textbook is at an appropriate level for the students’ language background knowledge while again 43.8% of male instructors were uncertain about the item and only 50.0% of them agreed on the point. The results of items 8 and 9 may indicate that the male participants consider the price and level of difficulty of the textbook less important while evaluating the textbook. This can be supported through the results of the first questionnaire. Four male participants out of 14 don’t pay attention to the physical appearance, one of them claiming “I’m not interested in the physical appearance”.
Tasks and Activities

The degree of uncertainty for item 16, which focuses on whether the activities in the textbook are interesting for students, is larger for male participants than the female participants, again. The findings are presented in Table 20.

Table 20

<table>
<thead>
<tr>
<th>SEX</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>5</td>
<td>9</td>
<td>14</td>
<td>100%</td>
</tr>
<tr>
<td>Female</td>
<td>11</td>
<td>10</td>
<td>31</td>
<td>100%</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>19</td>
<td>45</td>
<td>100%</td>
</tr>
</tbody>
</table>

Chi-square value = 6.859  df = 2  p < .032

No male participants disagreed on the item, which must indicate to the fact that the male subjects take less notice of the students’ interests than the female subjects. Actually the degree of uncertainty for the item on overall evaluation is 40.0% (see Appendix C) which means that the teachers are not sure whether the activities are interesting for their students. The differences which were found may be related to the culture factor, where in Turkish culture the male subject are supposed to deal with more serious things than the female subjects. Besides the male participants may feel more authoritative than the female participants and may refer to their own opinions rather than the students’ opinions.

So, the teachers should be aware of the different uses of evacuative criteria, which may arise from the sex factor while selecting and evaluating the textbook.

Types of ELT Experiences

The next most frequently met variable was defined as the types of ELT experience, which were considered as university and non-university experiences in this study.
Physical Appearance

The teachers with different types of experience approached the physical appearance of the textbook differently in the responses given to item 4, which states that the layout of the textbook motivates the learners to perform the tasks easily. The results for item 4 are given in Table 21.

Table 21.

<table>
<thead>
<tr>
<th>TYPESEX</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Univers.</td>
<td>25</td>
<td>67.6%</td>
<td>10</td>
<td>27.0%</td>
</tr>
<tr>
<td>Non-univ.</td>
<td>5</td>
<td>55.6%</td>
<td>11</td>
<td>11.1%</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>65.2%</td>
<td>11</td>
<td>23.9%</td>
</tr>
</tbody>
</table>

Chi-square value = 6.122  df = 2  p < .047

The university experienced teachers agreed that the layout of the textbook motivates the students to perform the tasks, but there is a larger amount of uncertainty. The university experienced teachers may not deeply concerned about the layout of the textbook because they may be using different materials and be not dependent on the textbook and very often they might ask students to make copies of the materials they are using, while the non-university experienced teachers are more dependent on the textbook and they are interested the layout of the textbook.

It might be caused by the fact that the instructors consider their learners’ interests and needs, which are different depending their age, and types of school they are studying in. The layout may be less important for university students than the
school pupils. Such a difference was observed in the results obtained through the first questionnaire. Comment one investigates the teachers’ way of evaluating the physical appearance of the textbook (see Table 10). All the non-university experienced teachers gave their comments on the item which asks the way of the evaluating the textbook. Nearly half of the university experienced teachers gave both yes answers and made comments. So, the non-university experienced teachers were more positive about the physical appearance of the textbook than the university experienced teachers. The results may indicate that non-university experienced teachers are more concerned about the physical appearance of the textbook than the university experienced teachers, as they may be using only one textbook, or it may resulted from their previous experiences, if they had been teaching at a secondary school, where the children are more likely to pay attention to the physical appearance of the textbook.

Supporting Resources

The section of supporting resources was evaluated differently by the teachers with different types of experience. The most highly significant result was found in the responses for item 30, which states that the workbook is useful for the students for additional practice. The results are given in Table 22.

Table 22.

<table>
<thead>
<tr>
<th>TYPES</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Univer.</td>
<td>37</td>
<td></td>
<td>1</td>
<td>38</td>
</tr>
<tr>
<td>Non-uni</td>
<td>5</td>
<td>3</td>
<td>37.5%</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
<td>3</td>
<td>6.5%</td>
<td>46</td>
</tr>
</tbody>
</table>

Chi-square value = 15.341  df = 2  p < .000
Most of the university experienced instructors agreed that the workbook is useful for the students for additional practice, while there is a high percentage of uncertainty in the responses of non-university experienced teachers. As is shown in Table 22, the university experienced teachers don’t have any doubts on the usefulness of the workbook. It may result from using different types of materials, as the university experienced teachers might get accustomed to use various kinds of books like textbook, workbook, students’ book or, teacher’s book, while the non-university experienced teachers might not have had such variety of books. It may be the result of their being unable to use the workbook.

The similar case was found for item 37 focuses on transition from lesson to lesson. Table 23 presents the results of the item.

Table 23.

<table>
<thead>
<tr>
<th>TYPES</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Univer.</td>
<td>25</td>
<td>65,8%</td>
<td>13</td>
<td>34,2%</td>
</tr>
<tr>
<td>Non-univ.</td>
<td>6</td>
<td>75,0%</td>
<td>2</td>
<td>25,0%</td>
</tr>
<tr>
<td>Total</td>
<td>31</td>
<td>67,4%</td>
<td>13</td>
<td>28,3%</td>
</tr>
</tbody>
</table>

Chi-square value = 12.320  df = 2  p < .002

The non-university experienced teachers seem to be more positive about the suggestions which the textbook provide to help the teachers to review the previous lesson and to introduce a new one than the university experienced teachers. The university experienced teachers might be more flexible in terms of their learners’ age, interests, needs, level of proficiency than the non-university experienced teachers and they don’t tend to be dependent from the tasks and activities in the teacher’s book. They may also have more experience in maintaining continuity.
Another reason can be the university experienced teachers may find more supplementary materials for the classroom implication than the other teachers.

Content

The instructors of different ages seem to have different perceptions about the content of the textbook, while using the criteria suggested to them. The results of item 11 which investigates the topic interest, are given in Table 24.

Table 24.

<table>
<thead>
<tr>
<th>AGE</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>22-29</td>
<td>12</td>
<td>7.5%</td>
<td>12</td>
<td>37.5%</td>
</tr>
<tr>
<td>30-over</td>
<td>10</td>
<td>71.4%</td>
<td>4</td>
<td>28.6%</td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
<td>47.8%</td>
<td>16</td>
<td>34.8%</td>
</tr>
</tbody>
</table>

Chi-square value = 6.067  \( df = 2 \)  \( p < .048 \)

The instructors of 30-over years old were more positive about item 11, which states that the topics of the units are interesting for the students, than the younger teachers were. As is shown from Table 24 the older teachers seem to be happier about the item while they have a high percentage of uncertainty. But the percentage of uncertainty of the younger teachers is higher than the percentage of older teachers in addition 25.0% of the younger teachers disagreed on the point, while no older teachers chose the disagree option. Perhaps the younger teachers may not know content because they have been teaching the book for a short time, while the older teachers have been teaching for a long time, or the younger teachers are addressing different activities which they consider interesting. It is much more complicated situation because high percentages of uncertainty make very difficult to analyse the results. So, it needs further investigation to find out the reasons causing this.
Tasks and Activities

The older teachers perceived the existence of variety of activities in the units more positively than the younger teachers. The results are presented in Table 25.

Table 25.
Evaluations of exercise variety by age

<table>
<thead>
<tr>
<th>AGE</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>22-29</td>
<td>19</td>
<td>61.3%</td>
<td>5</td>
<td>22.6%</td>
</tr>
<tr>
<td>30-over</td>
<td>14</td>
<td>100.%</td>
<td>-</td>
<td>14</td>
</tr>
<tr>
<td>Total</td>
<td>33</td>
<td>73.3%</td>
<td>11.1%</td>
<td>15.6%</td>
</tr>
</tbody>
</table>

Chi-square value = 7.390 df = 2 p < .02

This result shows that some younger teachers are quite unaware of the content of the textbook as the older teachers mayn’t make mistakes about the variety of exercises, because they have applied to the activities more than the younger teachers. On the other hand, this may be a matter of inattentiveness or indifference toward either their own job or the process of responding the questionnaire. The similar situation was observed in the responses to item 16, which states that, the activities in the textbook are interesting for students. The results are given in Table 26.

Table 26.
Evaluations of exercise interest by age

<table>
<thead>
<tr>
<th>AGE</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>22-29</td>
<td>11</td>
<td>34,4%</td>
<td>10</td>
<td>31,3%</td>
</tr>
<tr>
<td>30-over</td>
<td>5</td>
<td>38,5%</td>
<td>8</td>
<td>61,5%</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>35,6%</td>
<td>19</td>
<td>42,2%</td>
</tr>
</tbody>
</table>

Chi-square value = 5.721 df = 2 p < .057

The older teachers demonstrated a higher percentage (61.5%) of uncertainty in their responses to item 16 than the younger ones which indicate that the older teachers are sure of variety of exercises but not of their being interesting to the learners. The difference found for this item is not significant but quite close to a significant number. However, the reasons for this difference may be different. The
responses are quite confusing. How can the teachers not know what their students like or what not, if they are teaching one textbook. They may be teaching but not caring what and whether the activities are in their students’ interests or not. I don’t know the reasons. Only it becomes obvious that different types of experienced teachers may approach the evaluation of tasks and activities differently.

Conclusion

The results of the first questionnaire show that the teachers take the physical appearance, organisation, content, tasks and activities, and supporting resources in the textbook as important factors to consider while the process of textbook evaluation process. They apply to the illustrations, layout, price, typeface, and attractiveness as criteria to evaluate the physical appearance of the textbook. The teachers evaluate the presentation of the topics, grammar, skills, target culture, tasks/activities, consistency, development, distribution, number, length of the tasks and topics, and their appropriateness to the learners’ level. The teachers claim that the content of the textbook should be interesting, motivating, rich, consistent, and suitable for the learners’ needs, and it should be appropriate to learners’ level and interest. Tasks and activities were considered to be motivating, interesting, encouraging, challenging, clear, useful, and appropriate for the learners’ interests, needs, and level of language knowledge. The teachers valued the workbook and the student’s book very highly. They emphasised the role of these supporting materials in providing extra exercises on language skills, especially on grammar, writing for the learners to practice and comprehend the materials well. The teacher’s guide was also found very important as it provides the teachers guidance for being consistent in
their teaching, instructions for using the student’s book more effectively. It gives information about target culture, as well.
CHAPTER 5: CONCLUSION

The main purpose of the study was to find out the criteria the teachers use to evaluate the textbook they are using, how the teachers use the textbook evaluation criteria suggested by the literature and whether the components of the criteria suggested by the teachers and suggested to the teachers through the literature vary in terms of sex, age, length and types of experience. Chi-square statistical analysis were used to analyse the association between the findings and the variables like age, sex, length and types of experiences.

1) The research question addressed in this study was what criteria the teachers use to evaluate a textbook in terms of physical appearance, organisation, content, tasks and activities, and supporting resources?

Physical appearance

The findings show that more than half of the teachers (72.7%) evaluate the physical appearance of the textbook they use and while evaluating the consider the illustration (cartoons, pictures, typeface, drawings), colours, layout, price factors. The teachers found the illustrations in the textbook attractive and supportive, and the writing clear for the learners to understand the lesson well. According to the instructors, the physical appearance of the textbook should be very nice and impressive, the price should be affordable. On the other hand, there were instructors who didn’t care for the physical appearance of the textbook, considering it a less important thing.

Organisation

The results show majority of the instructors evaluates the organisation of the textbook, and consider it as an important factor while evaluating the textbook. Only
21.7% don’t evaluate it. The participants who evaluate the organisation claim that the presentation of the topics, grammar, skills, culture, activities/tasks, and content, length, distribution and number of the topics, and texts, in the textbook should be consistent, sufficient and appropriate to the level of the learners.

Content

The instructors who evaluated the content considered it substantially in the process of evaluation, although nearly one third of the participants responded negatively. The instructors judged the content of the textbook in terms of its complexity, consistency, appropriateness to the learners’ needs and interests. They claimed that the content should be interesting and motivating because it should provide more vocabulary and grammar exercises and the number of the exercises should not frighten the learners, but on the contrary, motivate them.

Tasks and activities

The teachers find the tasks and activities as the students’ “favourites” and that is why they state that the teachers should do all to motivate them in order to improve the learning process. Mainly the daily life activities were highlighted, as the instructors state they have a motivating effect on the learners, especially when used in group work, pair work, dialogues, comments, and discussions where more students can get involved in. As to the instructors the activities should be fun, enjoyable, well-planned, and organised, clear, encouraging, appropriate to their level, and interests. In the tasks and activities section the non-university experienced teachers tend to be happier about the activities than the university experienced instructors. I guess it can be caused by the learner differences, as the university
students are more likely to be able to define their own interests and needs in terms of activities and tasks than the non-university learners.

Supporting resources

The teachers highlight the workbook because it provides more exercises on grammar, and extra materials, which consolidate and improve the learners’ understanding, practicing and using the language. They also emphasise that the workbook contains some grammar materials, which the main book lacks, and it also gives opportunities to the learners to review the material already studied and to the teacher to test the students’ knowledge, or progress through regular exercises and activities. The teachers also found the students’ book very valuable. They highly valued the presentation of integrated skill exercises, and the provision of sufficient information about the target culture, which they believe to be very essential in language learning. In addition, the instructors think that the workbook is “a concrete and regular stuff” for the learners. Its guiding characteristics for the learners were also mentioned. A good student’s book should contain interesting and motivating exercises and activities.

The teacher’s guide was estimated highly for the teachers by the teachers. They think that it is a good support for them to reach their teaching goals, because it gives good instructions for using the student’s book effectively, and introduces alternative teaching methods. The importance of the teacher’s book was particularly noted for inexperienced teachers. The book also provides extra and necessary cultural knowledge, and helps the teachers to be consistent in the teaching. Many of the teachers marked that they feel much confident, sure of themselves, because its guidance and also time-saving quality.
2. The next question asks, “Do the textbook evaluation criteria discovered in question one vary depending on the teachers’ age, sex, and length and types of ELT experiences”.

The results of the study show that the criteria discovered in the first questionnaire vary in terms of sex and types of ELT experience but not in terms of age and length of experience. The participants from opposite sexes perceived the organisation of the textbook differently. The female participants responded to the question more positively than the males did. It may be explained so that the females take more interest in the components of the organisation in the textbook than the males, as the females are more detail oriented. On the contrary, the males were more positive in responding to the question, which investigates the teachers’ way of evaluating of the tasks and activities in the textbook. So, the male participants seem to be more positive about the tasks and activities than the female participants. It may be explained so that the male participants pay more attention to the tasks and activities rather than to their sequence, and presentation in the textbook.

The differences were observed in the responses of the teachers with different types of ELT experience. The teachers with different types of experience perceived the physical appearance of the textbook differently. The teachers with non-university experience were more active to evaluate the physical appearance of the textbook while nearly half of the teachers with university experienced didn’t give any comments. It is known from the responses that the non-university teachers rely on their own opinions rather than their students’ while the university experienced teachers take into consideration their students’ opinions, too.
So, the teachers’ sex and types of ELT experience should be considered while selecting and evaluating textbooks.

3. The last question of the research asks, “Does the use of criteria suggested by the scholars vary depending on the teachers’ age, sex, and length and types of ELT experiences”.

The overall results show that the teachers with the longest experience tend to be more positive about the items than the other teachers. For example, the longest experienced instructors mostly agreed that the units in the textbook include a sufficient number of activities, while half of the least experienced instructors agreed and the other half disagreed on the item and the middle experienced instructors in an equal proportion agreed and were uncertain about it. The teachers with longest experience again fully agreed that there is a variety of activities in the textbook, while the other teachers agreed on the item just more than 50.0% and there is some degree of uncertainty expressed by the 3-5 years experienced teachers (21.7%). More than half of the more experienced teachers agreed the activities reflect too strongly cultural characteristics of the target language, while most of the least experienced teachers were uncertain on the item. Again 78.6% of the longest experienced teachers agreed that the topics of the units are interesting for the students, while quite big number of less experienced teachers stayed uncertain. It becomes difficult to explain these differences without any grounded reasons or alibi. There may be two versions of investigations here, firstly, the longer experienced teachers might have had more sufficient time, experience and practice to get to know the textbook than the less experienced teachers. So the less experienced teachers might not have had enough time to master everything the textbook presents, because
the high degree of uncertainty responded by them was observed in some questions. The second reason may be so that the less experienced teachers might have been inattentive during filling in the questionnaire. On the other hand the least experienced instructors were more positive about the item 35, which says that the teacher’s book doesn’t leave much room for the teacher to prepare their own activities than the more experienced teachers and there is a great percentage of uncertainty addressed by the longest experienced teachers. The observation and teaching experience allow me to state that the least experienced teachers may be very enthusiastic about their teaching instruction and want to do everything but the remaining time seem to be less for the other activities, and they may not consider every detail for the procedure, on the contrary, nearly half of the longest experienced teachers were uncertain, which becomes quite hard to explain. They might also have had sufficient experience and practice to refer to in order to make their lessons more flexible in terms of learner needs and interests.

The sex was the second frequently met variable. Some significant differences may predict that mostly female participants tend to be more positive on the items in the questionnaire than the male participants or the female participants are more attentive than the male participants, as they always show interest in integrating with people, in sharing, caring. It may be connected with the local culture, too as in the Turkish culture the content of the things or the character of the people is more important than their appearances especially by the male subjects because the male subjects have more choices than the female subjects. In the responses to item 16, 64.3% of the male subjects were uncertain that the activities are interesting or students. They might have disagreed if the activities aren’t interesting for the
learners, but to stay uncertain, might mean that they don’t know what they are teaching. So, the sex factor makes differences in textbook evaluation.

Types of ELT experience are also of importance in criteria for textbook evaluation. The study dealt with university and non-university experienced teachers who introduced different performances firstly, in terms of items 4, 5, and 6. The results indicate that the university experienced teachers are more uncertain about the item which says that the layout of the textbook motivates the students to perform tasks easily. The university experienced teachers may consider the physical appearance of the textbook a less important factor while the non-university experienced teachers may think it is important relying on their previous experience which may have been the secondary school experience where the physical appearance might have been an important factor to motivate the learners. Throughout the questionnaire the performances of the university experienced teachers vary less or more from those of non-university experienced teachers. In some questions these differences become more obvious than in others. A large percentage of non-university teachers were uncertain about the usefulness of the workbook for the students as additional practice (item 30), which seem to be strange. They might have used not various materials and focused only on one book. The non-university experienced teachers were happier about item 37, which states that the textbook provides suggestions to help the teacher to review the previous lesson and to introduce a new one, than the university experienced. The non-university experienced teachers might be dependent on the teacher’s book, as they are not familiar with the university situation well and therefore are not uncertain about the
item. So, types of ELT experiences make a difference in teachers’ perceptions of the textbook.

The next factor, which should be considered while evaluating the textbook, is the age factor. The differences in the teachers’ perceptions were observed in the sections of content and tasks and activities. More than half of the older teacher agreed on item 11, which says that, the topics in the units are interesting for the learners while the younger teachers’ responses were spread all over the options, proportioned nearly equally among them. The higher degree of uncertainty in responses caused the significant difference, which becomes very complicated to explain. The similar case was observed for item 15, which says that there is a variety of exercises in the textbook where the older teachers fully agreed on the item while the younger teachers gave various answers, including a fairly good number of uncertainty and disagreement which may indicate that the younger teachers are unaware of the content of the textbook.

While analysing the findings the study revealed that the teachers’ perceptions of the textbook could vary in terms of the variables of length and types of ELT experience, sex and age. The findings raise serious discussions around the variables, which is quite difficult to explain. All the discussions need further research to be done in this area in order to answer why questions caused in this research study.

Implications of the Study

According to the data and the findings obtained from the teachers’ responses at TOMER there is a need to consider physical appearance, content, tasks and activities of the textbook and supporting resources which should accompany it, while
selecting and evaluating the textbook for a particular situation, and the instructors’
length and types of ELT experience, sex and age factors should be considered.

Limitations of the Study

Since the study was conducted in one particular situation, at TOMER, the
results of the study can’t be generalised for all teaching situations or teachers. The
findings of the study could be applied to the language learning/teaching centre
TOMER. During the data collection process, the teachers didn’t seem to like to spend
their time on filling out the questionnaires, so the data are not completely reliable.
As the number of population for this research study is limited the generazibility of
the results is limited, too. Finally, the data was collected through two questionnaires.
But in further research an interview might be used to find answers to why questions.

Implications for further research

The research study revealed a variety of significant differences in the
teachers’ perceptions of textbooks and in their using the criteria, developed through
literature review, which resulted from the instructor length and types of ELT
experiences, sex and age factors. Throughout the data analysis I offered explanations
for the differences observed in the data, relying on my own ELT experience, but
these explanations are necessarily subjective and could be the results of any
particular experience. So, why the teachers perceived the criteria differently, why the
different ELT experiences caused differences, why different aged people treat the
evaluation process differently, why length of teaching experience is so important for
the evaluation a textbook raise many questions which only further research can
answer. For the further research, the textbook evaluation criteria should be done
focussing on an individual variable, either the length and types of ELT experience,
sex or age, as each of these factors showed significant difference each of them should be investigated individually.
REFERENCES


APPENDIX A

Questionnaire 1

Dear colleague, I am an MA TEFL student at Bilkent University. This questionnaire is designed to investigate your perceptions of the textbook *Headway*. Your cooperation would be much appreciated.

I look forward to receiving your replies. Thank you for your participation.

Shahla Garayeva

PART A. PLEASE COMPLETE THE FOLLOWING ITEMS AS APPROPRIATE

I. Sex: a) male  b) female

II. Age: ________________

III. Length of ELT experience ____________(in years)

IV. Types of ELT experience (check all that apply)
   a) At TOMER ________________(years)
   b) At Ankara University ______________(years)
   c) At some other University _____________(years)
   d) At a secondary school _______________(years)
   e) Elsewhere ______________(years)
   f) Total __________(years)

V. What level are you teaching _______________

PART B. Please read the following questions and write your comments about them. While answering the following questions if it is necessary you can use additional sheets of paper with the indication of the question number.

1. Do you evaluate the physical appearance of the textbook, you are using now?
   A) yes  B) no
   If yes, how do you evaluate the physical appearance of the textbook?

2. Do you evaluate the organisation of the textbook?
A) yes  B) no
If yes how do you evaluate the organisation of the textbook?

3. Do you evaluate the content of the textbook?
   A) yes  B) no
   If yes how do you evaluate the content of the textbook?

4. Do you evaluate the activities/tasks given in the textbook?
   A) yes  B) no
   If yes, how do you evaluate the activities/tasks in the textbook?

5. Do you think the workbook is necessary?
   A) yes  B) no
   If yes, what are the advantages of the workbook?
   If no, what are the disadvantages of the workbook?

6. Do you think the student’s book is important?
   A) yes  B) no
   If yes, what is good about the student’s book?
   If no, what is bad about the student’s book?

7. Do you think that the teacher’s book is helpful?
   A) yes  B) no
   If yes, what are the advantages of the teacher’s book?
   If no, what are the disadvantages of the teacher’s book?

8. What other things do/would you evaluate about the textbook?
APPENDIX B

Dear Colleagues,

The following questionnaire has been prepared to find out how teachers perceive the textbook for Elementary, Intermediate, and Advanced levels (HEADWAY) in TOMER as instructional materials.

You are asked to read each item in the questionnaire carefully and indicate your opinion with a scale of 5 by ticking the relevant column that ranges from “Strongly Agree to Strongly Disagree”. Please mark all the items and add your suggestions (if any) in the space provided at the end of the questionnaire. You are not required to write your name because the data collected is going to be used for research purposes.

THANK YOU FOR YOUR COOPERATION

Shahla Garayeva

Bilkent University,

MA TEFL program.

M.A. student
GENERAL INFORMATION

Check one of the following.
1. Sex:  a) male _______    b) female ______
2. Age: ___________________
3. Length of experience in ELT ________(years)
4. Types of experience in ELT (check all that apply)
a) at TOMER _______(years)
b) at Ankara University _________ (years)
c) at some other University _________(years)
d) at a secondary school _________(years)
e) elsewhere _________(years)
f) total ________(years)
5. What level(s) are you teaching? _____________________________
6. Choose the textbook evaluation for one level. Which level are you evaluating?

a) Elementary,
b) Pre-Intermediate,
c) Intermediate,
d) Upper-Intermediate,
e) Advanced,
f) Some other (please, specify) _____________________________
Questionnaire 2

I. PHYSICAL APPEARANCE AND ORGANISATION

Read each item and indicate your opinion with a scale of 5. Tick the relevant column which best reflect your opinion.

The answers are: a) Strongly Agree (SA), b) Agree (A), c) Uncertain (U), d) Disagree (SD), e) Strongly Disagree

<table>
<thead>
<tr>
<th>Items</th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The cover of the textbook is attractive.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The cover of the textbook is durable.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The weight of the textbook seems convenient</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>For the students to handle</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The layout of the textbook motivates the students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To perform the tasks</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. The illustrations in the textbook are appropriate to</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The students’ level</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. The illustrations in the textbook help students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>understand the lesson</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Main headings and subheadings in the textbook are well organised.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. The price of the textbook is appropriate for the students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. The textbook is at an appropriate level for the students’ language background knowledge</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

II. CONTENT

Each unit is in the same format

The topics of the units are interesting for the students.

The units in the textbook provide sufficient coverage
Of skills.
The units provide sufficient information about
Target language culture.
2. The units in the textbook include a sufficient number of activities.

3. The units in the textbook include a sufficient number of activities.

The activities in the textbook are interesting for students.

The reading activities in the textbook are appropriate for improving students’ reading skills.

The speaking activities in the textbook are appropriate for improving students’ speaking skills.

The writing activities in the textbook are appropriate for improving students’ writing skills.

The listening activities in the textbook are appropriate for improving students’ listening skills.

The number of reading activities in the textbook is sufficient.

The number of writing activities in the textbook is sufficient.

The number of listening activities in the textbook is sufficient.

The number of speaking activities in the textbook is sufficient.

The activities in the textbook are relevant to students’ interests.

The balance between different skill exercises and activities is appropriate to the course requirements.

The balance between different skill exercises and activities is appropriate to learners’ level.

The activities reflect too strongly cultural characteristics of the target language.

It is easy for the students to follow the activities presented in the textbook. (reading, listening etc.)
IV. Supporting resources

(Workbook, students’ book and teacher’s guide)

30. The workbook is useful for the students for additional practise.
31. The workbook provides a variety of exercises for the students.
32. The workbook provides a sufficient number of exercises.
33. The grammar reference and transcripts given in the students’ book are helpful for the learners.
34. The teacher’s book is easy to follow.
35. The teacher’s book doesn’t leave much room for the teacher to prepare their own activities.
36. The teacher’s book provides practical activities/ideas for the teacher to use in the class.
37. The teacher’s book provides suggestions to help the teacher to review the previous lesson and to introduce a new one.
38. The teacher’s book provides information for the teacher on special usages, idioms, proverbs given in the units.
39. The teacher’s book provides sufficient information on grammar to help the teacher explain grammatical patterns given in the units.
40. The teacher’s book provides practical suggestions for the teacher to teach phonetics.
41. The teacher’s book provides guidance to the teacher to introduce various types of written work.
42. The teacher’s book provides sufficient advise for the teacher on the use of aural and visual aids.
43. There is conformity between the aims stated in the teacher’s book and the activities in the textbook.
5. COMMENTS

44. What additional materials do you use in the classroom besides the textbook?

(check all that apply)

a) listening materials  
b) writing materials  
c) speaking materials  
d) reading materials  
e) grammar materials  
f) some other (please specify)

45. What changes would you like to make to the materials you are teaching now?

a) to have more authentic texts  
b) to have more grammar exercises  
c) to have more writing activities  
d) to have more reading activities  
e) to have more listening activities  
f) none except what the textbook and workbook suggest  
g) other, please specify

46. What is lacking in the textbook evaluation criteria suggested in this questionnaire? Please write your comments if there are any.

47. What other comments would you like to make about the teaching materials you are using now?
APPENDIX C

Percentages and frequencies of responses to Questionnaire 2

Frequencies and percentages of items in the Sub-title of Physical Appearance

<table>
<thead>
<tr>
<th>Physical appearance (Items of 1-9)</th>
<th>A</th>
<th>U</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The cover of the textbook is attractive</td>
<td>27 (58.7)</td>
<td>13 (28.3)</td>
<td>6 (13.0)</td>
</tr>
<tr>
<td>2. The cover of the textbook is durable</td>
<td>21 (45.7)</td>
<td>18 (39.1)</td>
<td>4 (8.7)</td>
</tr>
<tr>
<td>3. The weight of the textbook seems convenient for the students to handle.</td>
<td>36 (78.3)</td>
<td>4 (8.7)</td>
<td>6 (13.0)</td>
</tr>
<tr>
<td>4. The layout of the textbook motivates the students to perform the tasks</td>
<td>30 (65.2)</td>
<td>11 (23.9)</td>
<td>5 (10.9)</td>
</tr>
<tr>
<td>5. The illustrations in the textbook are appropriate to the students’ level.</td>
<td>34 (73.9)</td>
<td>5 (10.9)</td>
<td>6 (13.0)</td>
</tr>
<tr>
<td>6. The illustrations in the textbook help students understand the lesson.</td>
<td>29 (63.0)</td>
<td>13 (28.3)</td>
<td>4 (8.7)</td>
</tr>
<tr>
<td>7. Main headings and subheadings in the textbook are well organised.</td>
<td>36 (78.3)</td>
<td>6 (13.0)</td>
<td>3 (6.5)</td>
</tr>
<tr>
<td>8. The price of the textbook is appropriate for the students.</td>
<td>10 (21.7)</td>
<td>18 (39.1)</td>
<td>17 (37.0)</td>
</tr>
<tr>
<td>9. The textbook is at an appropriate level for students’ language background knowledge</td>
<td>26 (56.5)</td>
<td>11 (23.9)</td>
<td>9 (19.6)</td>
</tr>
<tr>
<td>CONTENT</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Each unit is in the same format.</td>
<td>35 (76.1)</td>
<td>10 (21.7)</td>
<td>1 (2.2)</td>
</tr>
<tr>
<td>11. The topics of the units are interesting for the students</td>
<td>22 (47.8)</td>
<td>16 (34.8)</td>
<td>8 (17.4)</td>
</tr>
<tr>
<td>12. The units in the textbook provide sufficient coverage of skills.</td>
<td>30 (65.2)</td>
<td>9 (19.6)</td>
<td>7 (15.2)</td>
</tr>
<tr>
<td>13. The units provide sufficient information about target language culture</td>
<td>33 (71.7)</td>
<td>9 (19.6)</td>
<td>4 (8.7)</td>
</tr>
<tr>
<td>Tasks and activities (items from 14 to 29)</td>
<td>A</td>
<td>U</td>
<td>D</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------------------------------</td>
<td>-------</td>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td>14. The units in the textbook include a sufficient number of activities.</td>
<td>26</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>15. There is a variety of activities in the Textbook. (e.g. reading, listening, etc.)</td>
<td>33</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>16. The activities in the textbook are interesting for students.</td>
<td>17</td>
<td>18</td>
<td>11</td>
</tr>
<tr>
<td>17. The reading activities in the textbook are appropriate for improving students’ reading skills.</td>
<td>21</td>
<td>13</td>
<td>11</td>
</tr>
<tr>
<td>18. The speaking activities in the textbook are appropriate for improving students’ speaking skills.</td>
<td>22</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>19. The writing activities in the textbook are appropriate for improving students’ writing skills.</td>
<td>20</td>
<td>14</td>
<td>11</td>
</tr>
<tr>
<td>20. The listening activities in the textbook are appropriate for improving students’ listening skills.</td>
<td>15</td>
<td>12</td>
<td>17</td>
</tr>
<tr>
<td>21. The number of reading activities in the textbook is sufficient.</td>
<td>31</td>
<td>9</td>
<td>5</td>
</tr>
<tr>
<td>22. The number of writing activities in the textbook is sufficient.</td>
<td>21</td>
<td>9</td>
<td>15</td>
</tr>
<tr>
<td>23. The number of listening activities in the textbook is sufficient.</td>
<td>20</td>
<td>16</td>
<td>9</td>
</tr>
<tr>
<td>24. The number of speaking activities in the textbook is sufficient.</td>
<td>18</td>
<td>9</td>
<td>18</td>
</tr>
<tr>
<td>25. The activities in the textbook are relevant to students’ interests.</td>
<td>16</td>
<td>20</td>
<td>9</td>
</tr>
<tr>
<td>26. The balance between different skill Exercises and activities is appropriate to the course requirements</td>
<td>21</td>
<td>21</td>
<td>3</td>
</tr>
<tr>
<td>27. The balance between different skill Exercises and activities is appropriate to learners’ level.</td>
<td>24</td>
<td>16</td>
<td>5</td>
</tr>
<tr>
<td>28. The activities reflect too strongly cultural characteristics of the target language.</td>
<td>22</td>
<td>18</td>
<td>5</td>
</tr>
<tr>
<td>29. It is easy for the students to follow the activities presented in the textbook. (reading, listening etc.)</td>
<td>23</td>
<td>13</td>
<td>9</td>
</tr>
<tr>
<td>Supporting resources (items: 30-43)</td>
<td>A</td>
<td>U</td>
<td>D</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>30. The workbook is useful for the students for additional practise.</td>
<td>42 91.3</td>
<td>3 6.5</td>
<td>1 2.2</td>
</tr>
<tr>
<td>31. The workbook provides a variety of exercises for the students.</td>
<td>41 89.1</td>
<td>1 2.2</td>
<td>4 8.7</td>
</tr>
<tr>
<td>32. The workbook provides a Sufficient number of exercises.</td>
<td>39 84.8</td>
<td>3 6.5</td>
<td>4 8.7</td>
</tr>
<tr>
<td>33. The grammar reference and transcripts given in the students’ book are helpful for the learners.</td>
<td>36 78.3</td>
<td>7 15.2</td>
<td>3 6.5</td>
</tr>
<tr>
<td>34. The teacher’s book is easy to follow.</td>
<td>37 80.4</td>
<td>5 10.9</td>
<td>4 8.7</td>
</tr>
<tr>
<td>35. The teacher’s book doesn’t leave much room for the teacher to prepare their own activities.</td>
<td>20 43.5</td>
<td>9 19.6</td>
<td>17 37.0</td>
</tr>
<tr>
<td>36. The teacher’s book provides practical activities/ideas for the teacher to use in the class.</td>
<td>26 56.5</td>
<td>13 28.3</td>
<td>7 15.2</td>
</tr>
<tr>
<td>37. The teacher’s book provides suggestions to help the teacher to review the previous lesson and to introduce a new one.</td>
<td>31 67.4</td>
<td>13 28.3</td>
<td>2 4.3</td>
</tr>
<tr>
<td>38. The teacher’s book provides information for the teacher on special usages, idioms, proverbs given in the units.</td>
<td>33 71.7</td>
<td>11 23.9</td>
<td>2 4.3</td>
</tr>
<tr>
<td>39. The teacher’s book provides sufficient Information on grammar to help teacher Explain grammatical patterns given in units</td>
<td>20 43.5</td>
<td>14 30.4</td>
<td>12 26.1</td>
</tr>
<tr>
<td>40. The teacher’s book provides practical suggestions for the teacher to teach phonetics.</td>
<td>16 34.8</td>
<td>13 28.3</td>
<td>17 37.0</td>
</tr>
<tr>
<td>41. The teacher’s book provides guidance to the teacher to introduce various types of written work.</td>
<td>15 32.6</td>
<td>20 43.5</td>
<td>11 23.9</td>
</tr>
<tr>
<td>42. The teacher’s book provides sufficient Advise for the teacher on the use of aural And visual aids.</td>
<td>20 43.5</td>
<td>12 26.1</td>
<td>14 30.4</td>
</tr>
<tr>
<td>43. There is conformity between the aims stated in the teacher’s book and the activities in the textbook.</td>
<td>29 63.0</td>
<td>12 26.1</td>
<td>5 10.9</td>
</tr>
</tbody>
</table>