T.C.
Marmara Üniversitesi
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THE EFFECTS OF COURSEBOOKS ON THE DEVELOPMENT OF PROFICIENCY LEVELS OF TURKISH LEARNERS OF ENGLISH

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KISA ÖZET

YABANCI DİL DERS KİTAPLARININ TÜRK ÖĞRENCİLERİN YABANCI DİL GELİŞİM DÜZEYLERİ ÜZERİNDEKİ ETKİSİ

Ferhat SARI

Bu çalışmada Milli Eğitim Bakanlığı tarafından liselerde okutulmak üzere tavsiye edilen ve bizzat Milli Eğitim Bakanlığı tarafından kurulmuş komisyonlar tarafından hazırlanan ders kitapları (*New Bridge to Success*) ve yabancı (Britanyalı) yayın evlerinin anadili İngilizce olan uzmanlara hazırlatmış olduğu ders kitaplarının (*Attain*) öğrencilerin yabancı dil gelişim düzeyleri üzerindeki etkileri incelenmektedir. Araştırmanın deneklerini 2005–2006 öğretim yılında İstanbul'da bulunan bir devlet lisesinde eğitim gören öğrenciler oluşturmaktadır. Çalışma sırasında önce denekleri oluşturan gruba yabancı dil ders kitapları hakkındaki fikirlerini öğrenmek üzere Cunningsworth,(1984); Ur,(1996); Jones, (1999); Harmer, (2001)'a araştırmacı tarafından adapte edilen bir anket uygulanmış ve daha sonra öğrencilerin çalışma öncesi yabancı dil bilgi seviyelerini ölçmeyi amaçlayan bir ön test uygulanmıştır. Daha sonra araştırmacı bir akademik dönem boyunca çalışmanın konusunu oluşturan iki değişik ders kitabını iki değişik sınıfta kullanarak İngilizce eğitimi vermiştir. Araştırmacı iki sınıfın da İngilizce öğretmeni olarak, bir sınıfta *New Bridge to Success*, diğer sınıfta ise *Attain* kitaplarını kullanmıştır. Dönem sonunda öğrencilere verilen bu eğitimin sonunda yabancı dil gelişim düzeylerini arttırıp arttırmadığını kontrol etmek üzere ikinci bir başarı testi verilmiştir. Tüm araştırma süreci boyunca öğrencilerin dersler ve kullanılan ders kitapları hakkındaki düşüncelerini gözlemlemek üzere öğrenci günlüklerine çalışmada yer verilmiştir. Öğrencilerin cevapladıkları anketler, kullanılan başarı testleri ve öğrenci günlükleri sonuçları SPSS 10,0 programı ve kalıp kodlama sistemi (Miles ve Huberman, 1994) kullanılarak değerlendirilmiş ve yorumlanmıştır. Yapılan değerlendirme çalışmanın başlangıcında aynı seviyede bulunan her iki grupta da çalışmanın sonunda yabancı dil gelişiminin olduğunu ve Britanyalı yayım evi tarafından hazırlanan *Attain* isimli

kitabın diğer kitaba (*New Bridge to Success*) oranla öğrencilerin öğrenmelerine daha çok katkıda bulunduğu gözlenmiştir.

ABSTRACT

The Effects of Coursebooks on the Development of Proficiency Levels of Turkish Learners of English

by

Ferhat SARI

This study aims to investigate and compare the effects of two foreign language education coursebooks. One is produced by a commission appointed by the Turkish Ministry of Education and the other book written by a native speaker expert hired by a foreign (British) publishing house on the development of proficiency levels of Turkish learners of English. The participants were students at the year nine classes of a state secondary school in the 2005-2006 educational year. Two classes were chosen to conduct the study. In one class, the Ministry Book (*New Bridge to Success*) was used, in the other class (*Attain*) which was published by a British publishing house was exploited by the researcher as the English teacher of two classes. Prior to the study, the participants were given a questionnaire in order to investigate their opinions about the foreign language education coursebooks and a questionnaire which was adapted from the questionnaires used by Cunningsworth, (1984); Ur, (1996); Jones, (1999); Harmer, (2001). Following the questionnaire, a pre- test aiming to find out proficiency levels of the participating students was applied. Following these procedures, two classes were taught English with two different coursebooks mentioned above. At the end of the term, the students were given post tests in order to see the effects of both coursebooks on proficiency levels of students in both groups. The students also kept diaries about the lessons they took and the coursebooks they used. The questionnaires answered by the participating learners and the tests applied were subjected to SPSS 10, 0 programme and pattern-coding

analysis system (Miles & Huberman, 1994). The results obtained from the analyses indicated that the progress of the experiment group was better than the progress of the control group. That is, their coursebook helped them during the Achievement test significantly more in comparison to the control group.

ABBREVIATIONS

ELT - English Language Teaching.
GTM - The Grammar Translation Method.
ALM - The Audio-Lingual Method.
CLL - The Community Language Learning.

I. INTRODUCTION

Foreign Language Instruction gives an important place to coursebooks in aiding both learners and teachers. Coursebooks are helpful in raising learners' awareness about the target language and target culture; they extend learners' general subject knowledge and learners' understanding of what is involved in language learning (Garayeva, 2001). According to Grant (1987) coursebooks aid learners and teachers by giving the content in a systematic way. By doing so, they provide the learners with the feeling of security and the learners see their progress up to that moment and can foresee what they need to cope with.

Background of the Study

Learning a foreign language has been an important accomplishment for people due to cultural or intercultural reasons starting from the earliest days of the history. Interaction of different cultures from the earliest eras depended on learning the languages and this has kept its significance so far.

From the Classical Method on, people learnt languages orally, aurally or in written forms using several means such as books, tablets and so on. Today coursebooks and other means of instruction make the act of learning a foreign language easier and they are available in vast amount in the field of Foreign Language Education. Every year, lots of new materials are available to be presented to the market and so that several institutions can adopt one from the myriad of coursebooks available, most of the time taking the interests, needs and cultural backgrounds of their learners into account. According to Nunan (1991) these materials are important elements of a curriculum as they are the most tangible and most visible aspect of it. Accordingly, prior to every educational year, teachers spend a vast amount of time for the selection of a proper coursebook meeting the needs of their learners. As indicated in a study conducted by Brady (1989), students generally see coursebooks as the most important part of their education because it is generally observed that a feeling of security in learners following a coursebook during their instruction is revealed. Accordingly, as stated in Nunan (1991) any faulty selection of these materials can lead to unexpected results in both the learners' and the teachers' lives. This situation

becomes more severe in foreign language education settings because that language is scarcely spoken outside the classroom and is rarely used in very limited instances. This situation, in most of the cases, leads to malformation of knowledge in learners and in extreme cases fossilization of those malformed structures tend to be abundant in the learners. This fact is revealed in a study conducted by Hartley (1978) (cited in Tillman and Glynn, 1987) concluding that many materials teach more successfully than many teachers and taking even little time than they do in formal settings provided that they are selected properly taking all characteristics of the learners into account.

This situation puts the responsibility on the shoulders of the teachers as they are the people who (1) must have competence in both their English and profession, and (2) have selected well written, up-to-date coursebooks to assist themselves and the learners. Ersöz (1990) indicates this fact as the following:

The teacher is one of the most important elements in language teaching. The success or failure of a course and/or coursebook greatly depends on the teacher. (p.50)

However, the coursebooks selected in most of the instructional settings do not prove to be efficient for the majority of the learners as they are not sufficiently researched or designed for the demands of the learners.

Purpose of the Study

The aim of this study is to examine the effect of two different kinds of coursebooks used with the year nine students in their success in English lessons. In this study two different coursebooks are used. One is produced by a native speaker expert from a foreign (British) publishing house and the other is prepared for the Turkish Ministry of Education by a commission composed of Turkish teachers of English for Turkish students.

Participants in this study comprised two randomly assigned classes of year 9 of a state secondary school. As instrument of measurement, a checklist adapted from Cunningsworth (1995) “Specifying Aims and Analyzing the Learning/Teaching Situation” was utilized. Besides this checklist, pre-tests and post-tests aiming at measuring the proficiency levels of the learners and student diaries were exploited as well.

In the first part of the study, the introduction section which deals with the background of the study, purpose of the study, research questions, research hypotheses, and definitions of the key terms, significance of the study and limitations of the study is presented. The second part of the study includes a review of the related literature which unites definition of the coursebook, the coursebook in the history of language teaching, coursebooks and learning and ELT history and coursebooks in ELT. Then, participants, instruments, data collection procedures and data analysis are presented in the method section. The fourth part of the study is reserved for the results of the current study. The fifth part of the thesis deals with the general discussion of the results and conclusions of the current study and in the last part of the study, instruments used in the current study and samples from student journals are presented.

Questions of the Study

The questions to be answered at the end of the study are as follows:

1. Is there a significant contribution of the books produced by a commission appointed by the Turkish Ministry of Education to the development of English Language proficiency levels of students in year nine?
2. Is there a significant contribution of the books produced by the foreign (British) publishing houses to the development of English proficiency levels of students in year nine?
3. Is there any reported difference between the proficiency levels of learners using the book produced by a commission appointed by the Turkish Ministry of Education and the proficiency levels of learners using the book produced by a foreign (British) publishing house?
4. Which coursebook proves to be more attractive for the learners in terms of content, design and visuals which make a coursebook more effective and interesting for the aimed audience keeping the pedagogical traits of them in mind?

Hypotheses

As there are numerous coursebooks produced by a large number of publishers with the help of different group of experts, no two coursebooks would prove the same

results on the success of the learners. Accordingly, the expected outcomes of this study will be as the following:

1. There will be a difference between the proficiency levels of the learners using the coursebook produced by the commission appointed by the Turkish Ministry of Education and the learners using the coursebook produced by a native speaker expert from a foreign (British) publishing house at the end of the study.
2. The coursebook produced by a native speaker expert from a foreign (British) publishing house will prove to be more efficient in developing the English Language proficiency levels of the learners.
3. The coursebook produced by a native speaker expert from a foreign (British) publishing house will prove to be more interesting and attractive for the intended audience.

Significance of the Study

Adoption of coursebooks may differ depending on the popular methods and approaches. In current formal educational settings, coursebooks appear to be the most widely used means of education both from teachers' and students' perspectives. The review of current literature reveals that in Turkey, there is not enough research on this topic. This study aims to present a sketch of the effects of the coursebooks both the one prepared by the native speaker experts employed by private publishing houses and the one prepared by commissions appointed by the Turkish Ministry of Education on the development of proficiency levels of Turkish learners attending to the state secondary schools with both their content and design. By doing so, the study aims to put forth suggestions for both the Ministry of Education and the private publishing houses in the process of designing and adoption and selection of new coursebooks.

Limitations of the Study

Several limitations of the study will be mentioned for the current study. In the first place, it is not possible to state a single definition of language proficiency because proficiency is a multi-dimensional entity including the abilities of reading, writing,

speaking and listening. Accordingly, the measurements used in the current study handles the term proficiency in a very general and limited way. Another limitation of the study stems from the number of the participants. The current study takes only two classes of learners in one school as participants and as so, the results can not be representative of a larger population.

II. LITERATURE REVIEW

In this chapter, related research on coursebooks was presented. In the initial part, some definitions of coursebooks were presented. In the following part, historical development of the coursebooks was evaluated. With the emergence of new language teaching methods, content and form of the coursebooks have changed. Each new method presented to the field of Language Teaching (ELT hereafter) shaped the coursebooks and their way of teaching languages to the learners. For instance, a book prepared with the principles of the Grammar Translation Method (the GTM hereafter) contains grammatical charts, tables of conjugations, declensions, translation exercises of Latin texts. A book prepared in accordance with the principles of the communicative method, on the other hand, creates opportunities for the students to use the language in the classroom, emphasizes the communicative functions of language, tries to reflect the students' needs and interests, emphasizes skills, usually has a balance among the four language skills and tends to be very specific in their definition of aims. Both content and methods used in such a book reflect the authentic language of everyday life and such books also encourage group-work or pair-work and emphasize fluency.

Definition of Coursebook

In the field of education coursebooks serve an important function as they are the source of information for the learners. Cunningsworth (1995) states the importance of coursebooks as follows: "Coursebooks are best seen as a resource in achieving aims and objectives that have been set in terms of the learners." (p.7) Also Edge (1998) states that "coursebooks, which are a sub-branch of the term materials, exist in order to support learning and teaching, so they should be designed according to suit the people and the processes involved." (p.43). Supporting the preceding comment, coursebooks are defined by Tosunoğlu, Arslan& Karakuş (2001) as "any printed material used during the process of transfer of information to the learners taking their age and underlying knowledge into account and taking any instructional programme as a basis."(p.7) They also acknowledge that coursebooks are the

concrete reflection of the theoretical educational aims and they enable learners with low motivation to get the most out of their academic progression.

There are various views on the effects of the coursebooks in the literature. According to Allwright (1981) coursebooks control the learning and teaching process. O'Neill (1982) claims that the coursebook helps learning and teaching. Coursebooks are defined in some other ways.

A coursebook according to Edge (1998) is "Attractive in terms of topics, layout and organizations, in terms of the overall choice and sequencing of what is taught, the correctness of information and the dependability of the exercises: In a coursebook activities should be reliable, and they should be user-friendly in that at least one way of using the material is clear to teacher and students, giving both of them security for classwork and homework." Pakkan (1997) states that a coursebook should be practical in terms of being affordable, motivating, flexible and realistic.

According to Cunningsworth (1995); "Coursebooks should correspond to learners' needs. They should match the aims and objectives of the language learning program and should take account of students' needs as learners and should facilitate their learning processes, without dogmatically imposing a rigid method. Coursebooks should reflect the uses (present or future) which learners will make of the language." (p.15)

Stevick (1998) defines the effects of a proper coursebook on the students as

"The student needs to feel that whatever she is learning from is strong, and that it is strong in a number of different ways. She needs to say at least three things: This book contains something I want to know, this book can give me access to something I want and this book gives me clear directions what to do." (pp.54.55)

Pakkan (1997) says most teachers use coursebooks as they are the products of longitudinal studies of experienced and qualified people with added positive effects of piloting before they are presented to the market. She adds that a coursebook helps teachers to bring reality of life into the artificial atmosphere of the classroom. A coursebook also helps teachers prevent from the unnecessary repetition of the same topics in a tiresome manner and from wasting the instructional period. A coursebook also gives learners a feeling of safety as they can see the route they are expected to

go through. Coursebooks provide the learners with supporting materials that make language learning more efficient such as picture sets, flashcards (both picture and word flashcards) , slides, overhead transparencies, charts, audio cassettes, CDs, video cassettes, interactive CDs and so on. Teachers need to adapt coursebooks and other published materials according to the needs of particular classes because a coursebook can not always be clear about the methodology they use in terms of what and how to teach. Pakkan (1997) adds that all or some of coursebooks should be selected and adopted after a careful examination of the requirements of the programme, learners and other factors taking part in the process of foreign language instruction. According to Gabrielatos (2004), appropriate adaptation of coursebooks to the particular classes can only be done by a group of teachers who can recognize and be informed about the methodology used by the authors. Whereas Spratt (1999) cited in Davies (2006) highlights the practice of coursebook selection as "……decisions regarding materials are often based on either administrative convenience or teacher intuition rather than on a principled analysis of the needs of the teaching/learning situation." (p.4)

The caution cited above becomes more important in the current educational settings as the market becomes invaded by a massive number of materials with different characteristics. In relation with the finding of Davies (2006), Hutchinson and Waters cited in Sheldon (1988) textbook evaluation is basically a straightforward, analytical matching process; matching needs to available solutions. They state that coursebooks may represent a problem and in extreme cases are examples of educational failure. There is a coursebook credibility gap due to emphatic contradictions and potential conflicts of interest in their creation, commercial exploitation, public assessment selection and ultimate classroom use and coursebooks are regarded as being poor comprises between what is desirable on the one hand and financially viable on the other.

As a support to the comments above, Klafki (1984) indicates that while a coursebook is prepared, the people involved in the process should keep the following criteria in mind: Coursebook is the source of information of knowledge and it transmits the content to the learners. Coursebooks are the most important source for the learners in the process of developing students' language skills and this can be done by

expressing the basic concepts of the language after an immaculate analysis. Coursebooks should help learners use their problem solving abilities which enable them to cope with the problems in daily life. Coursebooks help social development by enhancing social and scientific progress of individuals.

Coursebooks for/ in English Language Teaching

Starting from the 1970s, language teaching takes students to the centre of the learning and teaching process. As Kiato (2000) states in the article entitled "Selecting and developing teaching/learning materials", learners' needs shape the curriculum, materials and teaching methods. This puts the responsibility of controlling the match between learners' needs and the learning- teaching processes and the policy applied to the teachers.

In relation with the definition of coursebook suggested by Edge (1998) in his book "*Essentials of English Language Teaching*" that identifies books as supportive materials for learning, Allwright (1990) states that coursebooks teach students how to learn and they give learners a route to follow during learning. In contrast to the his argument, O'Neill (1982), in his article "Why Use Textbooks?" states that coursebooks enable students to review and prepare lessons and the coursebooks control the method, content and procedures of learning and states that learners only learn what is presented to them. In most of the cases, materials shape the instruction and they serve as a blueprint of what should happen in the classroom. Cunningsworth (1984), in relation with the same argument, states that coursebooks neither impose a strict route to the learners, nor give them too much freedom. And also states that when the aims of a coursebook correspond with the aims of the teachers, the institute and the needs of the learners, it is possible to talk about the appropriateness of the materials. (p. 22).

Because of the reasons listed above, coursebooks have importance in English Language Teaching and they have a major role in the class by both giving the learners enough freedom and providing guidance that the students need.

The Coursebook in the History of Language Teaching

Coursebooks are the most widely used means of education and source of information throughout the history. Freeman (1986) indicates the features of coursebooks used in the field of language teaching as being a collection of literary texts or a collection of maps, historical, geographic or other kinds of materials used in the target language, dialogues and texts about daily life in the target language, drilling exercises, color coded sound tables, pronunciation exercises, materials activating the imagination of the learners, collection of artistic materials, instructions for students to figure out the commands in the target language or a combination of these. As stated by Tosunoğlu et al (2001), coursebooks were first seen in the ancient Egypt at around 4000 B.C. in the form of texts on papyrus. Then, they took the form of clay tablets in the Assyrian and Babylonian sites. These coursebooks were so hard to find, produce or copy that they were only available for a limited number of individuals and those individuals were mostly the teachers. Accordingly, these coursebooks were so limited in their effects on the students. With the emergence of printing press in the fifteenth century, coursebooks became the major element in education as this new invention made the coursebooks more available to the learners and the public. As the evolution in technology went on, the coursebooks became numerous and at the same time they became more attractive in terms of their design, size and other aspects such as their accompanying materials like cassettes, workbooks, worksheets, video tapes and so on. The selection of content depends on the prominent features of the approach used. Mc Grath (2006) urges that a coursebook will dictate what is taught, in what order and, to some extent, how as well as what learners learn. Widdowson& Howatt (2004) summarize the history of the act of language teaching with the following lines: "Early interest in English language teaching derived partly from the pure pragmatic needs of adult learners" (p.19). Until the 19th century, the materials used for teaching languages were mainly based on the proverbs, golden sayings and mottoes. The coursebooks mainly consisted of reading texts which in turn gave way to an emphasis on grammar. Then focusing on the reform movements of the 19th century, the materials were described as consisting rote learning practices and such materials were said to be following a " hierarchically-organized curriculum" (p.51). In close relation with the needs and expectations of the people involved in the language

teaching/learning process, some metaphors and similes about the coursebooks are produced and used in the history. Research conducted by McGrath (2006) about the teachers' attitudes towards coursebooks suggests that teachers used metaphors and similes related to the outstanding characteristics of the coursebooks that can be grouped under four main themes namely; Guidance, Support, Resource and Constraint which, more or less, indicates the characteristics of the method or approach. Freeman (1986) indicates that every language teaching method or approach uses an outstanding material for instance, literary texts in the Classical Method, audio recordings and transcription of dialogues in The Audio-lingual Method and Suggestopedia, colorful charts in the Silent Way, transcriptions of students' speech in the target language in the Community Language Learning, particular grammar points, pronunciation, and vocabulary exercises in the Community Language Learning, Exercises for developing speech in the Community language learning. In the Communicative Approach, materials are based on the spoken language and especially in the initial stages imperative forms cover a large amount of exercises in these materials. Written language comes after the point where students feel secure. In a material developed with the essentials of The Communicative Approach, all forms of language are given equal treatment. Language is for communication and as Freeman (1986) states, and the importance of structures and vocabulary is preceded by the functions of the language being learnt. Learners get the authentic forms of language as they are used in the real context. Sentence level exercises are not available in a book designed according to the principles of this method as communication depends more on the suprasentential level. Exercises in a coursebook are not in a prefabricated pattern for the learners and as Edge (1998) comments "Materials exist in order to support learning and teaching, so they should be designed to suit the people and the process involved." (p.43) Accordingly, coursebooks designed with the principles of The Communicative Approach come to the market with a wide range of choices. Each learner group, as indicated by Gass (1997), needs a different set of input, processes the information in different ways. Accordingly; materials give equal amount of exercises and materials addressing all students with learning styles. Grant (1987) states that textbooks written in the light of the principles of the Communicative Approach "create

opportunities for the students to use the language in the classroom, emphasize the communicative functions of language, try to reflect the students' needs and interests, emphasize skills, usually have a balance among the four language skills, tend to be very specific in their definition of aims, both content and methods reflect the authentic language of everyday life, encourage work in groups or pairs, and therefore make heavier demands on teachers' organizational abilities, and emphasize fluency." (Pp.13-14)

Whereas, a coursebook following the principles of a traditional methodology disregarding the needs of the learners gives a taste of classic times with the (IRE) pattern which is explained by Cazden (2006) as Initiation, student Response and Evaluation. Also a list of features describing the non-traditional lesson is suggested in the following lines: "We need to shift toward classrooms as…… communities…… away from classrooms as collection of individuals, toward logic and …… evidence as verification- away from the teacher as the sole authority for right answers,….. away from merely memorization procedures, toward conjecturing, inventing and problem solving—away from an emphasis on mechanistic answer finding." (p.48)

In order to provide this, "The teachers should promote classroom discourse in which students listen to, respond to, and question the teacher and one another, use a variety of tools to reason, make connections, solve problems and communicate, initiate questions and problems, make conjectures and present solutions, explore examples and counterexamples to investigate a conjecture, try to convince themselves and one another of the validity of particular representations, solutions, conjectures, and answers and rely on …..evidence and argument to determine validity." (p.48)

Coursebooks and learning

Coursebooks serve as the mere source of information for some of the learners with little or no access to extra materials about the language being taught. Accordingly, these materials facilitate the learning of the topics, provided that they are well organized and well prepared taking all pedagogical facts into consideration. This is stated by Ranalli (2002) as follows; "A proper coursebook should have a clear role as

a support for learning. Like teachers, they mediate between the target language and the learners." (p, 16)

Davies (2006) comments that for developing such a proper coursebook, the developer has to have a wide understanding of all aspects of teaching and learning.

Judy (1981) states that using coursebooks for instructional activities assures synchronization between different teachers teaching the same course with their specific personal traits and capabilities when this is taken in from a larger perspective, instructional activities in a whole community will be led in a parallel way. As Grant (1987) urges, a coursebook makes it possible for a teacher to select appropriate materials and supplementary devices and tools and gives an outline of what the students have to learn. The coursebooks is a reassurance for most of the students and it offers a systematic revision of what they have done, or what they are going to do. Grant (1987) adds that books can identify what should be taught and learned, the order in which it should be learned, and what methods should be used. They can provide neatly, attractively and economically all or most of the materials needed and they can save the teacher an extraordinary amount of time. Pakkan (1997) indicates that coursebooks designed in a progression make further steps of education easier and more meaningful for the learners. Besides with the help of the coursebooks; learners are given a chance of turning back to the previous stages of the lesson and see their progress beyond this. Coursebooks prevent teachers and learners from unnecessary repetition of topics and in some cases prevent students and teachers from taking unnecessary risks that may arise while transferring information from their actual sources to the learners. Students also have the chance of using some other materials suggested in their own coursebooks thus, expand their scope of studies. For a coursebook to become more appropriate to students' learning, Stevick (1998) suggests that a bit of gap between what readers of the book are expected to grasp and expected behaviors from the learners is necessary in the learning of course content as the book will include authentic materials which removes the affective barriers felt by the learners, allows students to use their creativity.

In the process of teaching a foreign or second language, materials such as course books come to the market in innumerable amounts and this reveals the necessity of selecting an appropriate course book for our own teaching and learning environment.

This process is generally done in an impressionistic manner without analyzing the material in depth.

An important point about the proper selection of coursebook is stated and teachers are warned about selection of coursebooks by Alptekin (1993) in the following quotation "Expressing and interpreting meanings in a given language involves two types of knowledge, systematic and schematic… In native language learning, child's schematic and systematic knowledge are said to develop concurrently, each supportive of the other. However, the foreign language experience is quite different. Learners usually rely on their already established schematic knowledge when developing new systematic knowledge. For this reason, foreign language teaching materials which make use of target-language elements to present the systematic data are likely to interfere with this natural tendency. Such teaching materials are actually detrimental to foreign language learning." (136). Accordingly, while selecting a coursebook, teachers should select the most appropriate coursebooks taking the cognitive characteristic of the learners.

Some guidelines for proper selection of coursebooks came out from Chicago Board of Education, Department of Research and Evaluation after a study. According to the Department of Research and Evaluation (1986) for better learning of a language through coursebooks; teachers should receive training in the process of evaluation or selection of materials, a course of study in the skill of evaluating/selecting instructional materials, utilization of university resources should be possible and available, and a cadre of teachers should be trained in the skill of instructional materials evaluation/ selection. After the process cited above, teachers need to make the course and the coursebook more appropriate to their own situation as "Such reshaping and reinterpretation can be seen as a key element in the construction of new meanings and in the creation of the culture of the classroom." (Gray, 2000, p.275) Relatedly, Gabrielatos (2004) gives a list of guidelines that can be used while selecting a coursebook. According to Gabrielatos (2004) a coursebook should be checked for: identifying the actual methodology used, the syllabus type (notional/functional/structural….), content and balance (of grammar, lexis, pronunciation, skills, strategies), the organization (starting point, integration and recycling) , the lesson and unit aims/objectives. (p.2)

Elt History and Coursebooks in ELT

The word coursebook in the field of English Language Teaching was defined by Ur (1996:183) as a textbook of which the teacher and, usually, each student has a copy, and which is in principle to be followed systematically as the basis for a language course. In the market, it is possible to find a vast amount of coursebooks each taking the language from a different perspective for meeting the needs and expectations of their expected readers. These coursebooks are the products of year taking efforts of a large group of people cooperating for a common purpose. For a coursebook to be effective, field researchers, linguists, pedagogues, artists and other people work in harmony and put their efforts into making of a well designed coursebooks with the contributions of teachers and learners who are actively experiencing the learning-teaching situation.

In the field of foreign language teaching, Latin was the prominent language being taught in the course of history. From the classical times to the 16th century, western civilizations made use of Latin in the fields of education, religion and government. As a result of this fact, members of the society had to learn Latin for survival purposes and educational institutions were focused on teaching Latin. Teaching of Latin meant rote learning of grammar rules and vocabulary, studying conjugations and declensions, and translation was another important aspect of language courses. Accordingly, the coursebooks designed in this period were full of grammatical charts, tables of conjugations, declensions. Most of the activities conducted in the class were translations of Latin texts (Brown, 1994). As Stevick (1998) explains, a book designed in this period was written without much consideration of students' and teachers' thoughts and preferences and in this situation, students and learners would experience frustration as mind and personality brought to the exercises by the author would not match with each other.

The Grammar-Translation Method which was initially used for teaching foreign languages during the 16th, 17th and 18th centuries makes use of coursebooks with the following features:

> There are exercises aiming at developing proficiency to read great works of the literature, which strengthen mental

> discipline, vocabulary presented in the coursebooks should be limited to the reading sections and it should be taught, through bilingual dictionaries or word lists, sentence is the basis of lessons (and discourse), grammatical rules are taught deductively, students' native language is the medium of interaction and instruction, little or no emphasis is placed on oral skills.
>
> (Larsen-Freeman 1986, pp.4.15)

Accordingly, students who learnt foreign languages through The Grammar Translation Method followed coursebooks designed in this format, without any real comprehension of the language being studied and coursebooks served as reference books for the target language, providing all details of the its grammar deductively.

Up to the nineteenth century, The Grammar-Translation Method served as barebones of foreign language teaching and in the nineteenth century, with the idea that the Grammar-Translation Method did not develop communicative competence, Francois Gouin and Charles Berlitz focused on the first language acquisition. Gouin, as depicted in Brown (1994) could not manage to speak and understand anything in German after years of study and by noticing his three-year old nephew became a chatterbox of French without any formal instruction, suggested that a series of connected sentences without direct or indirect connection with grammar yields better results in language learning. Thus Guin pioneered the Direct Method. In comparison with Guin, Berlitz became more prominent with the Direct Method and according to this method "classes are to be conducted in the target language, focus should be on oral communication, grammar should be given in an inductive way, and translation should be de-emphasized." (Larsen-Freeman 1986, pp.16.30).

With the emergence of this method, grammar, once constituting the main frame of foreign language instruction, turned out to be seen as the main hindrance of foreign language learning. As Brown (1994) indicated, language became the means of communication rather than being an instrument of mental gymnastics. With this change in language teaching methodology, coursebooks and materials consisted of more communicative activities rather than grammar charts, tables and intricate explanations of grammar rules or translation exercises. In a lesson, students carry out

tasks closely related with history, geography and these are included in the syllabus and the coursebooks in a way that develop the spoken form of the language.

A coursebook designed with the principles of the Direct Method follows the route given below:

> Coursebooks give place to materials about the target language geography, history or traditions, which are generally supported with visuals; comprehension questions about the cultural material are asked and answered in the target language, pronunciation of the words has importance, all aspects of target language and target culture becomes a part of the language and students are given exercises about the target culture's traditions, proverbs or other cultural facts.
>
> (Larsen-Freeman 1986, pp.19.30)

After the heydays of the Direct Method, with the effect of the Coleman Report of 1929 highlighting the importance of teaching reading rather than teaching oral skills, scholars returned to the grammar- based applications and up to the World-War II, The Grammar-Translation-Method gained importance for another period. As the World-War II burst out, growing importance of orally proficient staff in the army became more prominent and as indicated in Brown (1994), this forced the US military to develop the Army Specialized Training Program which was highly influenced by Behaviorism and B.F. Skinner's ideas. This newly emerging way of language teaching closely resembled to the Direct Method as the new method. It was called the Audio-Lingual Method (ALM hereafter) and this method has the following features: "New materials are presented in the dialogue form; there is dependence on mimicry and memorization of set phrases and inductive teaching of grammar is visible." (Brown 2000, p.74)

According to the Audio-Lingual Method, language is a system of rule-governed structures and dialogues became the major exercise types and means of giving language patterns to the learners. The market has been affected from this method too and lots of coursebooks widely used in foreign language instruction followed the above cited principles. They included dialogues with a purpose of teaching grammar inductively and gave the new language items and vocabulary within these dialogues

and the materials were often designed to fit to language laboratory conditions in most of the cases. Larsen-Freeman (1986). Larsen-Freeman (1986) hints the characteristics of a coursebook designed according to the principles of The Audio Lingual Method in the following way. A new dialogue is presented to the learners; only the target language is included in the coursebook content, actions are presented in the forms of pictures drills are used for eliciting the correct answers; repetition of each line of the new dialogue several times after listening exercises are required, activities include chain drills aiming at reinforcing the use of correct form of the target language forms, single-shot and multiple-shot substitution drills are given place, transformation and question-and-answer drills are used for comprehension of the course content, vocabulary is limited and students are given no grammar rules; grammar rules are taught through examples and drills. (So there is inductive teaching of grammar in this method.) Contrastive analysis of the target language and the students' native language are given in order to locate the places where there are anticipated troublesome forms.

In this method, as is described by Larsen-Freeman (1986), there is habit formation and the teacher is the director, controller, leader and model in all activities. Drilling is used for reinforcement. Natural order followed in native language acquisition is again visible in this method. Listening, speaking, reading and writing follow each other.

Following this period in language teaching history, a breakaway from the method concept becomes canonized and the Humanistic Approach becomes important. According to the Humanistic Approach, development of human values, growth in self-awareness and in the understanding of others, sensitivity to human feelings and emotions, active student involvement in learning and in the way learning takes place, possess great importance in education. (Richards, Platt and Platt, 1993). After this turning point, as Brown (1994) indicated, new methods like Silent Way and Suggestopedia became popular in the field of Language Teaching. The Silent Way is a method in which the teachers speak as little as possible, use the Cuisenaire rods and colorful charts as materials. In a lesson conducted according to the principles of The Silent Way learners become more responsible for their own learning as there is no verbal support that will shape the learners' language. At the same time they

contribute to their own personal growth by taking responsibility of their own learning and good risk takers are free to test their hypotheses about the language being studied.

According to Gattegno (1972), teaching is subordinated to learning. Larsen-Freeman (1986) hints that a material used in The Silent Way follows these principles: Sound-color charts are used for presenting the target language sound system, students are presented with exercises about the sound system of the target language, lots of exercises are presented in the coursebooks aiming at developing the target language sound system leaving no place to the interference of the teacher for correction in vocal form.

Suggestopedia which is remembered with meditation type exercises and activities, use of music and students getting new personalities in the target culture emerges in the field of ELT with the efforts of Lozanov. According to Lozanov (1982), learners put barriers between themselves and the language being learned. The aim of a lesson carried out following the principles of Suggestopedia is to help students eliminate the fear of being unsuccessful by giving students a new identity in the target culture, using comfortable seats and classroom environment. Suggestopedia takes that learning occurs through suggestion as the learners stay in a relaxed and calm state. Successful learning takes place when learners complete the ten unit courses and the coursebooks designed according to the principles of Suggestopedia follow in the way Larsen-Freeman (1986) indicates. Coursebooks include texts about the target culture from which learners can adopt a role by getting a name from the target language, many points about English grammar and vocabulary are presented, there is musical accompaniment provided by the materials developers for students to go in the mood. Students make use of texts about target culture for getting different roles in the target language being studied in a passive way and materials should shape their personality with the literary force embedded in the target- culture characteristics.

Another ETL method, the Community Language Learning (CLL hereafter) gives importance to learner autonomy and this is due to the close connections with Humanistic Approach. Brown (1994). Students have the chance of making self evaluation. Autonomy is given to the learners by letting them say anything they want in the native language without anything imposed by the teacher or the “language

counselor." These counselors help learners, who are regarded as being "whole persons", in the struggle they face in the process of learning a new language. A lesson conducted in CLL, as described by Brown (2000), takes place in a circle shaped seating arrangement and in this way students face each other and the teacher stands outside the circle and this reduces the stress arising from directly facing the teacher. Security needed for the activities is provided when the teacher describes the content of the lesson and the way they are going to participate in the activities to the learners. Teacher, standing outside the circle, translates the conversation of the learners to the target language being learnt and students get the translation in chunks. After the conversation takes place the learners are asked about their feelings. Students' feelings are accepted as they are so; the affective filters of the students remain lowered. Then, students listen to their conversation from the recording and they make clarifications in their other tongue. The learners need to develop a team soul or feeling of a community for building trust among the members and developing a more effective classroom dynamic. Mutual respect and interest is important in this process. The syllabus and course content is not fixed in this method as the students need to develop the feeling of security and initial lessons depend on what the learners need to learn at first. Later stages of the syllabus are determined by the teacher and the program. The method gives importance to the retention of the newly learned material. For retention to be effective, novel items and familiar items are given equal weight. Curran highlights the importance of non-defensive learning and for a non-defensive learning situation he lists six prerequisites (Curran, 1976) which are: security, aggression (opportunity given to learners to assert themselves), attention, reflection, retention and discrimination.

Following this method, The Total Physical Response comes to the stage with the following features indicated by Freeman (1986) and Brown (2001). The Total Physical Response gives importance to the coordinated use of speech and action for teaching a language. As in the process of first language acquisition, listening precedes production and imperatives form the first input as they resemble the telegraphic utterances which are easy to comprehend and produce. Behavioural psychology forms the basics of this new way of teaching language as teacher's utterances are taken as the stimulus and the learners' reactions are the response. A

coursebook following the essentials of the Total Physical Response as stated in Freeman (1986) includes exercises consisting of physical movement from the learners. Most of the activities are 'cut and paste', 'do the same' or 'listen and do' which form the larger set of imperatives to elicit physical actions. By utilizing right brain functions, oral proficiency is developed without inhibition in the learners. The materials give the teacher a direct role like a director in a theatrical work.

To summarize the historical progression of language teaching methods and the coursebooks following the tenets of these methods, in the Classical Period, literary texts which were used for developing the mental skills like problem solving. After the heydays of the Classical Period, the classroom practices and the coursebooks published were mainly organized around the rules of the language. Deductive activities of grammar, memorization of grammar rules were the focus of the coursebook publishers and with the emergence of humanistic approaches, concepts like learner needs, learners as whole individuals caused a reform in the format of the coursebooks published.

METHOD

In this chapter, the research method used in the study is presented. Participants section gives information about the selection of participants and their backgrounds. The instruments used in the current study are presented afterwards and data collection procedures are explained in the section named "Data Collection Procedures" and the last section "Data Analysis" displays the analysis and evaluation of the data collected in the current study.

Participants

This study was conducted in a Turkish state secondary school in Istanbul, Turkey. Participants of the study consisted of 66 students in two classes with equally distributed number of students (33x2) at year nine which could be named as convenience samples.

Table1

Age Groups of Participating Students

Age group	**15**	**16**	**17**
Number of participants	4	44	18

Four students were at the age of 15, 44 students were at the age of 16 and 18 students were at the age of 17. The mean age of the students was 16,2. These participants were informed about the content of the study and were assured that their participation will have no effect on their instruction. Both control and experiment groups took their courses from the same teacher during the whole study. The students in both groups had English lessons starting from the 4th year. The students had English course only as a part of their formal education and no student had another private or institutional support for their English courses.

Table 2

Demographic Information about the Participating Teacher

Type of Participating School	**Participating teachers**	**Age**	**Sex**	**Nationality**	**Experience of Teaching**	**Year of experience**	**Educational background**
State secondary school	Participant 1	25	M	Turkish	State Classical High school State Primary School	3 years	B.A. in English Language Teaching. M.A. to be obtained in English Language Teaching.

As can be seen in the table above, the only participating teacher in the current study was 25 years old and male with an experience of three years. The participating teacher had a degree of B.A. in English Language Teaching and he is about to obtain his M.A. in English Language Teaching.

Instruments

The present study used mixed methods. It was conducted by using the triangulation technique for collecting a wide variety of data. Both quantitative instruments like diagnostic tests and achievement tests and qualitative instruments like student diaries and questionnaires were utilized during the study.

Diagnostic and Achievement Tests

The study made use of tests given at the beginning and end of the study for both groups. The items of these tests were formed in accordance with the content of both coursebooks used and the syllabus suggested for the year nine students by the Ministry of Education by the researcher himself. Diagnostic and achievement tests were given to the subjects in both control and experiment groups, at the beginning and end of the treatment. The diagnostic and achievement tests given to the students in order to check their academic levels in English were formed using English syllabus of the Turkish Ministry of Education suggested for year nine students. As the study was conducted in one term, the content of that term was the syllabus for the

current study. These tests included forty questions with four main parts. The first part of the tests included ten questions about English Grammar, the second part composed of ten questions and was about grammatical judgement, and the third part of the test was about vocabulary and the last ten questions of the test were general personal questions. One test was given at the beginning of the study and another test was given after completing the lessons during the term with the previously described coursebooks.

Reliability of the Diagnostic and Achievement Tests

The reliability of the diagnostic test was calculated through examining the Kuder Richardson (KR-20) values. As suggested by Pallant (2001), ideal reliability values are those which are above .70. A reliability coefficient of .682 was found for the whole group in the diagnostic test. The value was slightly below the ideal value (i.e. .70). Coefficients for each group were also calculated. The control group revealed a reliability coefficient of .713 while the experiment group revealed a value of .654 in the diagnostic test. Similar analyses were conducted for the achievement test as well. Findings revealed that reliability coefficients of the achievement test were better than those of the pretest. More specifically the KR-20 value was .907 for the whole group, .73 for the control group and .78 for the experiment group.

Questionnaire

The questionnaire was given to the students in order to elicit their ideas and feelings about the coursebooks they were using. Twenty-five items formed the questionnaire and first twenty-four questions were in the form of Likert type with "strongly agree, agree, not sure, disagree and strongly disagree" as the answers.

Student questionnaire used in the current study was adopted from Jones (1999), Cunningsworth (1984), Ur (1996) and Harmer (2001). To make the checklist more effective for the current study, some adaptations were made.

In the initial section of the original questionnaire, factual details of the coursebooks were analyzed. This section was not used in the current study as this section was aimed at eliciting information about author, title, publisher, target levels, target skills, target learners, components, price and number of units for each level of the coursebook and such information about the books used in the current study was readily available to both the researcher and the participating learners. The

questionnaire was piloted on a group of 100 randomly selected students and validity and reliability of the questionnaire were calculated in SPSS 10.0. Alpha value found in the analysis was 0.82 and any of the questions needed removing.

Macro evaluation section is given to the learners as it is in the original version of the questionnaire. This section consisted of twenty four items with Likert scale and the answers were as follows: “1” “strongly disagree”, “2” “disagree”, “3” “not sure”,“4” “agree” and “5” “strongly agree”

Since the purpose of using this questionnaire was to elicit students’ ideas about the books the questionnaire was given in Turkish for getting more sincere and accurate answers and it was thought that this could prevent students from giving irrelevant or fake answers.

The initial item on the questionnaire aimed to reveal the participating learners’ opinions of using a coursebook. The second item was about the necessity of evaluation of a coursebook prior to classroom use. The third item was about the quality of coursebook due to being written by an expert. The fourth and fifth items were about the effects of coursebooks on the learners. The sixth item was about the motivational effect of the coursebook. The following item was about the price of the coursebook and the eighth item was about the relevancy of the coursebook to the learners’ needs. The ninth question was for eliciting the ideas of participants about the techniques and methods used in the coursebook. The tenth question was for to find out if the book was a proper material for self study. The following questions were about activities, visuals layout, explanations, instructions, and supplementary materials, testing materials, availability and other features of the coursebooks.

The twenty-fifth item on the questionnaire was an open ended question posed in order to elicit any unforeseen answer with this questionnaire.

Reliability of the questionnaire:

The reliability of the questionnaire is reported after calculating the Cronbach’s Alpha values. The alpha coefficient was .85 which was above the ideal value. When the alpha was calculated for individual groups, a coefficient of .72 was found for the control group and that of .89 was found for the experiment group.

Student Diaries

During the study, while the students used New Bridge to Success and Attain as their coursebooks, they kept diaries for writing down their ideas and feelings about the coursebooks and the effects of them on their learning process on a regular basis. These diaries were collected by the researcher himself and analyzed in the process of data analysis by means of the pattern coding.

Data Collection Procedure

The diagnostic and achievement tests were given to the participating students at the beginning and end of the spring term of the 2005- 2006 academic year. Questionnaires were piloted prior to the study with another group of learners for eliciting a better result and the results of the questionnaire analysis were obtained from SPSS 10.0 and presented in tables. The data obtained through the student diaries and open ended questions from the participants about the study were interpreted using "Pattern-Coding" (Miles& Huberman, 1994). After this process, they were subjected to statistical analysis for further comparisons and discussions which were presented at the end of the study.

Data Analysis

All quantitative data obtained during the study were evaluated using SPSS 10.0. Descriptive statistics were used for reporting the data gathered through the diagnostic and achievement tests including fixed responses as well as the student questionnaire items which were in Likert type. Pattern-Coding (Miles& Huberman, 1994) gave more solid results about the opinions of learners and qualities of the coursebooks used by the learners for the study which were scattered in the diaries written by the participating learners during the classroom implementation of the current study, and the same procedure was applied for the open ended questions.

RESULTS

In this chapter, the results of the data analysis were presented. The results will be presented in the same order with the questions given in the introduction section. The last part of results will be about the pattern coding analysis process of the student diaries.

Questions of the Study

1. Is there a significant contribution of the books produced by a commission appointed by the Turkish Ministry of Education on the development of English Language proficiency levels of students in year nine?

In order to understand whether the control group which used the books produced by a commission appointed by the Turkish Ministry of Education had a significantly higher level of achievement in the post-test in comparison to the pre-test, a paired sample t-test was conducted. To conduct this test, the assumption of normal distribution should be met. Otherwise, the data should be transformed or a non-parametric test should be used rather than the t-test. To understand whether the assumption of normal distribution is met, skewness and kurtosis values were examined. Skewness and kurtosis coefficients are numeric values that indicate the degree to which a given distribution deviates from normality. In a perfect normal distribution, coefficients of skewness and kurtosis turn out equal to zero. Skewness is not considered to be too extreme if the coefficient of skewness turns out to be between -1.00 and +1.00. Besides, kurtosis is not considered too extreme if the coefficient of kurtosis turns out to be between -1.00 and +2.00 (Huck, 2000). The table below provides the skewness and kurtosis values for the control group.

Table 3. Normal distribution indices for the control group

	Skewness	Kurtosis
Pretest	0,247	-0,355
Posttest	-0,21	-0,238

As the table indicates, coefficients are within the acceptable limits. This suggests that the assumption of normal distribution is met. The results of the paired-samples t-test are provided below:

Table 4. Paired samples t-test comparing the pre and post-test results of the control group						
	Mean	N	SD	df	t	sig.
PRETEST	32,909	33,000	11,780	32	-4,735	**,001**
POSTTEST	48,182	33,000	12,810			

As indicated in the table, a t value of -4,735 with a corresponding significance value of .001 suggested that the control group was significantly more successful in the post-test (48,182) in comparison to the pre-test (32,909).

2. Is there a significant contribution of the books produced by the foreign (British) publishing houses on the development of English proficiency levels of students in year nine?

Similar to the above analysis, in order to understand whether the experiment group which used the books produced by a British publishing house had a significantly higher level of achievement in the post-test in comparison to the pre-test, another paired-samples t-test was conducted. First, the assumption of normal distribution was checked through examining the skewness and kurtosis values.

Table 5. Normal distribution indices for the experiment group		
	Skewness	Kurtosis
Pretest	,696	,276
Posttest	,067	-,104

As indicated in the table, normal distribution coefficients were within the acceptable limits. Thus the t-test was conducted and summarized in the following table:

Table 6. Paired samples t-test comparing the pre and post-test results of the experiment group						
	Mean	N	SD	df	t	sig.
PRETEST	37,212	33	11,371	32	-12,788	**,001**
POSTTEST	69,273	33	13,728			

As indicated in the table, a t value of -12,788 with a corresponding significance value of .001 suggested that the experiment group was significantly more successful in the post-test (69,273) in comparison to the pre-test (37,212).

3. Is there any difference between the proficiency levels of two classes of learners using the book produced by a commission appointed by the Turkish Ministry of Education and the proficiency levels of learners using the book produced by a foreign (British) publishing house?

Above analyses revealed that both groups were significantly more successful in the post-test in comparison to the pre-test. However, in order to understand which group was more successful, it is necessary to conduct further analyses on the data. The researcher assumed that groups were not different from each other at the beginning of the study. To test this assumption, diagnostic test scores of both groups were compared through conducting an independent-samples t-test.

Table 7. Independent samples t-test comparing the groups in terms of the pre-test						
	Mean	N	SD	df	t	sig.
Control	32,909	33,000	11,780	64,000	-1,510	0,136
Experiment	37,212	33,000	11,371			

As the table indicates, the t value of -1,510 with a corresponding significance of .136 revealed that the groups did not perform differently from each other at a significantly different level during the pre-test. This supports the researcher's assumption that the groups were equal at the beginning of the study.

The same analysis was repeated for the post-test as well, which is summarized in the table below:

Table 8. Independent samples t-test comparing the groups in terms of the post-test						
	Mean	N	SD	df	t	sig.
Control	48,182	33	12,810	64	-6,453	**,001**
Experiment	69,273	33	13,728			

As the table indicates, the groups performed differently in the post-test. More specifically, the experiment group (69,273) was significantly more successful than the control group (48,182) at a statistically significant level ($p<.001$).

So far, 4 t-tests were conducted on the same dataset. Since four tests were conducted, the accepted significance level of .05 should be divided to four. This procedure is called Bonferroni Adjustment which is done to decrease the likelihood of conducting a statistical error called Type I Error (Huck, 2000). Thus, the significance level should be determined as .0125 for t-tests conducted so far. However, significant results had extremely significant values (i.e., .001), which means that even the Bonferroni Adjustment does not change the results.

The three research questions answered through several analyses above can actually be summarized through a single analysis which is called 2 X 2 mixed design analysis of variance (ANOVA). The analysis had one between-groups variable (control vs. experiment groups) and one within group variable (Diagnostic test vs. Achievement test) and checks the correctness of three hypotheses summarized below:

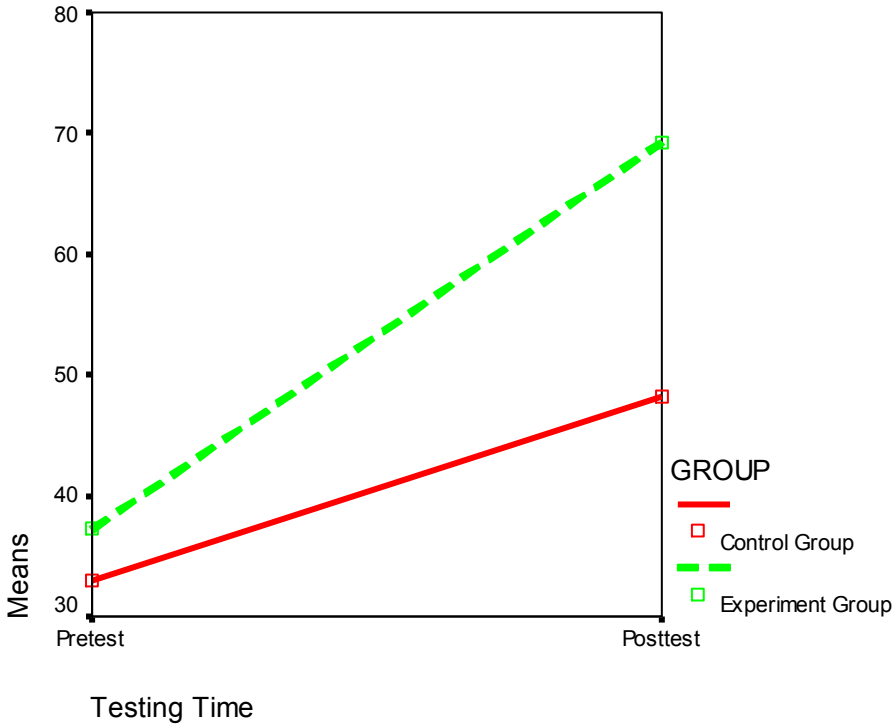
1. Experiment group differs from the control group.
2. Students' performance in the diagnostic test differs from their performance on the achievement test.
3. Experiment and control groups differ in terms of their progress from pre-test through post-tests.

Table 9. Summary of 2 X 2 mixed design ANOVA					
	Type III Sum of Squares	df	Mean Square	F value	Sig.
GROUP					
Group (1st hypothesis)	5320,03	1	5320,03	30,823	**0,001**
Error	11046,49	64	172,601		
WITHIN GROUP VARIABLES					
Test time (2nd hypothesis)	18483,67	1	18483,67	134,225	**0,001**
Test time * Group (3rd hypothesis)	2325,121	1	2325,121	16,885	**0,001**
Error	8813,212	64	137,706		

The mixed design ANOVA revealed that

1. Groups differed from each other (F=30,823; p<.001).
2. Diagnostic test and Achievement test scores differed from each other at a statistically significant level. More specifically, groups' average on Achievement test was significantly higher than their average on the Diagnostic test(F=134,225; p<.001).
3. Control and experiment groups differed in terms of their progress from pre-test through post-test (F=16,885; p<.001).

The figure below summarizes the above results clearly:



As shown in the figure, at the inception of the study, control and experiment groups had close scores, which was not significantly different from each other (t=-1,510;

p=.136). However, both groups had significantly higher scores in the post-test, suggesting that both types of books helped the students significantly. The interesting point is that the progress of the experiment group was better than the progress of the control group. That is, their coursebook helped them during the Achievement test significantly more in comparison to the control group.

4. Which coursebook proves to be more attractive for the learners in terms of design and visuals which make a coursebook more effective and interesting for the aimed audience keeping the pedagogical traits of them in mind?

To answer this research question, a total of 25 independent-samples t-test were conducted. The first one was conducted for the average of all items in the questionnaire while the other 24 tests were conducted for individual items. Thus, the Bonferroni Adjustment Procedure reduced the alpha value from .05 to .002. That is, values below .002 will be considered significant in this part.

The first t-test was conducted for the average of all items in the questionnaire in order to see whether the control group had different opinions than the experiment group. Skewness and kurtosis coefficients are provided below:

Table 10. Normal distribution indices for the questionnaire average

	Skewness	Kurtosis
Control	-,057	-,235
Experiment	-,641	,608

As indicated in the table, the values were within the acceptable limits maintaining that the distribution of the data was normal. Summary of the independent samples t-test is provided in the table below:

Table 11. Independent samples t-test comparing the groups in terms of the average of all items in the questionnaire

	Mean	N	SD	df	t	sig.
Control	2,690	33,000	0,417	64	-4,450	**0,001**
Experiment	3,238	33,000	0,571			

As indicated in the table, the experiment group had significantly more positive opinions regarding the features of their coursebook at a statistically significant level.

To see the source of this difference, the groups were compared for every single item of the questionnaire.

Table 12. Comparison of individual questionnaire items							
	GROUP	N	**Mean**	SD	df	t	sig.
1. A coursebook should be followed in language classes.	Control	33	4,000	1,299	63	0,895	0,374
	Experiment	32	3,687	1,512			
2. Coursebooks should definitely be evaluated by the instructors prior to their usages in language classes.	Control	33	4,697	0,809	64	2,430	0,018
	Experiment	33	4,091	1,182			
3. Coursebooks should be used because they are written by experts.	Control	32	2,656	1,095	63	-1,120	0,267
	Experiment	33	2,969	1,158			
4. Coursebooks are systematic resources for the learners.	Control	32	2,343	1,065	58	-3,693	**0,000***
	Experiment	28	3,392	1,133			
5. Coursebooks provide learners with self-confidence.	Control	32	1,937	0,948	62	-6,647	**0,000***
	Experiment	32	3,593	1,042			
6. Our coursebook makes the classes boring and monotonous.	Control	32	3,937	1,242	63	3,331	**0,001***
	Experiment	33	2,878	1,317			
7. Our coursebook is very expensive	Control	33	3,242	1,436	63	-1,449	0,152
	Experiment	32	3,718	1,197			
8. Our coursebook is not relevant to my own needs.	Control	33	2,212	1,139	64	-2,439	0,018
	Experiment	33	2,909	1,182			
9. Teaching methods / techniques used in our coursebook are not helpful.	Control	32	2,468	1,163	63	-0,889	0,377
	Experiment	33	2,727	1,179			
10. Our coursebook is suitable for self study.	Control	33	2,060	1,223	64	-1,530	0,131
	Experiment	33	2,545	1,348			
11. Activities in our coursebook are enjoyable and useful.	Control	33	2,181	1,074	64	-3,932	**0,000***
	Experiment	33	3,303	1,237			
12. Our coursebook has attractive and interesting visuals.	Control	33	2,969	1,334	64	0,766	0,464
	Experiment	33	3,212	1,340			
13. Our coursebook has simple and clear instructions and easy to understand explanations.	Control	33	2,090	0,879	64	-3,698	**0,000***
	Experiment	33	3,060	1,223			
14. The workbook and other supplementary materials are complementary to the coursebook.	Control	33	2,121	1,023	64	-3,665	**0,001***
	Experiment	33	3,060	1,058			
15. The questions in exams and quizzes are relevant to the coursebook.	Control	33	3,090	1,283	63	-1,229	0,224
	Experiment	32	3,468	1,119			
16. Our coursebook is a useful resource in my learning.	Control	33	2,090	1,011	64	-5,079	**0,000***
	Experiment	33	3,424	1,118			
17. Our coursebook is easy to obtain.	Control	32	3,468	1,135	63	2,335	0,023
	Experiment	33	2,848	1,003			
18. Our coursebook has an easy to follow layout.	Control	33	2,578	1,250	62	-2,291	0,025
	Experiment	31	3,290	1,243			
19. The coursebook teachers relevant and appropriate register and styles.	Control	33	2,545	1,175	64	-3,149	**0,002***
	Experiment	33	3,424	1,090			
20. Our coursebook is durable / can be used in the long run.	Control	33	2,697	1,211	64	-2,124	0,037
	Experiment	33	3,303	1,103			
21. The reading texts in our coursebooks are interesting and enjoyable.	Control	33	2,606	1,248	64	-3,430	**0,001***
	Experiment	33	3,606	1,116			
22. The listening sections in the coursebook are interesting and enjoyable.	Control	33	2,030	1,045	64	-4,826	**0,000***
	Experiment	33	3,363	1,194			
23. The writing sections in the coursebook are interesting and enjoyable.	Control	33	2,212	1,139	63	-3,167	**0,000***
	Experiment	32	3,125	1,184			
24. Our coursebook is useful to develop speaking skills in language learning.	Control	33	2,060	1,116	64	-4,049	**0,000***
	Experiment	33	3,212	1,192			
(Significant results are indicated in bold with asterisk (*) in the table).							

As indicated in the table, in terms of the significance level determined in accordance with the Bonferroni Adjustment Procedure (i.e., .002) the control and the experiment groups significantly differed from each other on the 4th, 5th, 6th, 11th, 13th, 14th, 16th,19th, 21st, 22nd, 23rd, and 24th items. More specifically, students in the experiment group considered their books (i.e., Attain) a significantly more systematic resource (item 4), providing learners with higher self-confidence (item 5), involving more enjoyable and useful activities (item 11), consisting of simpler and clearer instructions along with easy to understand explanations (item 13), a significantly more useful resource in their learning (item 16), teaching relevant and appropriate register and styles (19), involving more enjoyable and interesting reading texts (item 21), consisting of interesting and enjoyable listening (item 22) and writing sections (item 23), and developing speaking skills significantly better (item 24). Moreover, students in the experiment group think that the workbook and other supplementary materials are complementary to the coursebook (item 14). On the other hand, students in the control group mention that their coursebook makes the classes boring and monotonous (item 6).

Student Questionnaire Results

As a part of the data collection procedure, participating students were given a questionnaire. The purpose of using the questionnaire was to elicit the ideas of learners about the qualities of the coursebooks. The questionnaires are given below in two parts starting with the results obtained from the learners that used New Bridge to Success as coursebook during the study. Next, the results obtained from the group using Attain as coursebook was given.

New Bridge to Success

Item 1: A coursebook should be followed in language classes.

Graph 1: The distribution of the responses for Item 1 in the students' questionnaires.

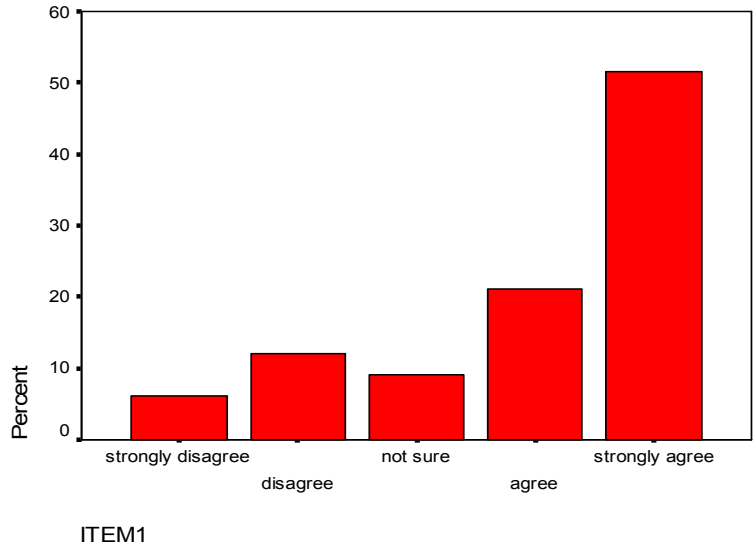


Table 13: Frequencies and percentages of the responses given for item 1 of the student questionnaire

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	2	6,1	6,1	6,1
	disagree	4	12,1	12,1	18,2
	not sure	3	9,1	9,1	27,3
	agree	7	21,2	21,2	48,5
	strongly agree	17	51,5	51,5	100,0
	Total	33	100,0	100,0	

In connection with the first item in the questionnaire, more than half of the participants; 51.5 % strongly agreed on the idea that a coursebook should be followed in language classes.21.2 % of the participants using the same coursebook agreed and 3 students (9.1 % of total participants) out of 33 were not sure about the necessity of using a coursebook in learning a language. 4 participants making 12.1 % of participants stated that they disagreed with the statement. 6.1% of the population strongly disagreed with the statement and this percentage stands for 2 individuals.

Item 2: Coursebooks should definitely be evaluated by the instructors prior to their usage in language classes.

Graph 2: The distribution of the responses for Item 2 in the students' questionnaires.

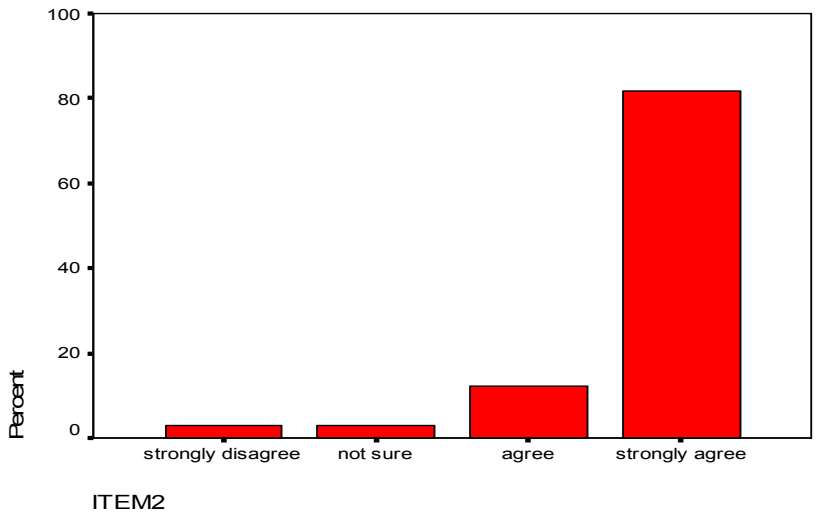


Table 14: The frequencies and the percentages of the responses given for item 2 of the student questionnaire.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	1	3,0	3,0	3,0
	not sure	1	3,0	3,0	6,1
	agree	4	12,1	12,1	18,2
	strongly agree	27	81,8	81,8	100,0
	Total	33	100,0	100,0	

Related with the second item, majority of the participants that is 81, 8% believed that the instructors should definitely evaluate coursebooks prior to their use in the classrooms. 12.1 percent of the participants agreed with the statement. Only 1 participant constituting 3 % of the total participants rejected the idea that the coursebooks should be evaluated by the instructors before using them in the classrooms by selecting "strongly disagree" and another participant making 3 % of the group was not sure about item number 2.

Item 3: Coursebooks should be used because they are written by experts.

Graph 3: The distribution of the responses for Item 3 in the students' questionnaires.

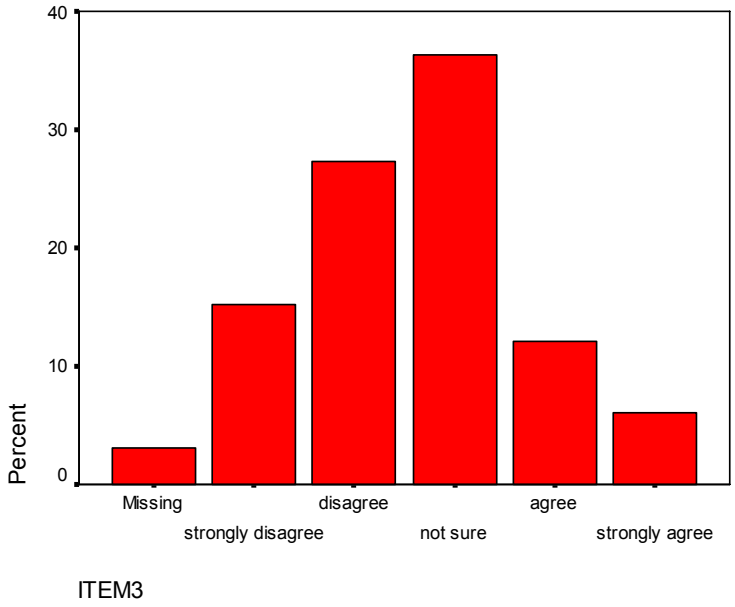


Table 15: The frequencies and the percentages of the responses given for item 3 of the student questionnaire.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	5	15,2	15,6	15,6
	disagree	9	27,3	28,1	43,8
	not sure	12	36,4	37,5	81,3
	agree	4	12,1	12,5	93,8
	strongly agree	2	6,1	6,3	100,0
	Total	32	97,0	100,0	
Missing	System	1	3,0		
Total		33	100,0		

Regarding the third item in the questionnaire, 37.5% of the participants stated that they were not sure that the coursebook they used to be written by the experts. At the same time 28.1% of the participants disagreed with the idea that the coursebook they used to be written by the experts. And 15.6 % of the participants totally rejected the idea that their coursebook was written by the experts. 12.5 % of the participants formed by 4 participants agreed with the same statement. The rest of the group making 6.3% strongly agreed with item number 3

Item 4: Coursebooks are systematic resources for the learners.

Graph 4: The distribution of the responses for Item 4 in the students' questionnaires.

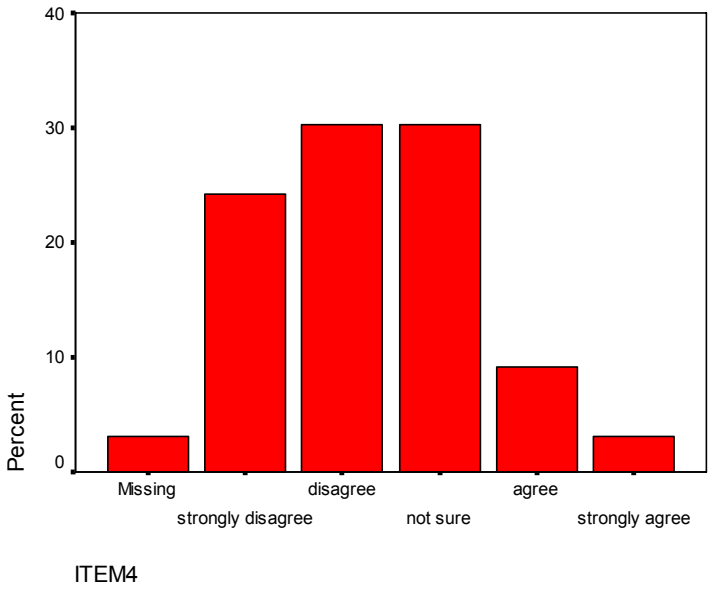


Table 16: The frequencies and the percentages of the responses given for item 4 of the student questionnaire.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	8	24,2	25,0	25,0
	disagree	10	30,3	31,3	56,3
	not sure	10	30,3	31,3	87,5
	agree	3	9,1	9,4	96,9
	strongly agree	1	3,0	3,1	100,0
	Total	32	97,0	100,0	
Missing	System	1	3,0		
Total		33	100,0		

The fourth item indicated that 25 % of the participants strongly disagreed with the idea that coursebooks were systematic resources for the learners. Also 31.3 % of the participants disagreed with the idea that coursebooks were systematic resources for the learners. 9.4 % of the population agreed with the same statement and 1 participant making 3.1 % strongly agreed with the same statement. 31.3 % of the participants were not sure about this statement.

Item 5: Coursebooks provide learners with self-confidence.

Graph 5: The distribution of the responses for Item 5 in the students' questionnaires.

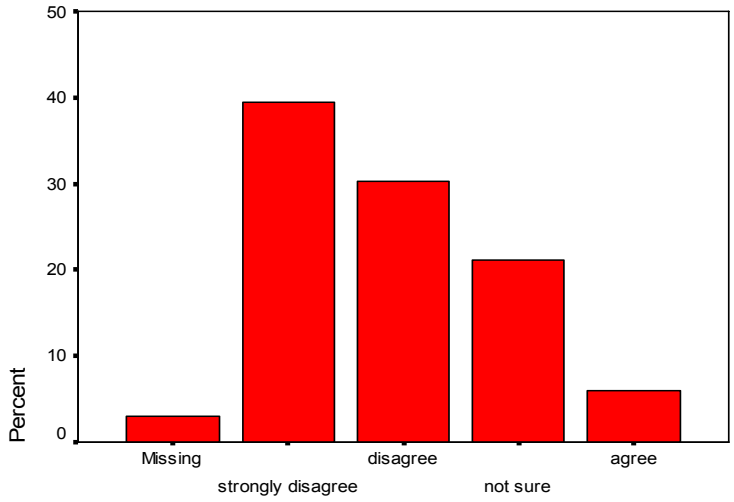


Table 17: The frequencies and the percentages of the responses given for item 5 of the student questionnaire.

ITEM5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	13	39,4	40,6	40,6
	disagree	10	30,3	31,3	71,9
	not sure	7	21,2	21,9	93,8
	agree	2	6,1	6,3	100,0
	Total	32	97,0	100,0	
Missing	System	1	3,0		
Total		33	100,0		

Item 5 indicates that the majority of the students disagreed with the idea that coursebooks provide learners with self-confidence. 40.6 % of the population stated they strongly disagree, 31.3 % stated they disagree with the same statement and 21.9 % stated they were not sure about the same statement. 6.3 % of the population formed by 2 participants agreed with the idea that coursebooks provided learners with self confidence.

Item 6: Our coursebook makes the classes boring and monotonous.

Graph 6: The distribution of the responses for Item 6 in the students' questionnaires.

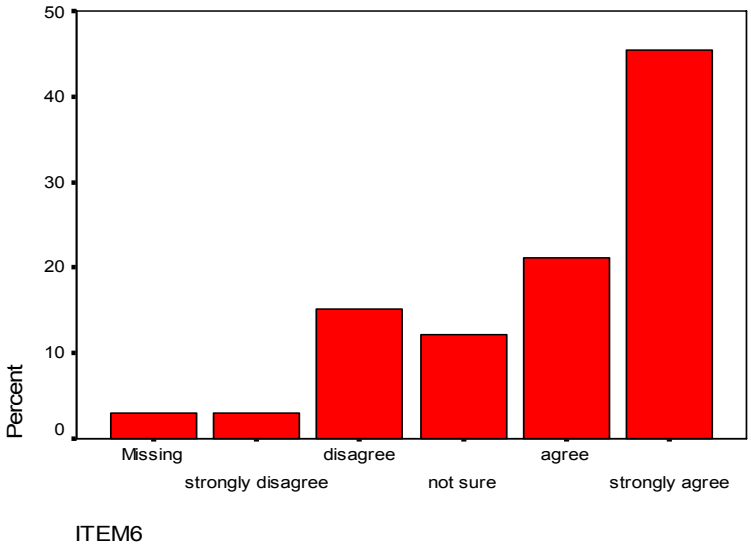


Table 18: The frequencies and the percentages of the responses given for item 6 of the student questionnaire.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	1	3,0	3,1	3,1
	disagree	5	15,2	15,6	18,8
	not sure	4	12,1	12,5	31,3
	agree	7	21,2	21,9	53,1
	strongly agree	15	45,5	46,9	100,0
	Total	32	97,0	100,0	
Missing	System	1	3,0		
Total		33	100,0		

Related to the sixth item in the questionnaire, 46, 9 % (15 participants out of 33) strongly agreed with the statement "Our coursebook makes the classes boring and monotonous." And 7 other participants, that is; 21.9 % agreed with the same statement. 12.5 % of the participants were not sure about this statement. 5 participants making 15.6 % disagreed and 1 participant making 3.1 % of the total population totally disagreed with this statement.

Item 7: Our coursebook is very expensive.

Graph 7: The distribution of the responses for Item 7 in the students' questionnaires.

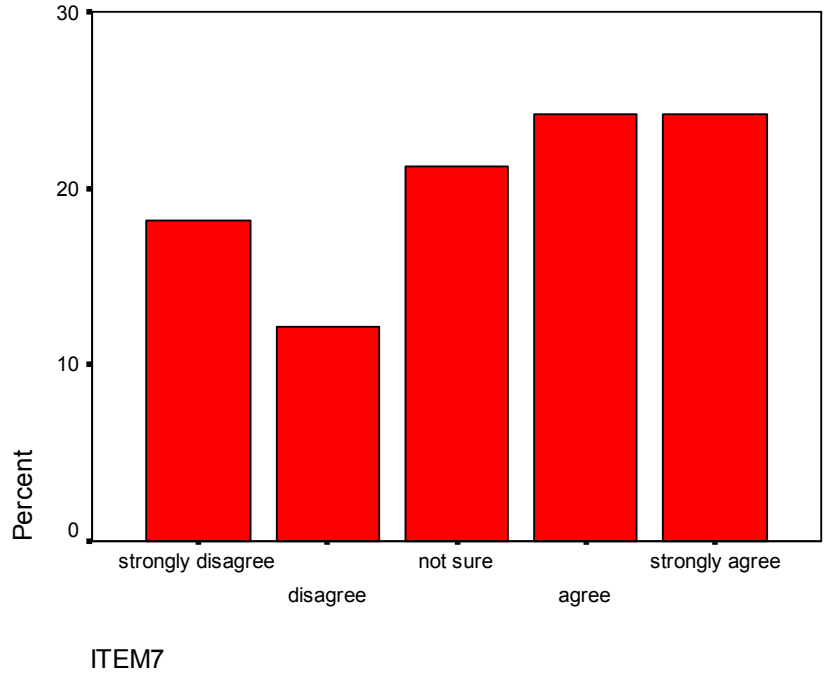


Table 19: The frequencies and the percentages of the responses given for item 7 of the student questionnaire.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	6	18,2	18,2	18,2
	disagree	4	12,1	12,1	30,3
	not sure	7	21,2	21,2	51,5
	agree	8	24,2	24,2	75,8
	strongly agree	8	24,2	24,2	100,0
	Total	33	100,0	100,0	

Item 7 returned with these percentages; 24.2 % of the participants strongly agreed with the idea that their coursebooks are very expensive. 8 participants agreed with this statement and they formed 24.2 % of the population and 21.1 % of the participants were not sure whether the coursebook was expensive. 4 participants that is; 12.1% disagreed with the statement "Our coursebook is very expensive" and other 6 participants which equals to 18.2 % of the group strongly disagreed with the same statement.

Item 8: Our coursebook is not relevant to my own needs.

Graph 8: The distribution of the responses for Item 8 in the students' questionnaires.

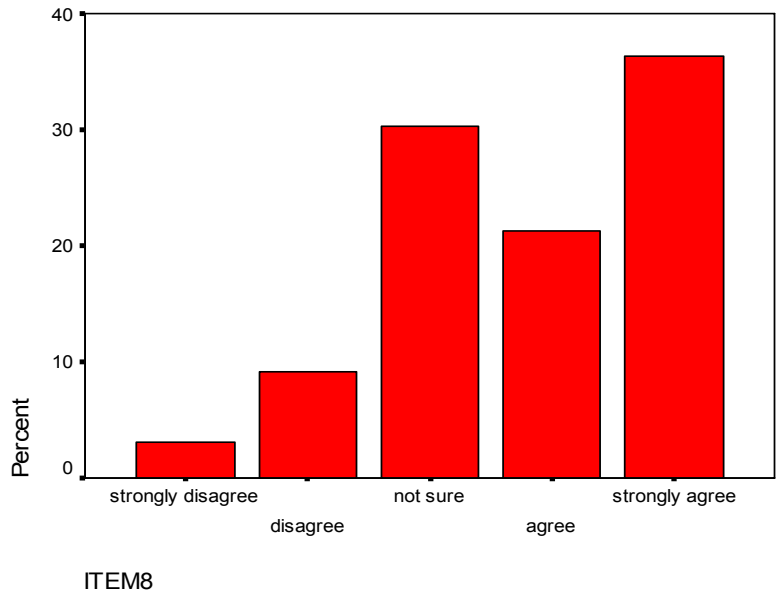


Table 20: The frequencies and the percentages of the responses given for item 8 of the student questionnaire

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	1	3,0	3,0	3,0
	disagree	3	9,1	9,1	12,1
	not sure	10	30,3	30,3	42,4
	agree	7	21,2	21,2	63,6
	strongly agree	12	36,4	36,4	100,0
	Total	33	100,0	100,0	

Item 8 indicates that more than one third of the participants that is; 36.4% strongly agreed with the idea that their coursebook was not relevant with what they wanted to learn. And more than one fifth of the students that is; 21.2 % agreed with the idea that their coursebook did not give them what they wanted from a language course. 303 % of the participants were not sure about the match between what they wanted and what they got from the coursebook. Those who disagreed with the statement made 9.1 % and 3 % of the participants were sure about the match between what they wanted from a coursebook and what they got from the book they used.

Item 9: The teaching methods/ techniques used in our coursebook are not helpful.

Graph 9: The distribution of the responses for Item 9 in the students' questionnaires.

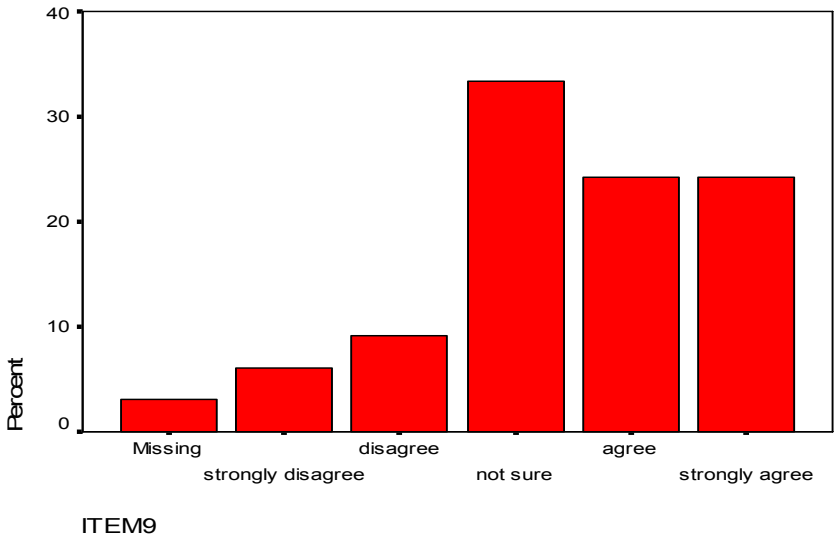


Table 21: The frequencies and the percentages of the responses given for item 9 of the student questionnaire.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	2	6,1	6,3	6,3
	disagree	3	9,1	9,4	15,6
	not sure	11	33,3	34,4	50,0
	agree	8	24,2	25,0	75,0
	strongly agree	8	24,2	25,0	100,0
	Total	32	97,0	100,0	
Missing	System	1	3,0		
Total		33	100,0		

Item 9 showed that 25 % of the participants strongly agreed with the statement. 25 % of the participants agreed with the statement and stated they were not satisfied with the methods and techniques of the coursebook. 34.4 % of the participants were not sure about the appropriateness of the methods and techniques used in the book. 9.4 % of the participants stated that they do not agree with item 9 and 6.3 % stated that they were satisfied with the methods and techniques used in the coursebook they use by saying they strongly disagree with the statement.

Item 10: Our coursebook is suitable for self study.

Graph 10: The distribution of the responses for Item 10 in the students' questionnaires.

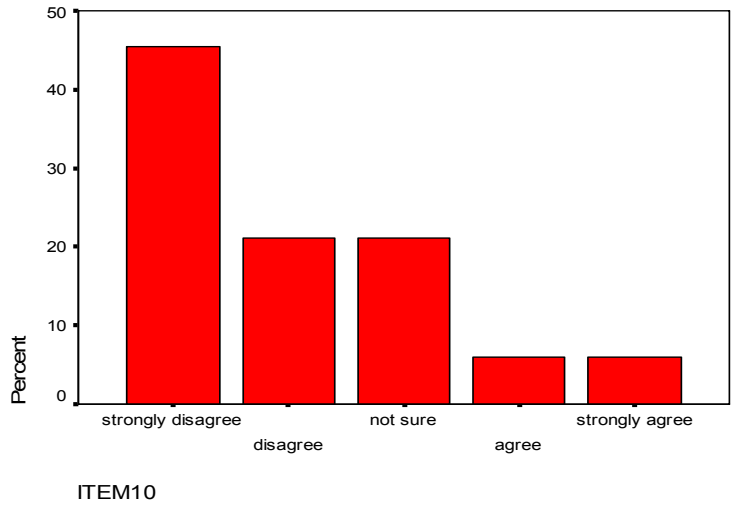


Table 22: The frequencies and the percentages of the responses given for item 10 of the student questionnaire.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	15	45,5	45,5	45,5
	disagree	7	21,2	21,2	66,7
	not sure	7	21,2	21,2	87,9
	agree	2	6,1	6,1	93,9
	strongly agree	2	6,1	6,1	100,0
	Total	33	100,0	100,0	

Results of item 10 indicates that nearly half of the participants that is; 45,5 % strongly disagreed with the statement. Another 21.2 % disagreed with the idea that the coursebook was suitable for self study. 21.2 % of participants were not sure about this statement while 6.1 % agreed with this statement. 2 participants forming 6.1 % of total population strongly agreed with the statement.

Item 11: Activities in our coursebook are enjoyable and useful.

Graph 11: The distribution of the responses for Item 11 in the students' questionnaires.

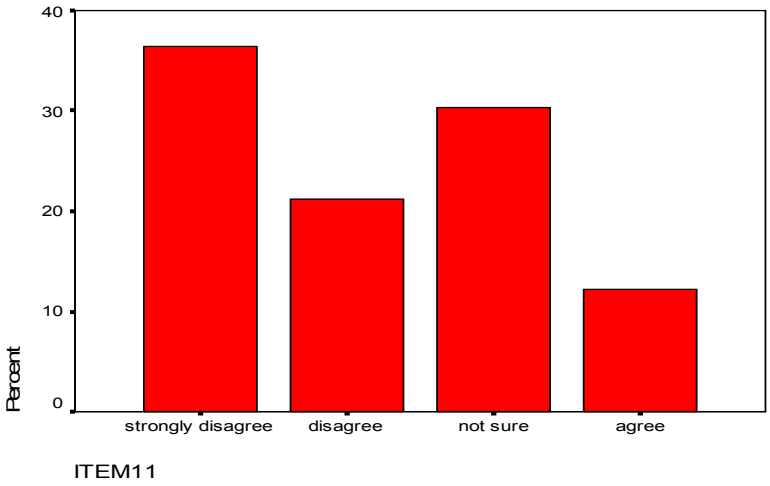


Table 23: The frequencies and the percentages of the responses given for item 11 of the student questionnaire.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	12	36,4	36,4	36,4
	disagree	7	21,2	21,2	57,6
	not sure	10	30,3	30,3	87,9
	agree	4	12,1	12,1	100,0
	Total	33	100,0	100,0	

36.4 % of the participants stated that activities in the coursebook were not useful and enjoyable by saying they totally disagreed with this item and another 21.2 % disagreed with the same item. 30.3 %, of total population stated that they were not sure about this statement. 12.1 % of the population agreed with the same statement.

Item 12: Our coursebook has attractive and interesting visuals.

Graph 12: The distribution of the responses for Item 12 in the students' questionnaires.

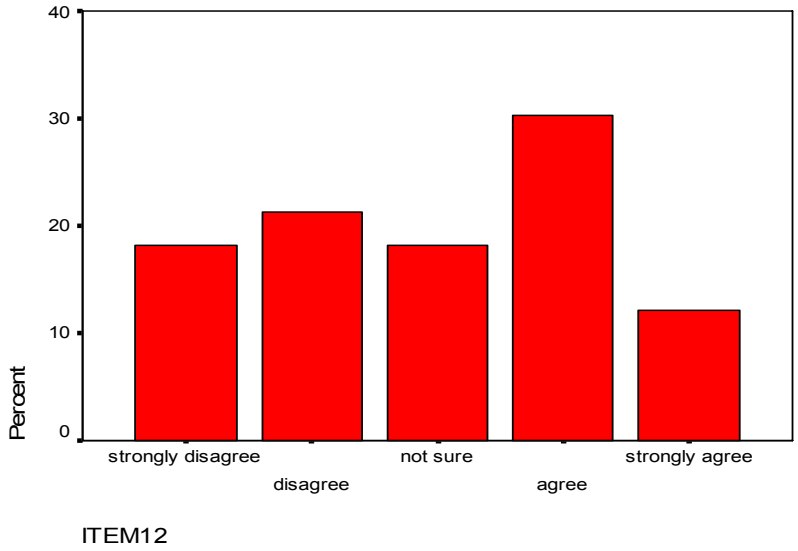


Table 24: The frequencies and the percentages of the responses given for item 12 of the student questionnaire.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	6	18,2	18,2	18,2
	disagree	7	21,2	21,2	39,4
	not sure	6	18,2	18,2	57,6
	agree	10	30,3	30,3	87,9
	strongly agree	4	12,1	12,1	100,0
	Total	33	100,0	100,0	

12.1 % of the students strongly agreed with this statement while 30.3 % agreed with this item. 18.2 % formed by 6 students were not sure about the visual aspect of the coursebook and another 21.2 % of the participants disagreed with item 12 and 18.2 % of the participants strongly disagreed with the statement and stated that the visuals of the book are neither interesting nor attractive.

Item 13: Our coursebook has simple and clear instructions and easy to understand explanations.

Graph 13: The distribution of the responses for Item 13 in the students' questionnaires.

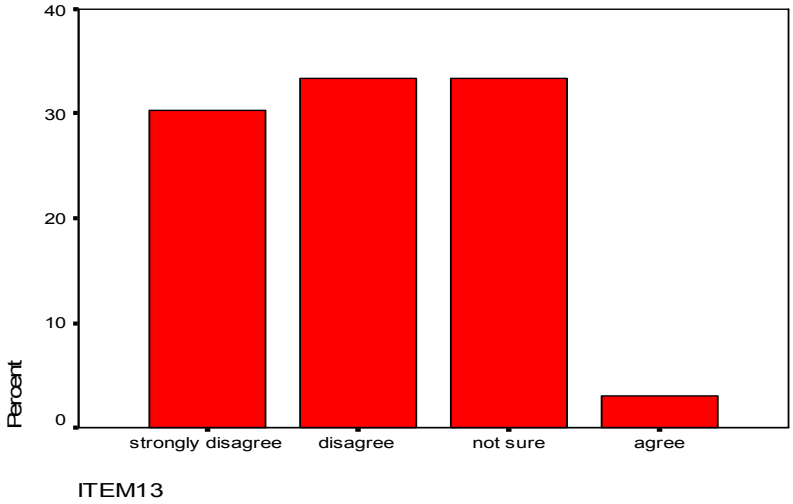


Table 25: The frequencies and the percentages of the responses given for item 13 of the student questionnaire.

ITEM13

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	10	30,3	30,3	30,3
	disagree	11	33,3	33,3	63,6
	not sure	11	33,3	33,3	97,0
	agree	1	3,0	3,0	100,0
	Total	33	100,0	100,0	

When it comes to the instructions and explanations of the coursebook, results indicate that 30.3 % of the participants strongly rejected the instructions and explanations' quality by saying they strongly disagree with that statement. One third of the participants that is; 33.3 % disagreed with the statement and 33.3 % of the participants were not sure about the quality of the instructions and explanations of the coursebook. 3 % of the participants formed by 1 participant stated that he/she found the instructions simple and clear and explanations easy to understand by agreeing with the statement.

Item 14: The workbook and other supplementary materials are complementary to the coursebook.

Graph 14: The distribution of the responses for Item 14 in the students' questionnaires.

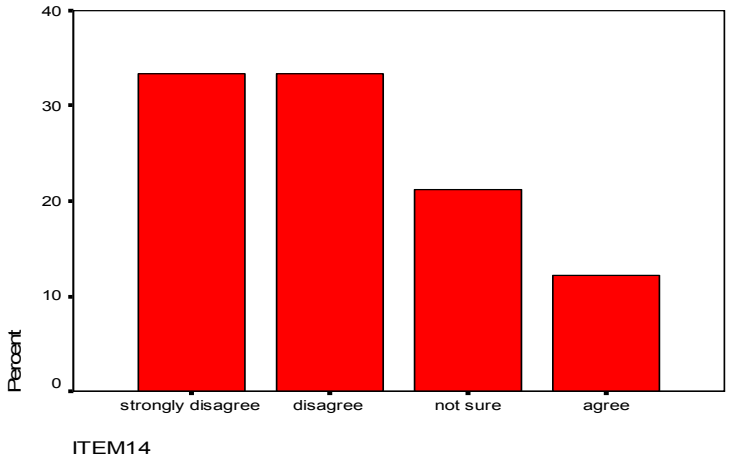


Table 26: The frequencies and the percentages of the responses given for item 14 of the student questionnaire.

ITEM14

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	11	33,3	33,3	33,3
	disagree	11	33,3	33,3	66,7
	not sure	7	21,2	21,2	87,9
	agree	4	12,1	12,1	100,0
	Total	33	100,0	100,0	

The fourteenth item aimed to find out the students' ideas about workbook and other supplementary materials of the coursebook. 33.3 % of the participants found the supplementary materials of the coursebook inadequate by saying they strongly disagree with this item. Another 33.3 % found the supplementary materials inadequate by saying they disagree with this statement and 21.2 % of the participants were not sure about the statement. Only 12.1 % of the students found the supplementary materials adequate by saying they agree with this statement.

Item 15: The questions in exams and quizzes are relevant to the coursebook.

Graph 15: The distribution of the responses for Item 15 in the students' questionnaires.

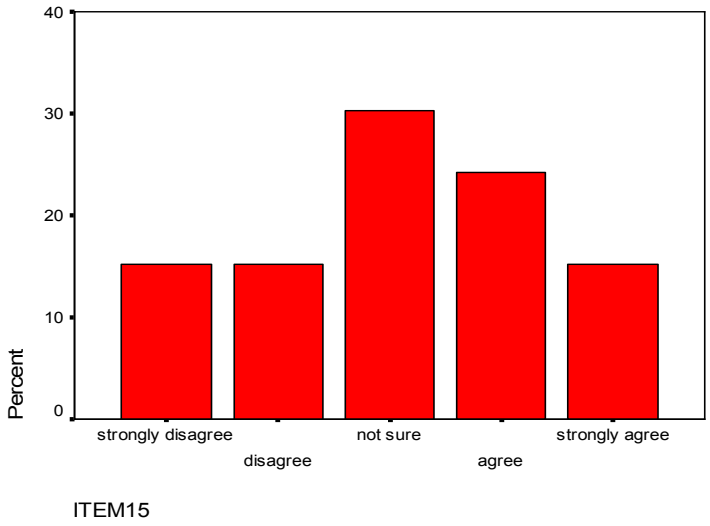


Table 27: The frequencies and the percentages of the responses given for item 15 of the student questionnaire

ITEM15

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	5	15,2	15,2	15,2
	disagree	5	15,2	15,2	30,3
	not sure	10	30,3	30,3	60,6
	agree	8	24,2	24,2	84,8
	strongly agree	5	15,2	15,2	100,0
	Total	33	100,0	100,0	

When it comes to evaluation, students were asked about the relevancy of exams and quizzes with the coursebook and its content and results obtained were as follows;

15.2 % of the participants found the quizzes and exams irrelevant to the coursebook by saying they strongly disagree with this item. Another 15.2 % disagreed with the same item and 30.3 % were not sure about the relevancy of the coursebook and exams and quizzes. 24.2 % stated that they agree with this item and another 15.2 % found the questions in the exams and quizzes relevant to the coursebook by stating they strongly agree with this item.

Item 16: Our coursebook is a useful resource in my learning.

Graph 16: The distribution of the responses for Item 16 in the students' questionnaires.

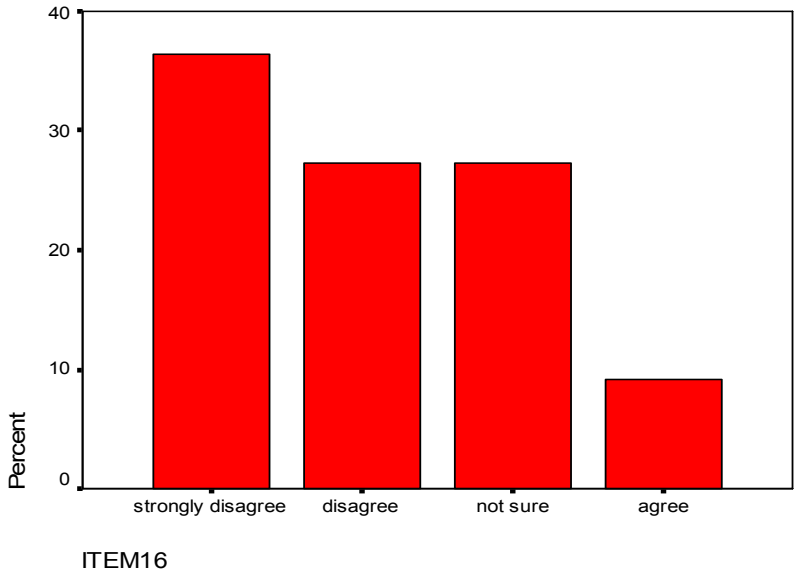


Table 28: The frequencies and the percentages of the responses given for item 16 of the student questionnaire.

ITEM16

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	12	36,4	36,4	36,4
	disagree	9	27,3	27,3	63,6
	not sure	9	27,3	27,3	90,9
	agree	3	9,1	9,1	100,0
	Total	33	100,0	100,0	

Item sixteen aiming to elicit answers about the usefulness of the coursebook returned with these percentages; 36.4 % of the participants stated that they do not find the coursebook as a useful resource by marking "strongly disagree", 27.3 % of the participants stated they disagree with the same item, 27.3 % of the participants were not sure about the usefulness of the coursebook, another 9.1 % of the participants agreed with the same statement.

Item 17: Our coursebook is easy to obtain.

Graph 17: The distribution of the responses for Item 17 in the students' questionnaires.

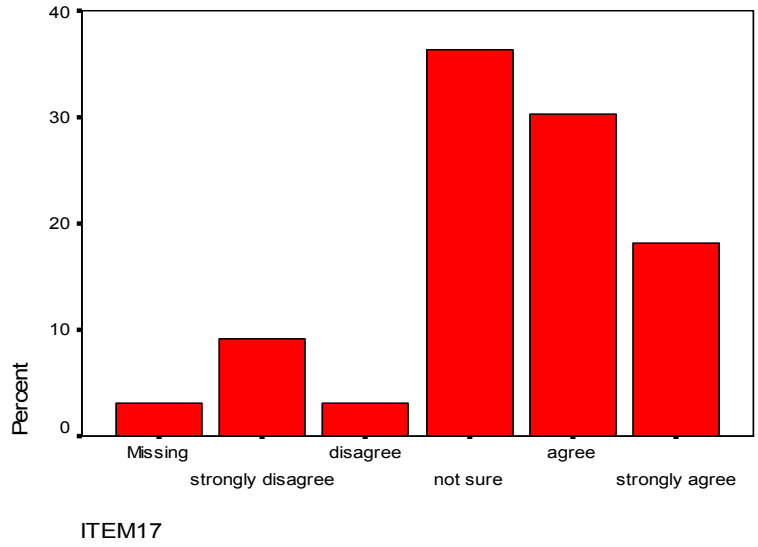


Table 29: The frequencies and the percentages of the responses given for item 17 of the student questionnaire.

ITEM17

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	3	9,1	9,4	9,4
	disagree	1	3,0	3,1	12,5
	not sure	12	36,4	37,5	50,0
	agree	10	30,3	31,3	81,3
	strongly agree	6	18,2	18,8	100,0
	Total	32	97,0	100,0	
Missing	System	1	3,0		
Total		33	100,0		

Item 17 was about the availability of the coursebook and 9.4 % of the participants strongly disagreed with this statement 3.1 % of the participants disagreed with the same statement. 37.5 % formed by 12 participants were not sure about the same statement. 31.3 % agreed with the statement and found coursebook easy to obtain. Another 18.8 % of the participants strongly agreed with the statement and found the book easily obtainable.

Item 18: Our coursebook has an easy to follow layout.

Graph 18: The distribution of the responses for Item 18 in the students' questionnaires.

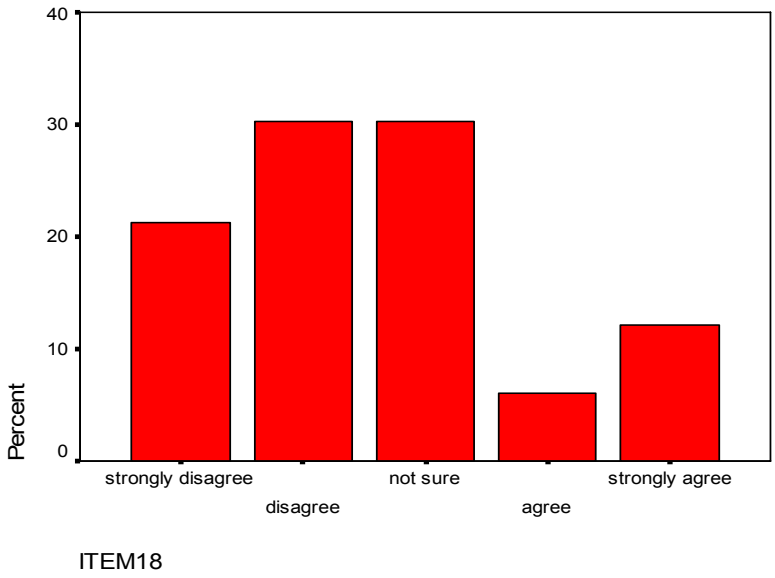


Table 30: The frequencies and the percentages of the responses given for item 18 of the student questionnaire.

ITEM18

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	7	21,2	21,2	21,2
	disagree	10	30,3	30,3	51,5
	not sure	10	30,3	30,3	81,8
	agree	2	6,1	6,1	87,9
	strongly agree	4	12,1	12,1	100,0
	Total	33	100,0	100,0	

About the layout of the coursebook, 21.2 % of the participants strongly disagreed with the statement given. 30.3 % of the participants disagreed with item 18 and another 30.3 % of the participants were not sure about the book's layout. 6.1 % stated that they found the layout of the book easy to follow by saying they agree with this item and, 12.1 % of the participants found the layout of the coursebook easy to follow by stating they strongly agree with this item.

Item 19: The coursebook teaches relevant and appropriate registers and styles.

Graph 19: The distribution of the responses for Item 19 in the students' questionnaires.

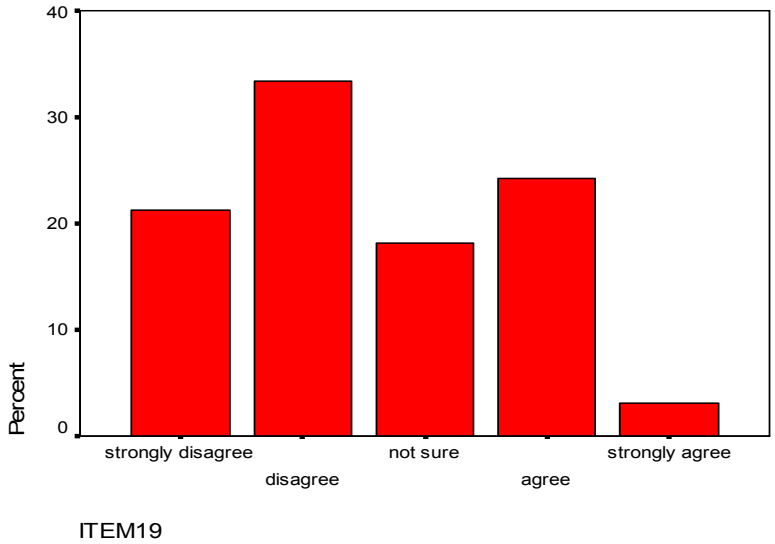


Table 31: The frequencies and the percentages of the responses given for item 19 of the student questionnaire.

ITEM19

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	7	21,2	21,2	21,2
	disagree	11	33,3	33,3	54,5
	not sure	6	18,2	18,2	72,7
	agree	8	24,2	24,2	97,0
	strongly agree	1	3,0	3,0	100,0
	Total	33	100,0	100,0	

About teaching appropriate register and styles, participants came out with the following results; 21.2 % of the participants strongly disagreed with the statement, 33.3 % of the participants disagreed with the same statement. 18.2 % of participants were not sure about appropriateness of styles and register taught by the coursebook. 24.2 % of the participants agreed with the statement and found the styles and registers taught in the book relevant and appropriate to their own needs, and only 3 % formed by one participant stated that the styles and registers taught in the book were really relevant and appropriate to their own needs by selecting "strongly agree" as the answer.

Item 20: Our coursebook is durable/ can be used in the long run.

Graph 20: The distribution of the responses for Item 20 in the students' questionnaires.

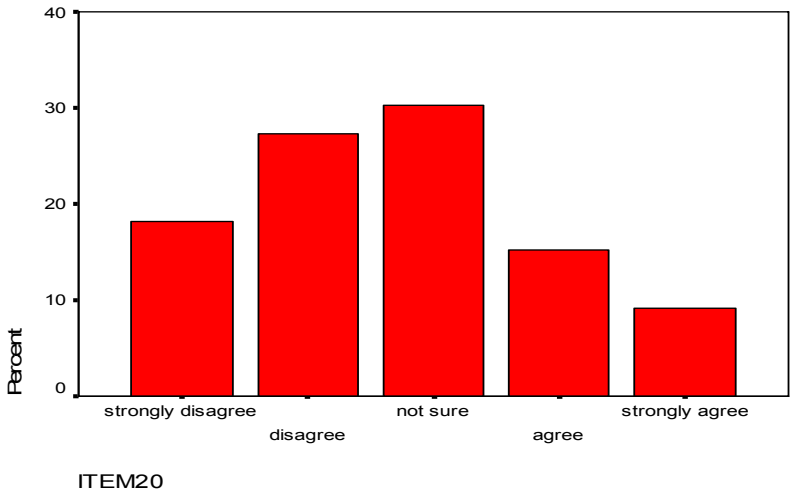


Table 32: The frequencies and the percentages of the responses given for item 20 of the student questionnaire.

ITEM20

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	6	18,2	18,2	18,2
	disagree	9	27,3	27,3	45,5
	not sure	10	30,3	30,3	75,8
	agree	5	15,2	15,2	90,9
	strongly agree	3	9,1	9,1	100,0
	Total	33	100,0	100,0	

About the physical properties of the coursebook, participants returned the questionnaire with these results: 18.2 % of the participants thought that the coursebook they used is not durable or can not be used in the long run by selecting the choice "strongly disagree". 27.3 % of the students disagreed with the same statement saying that they do not find the book durable. 30.3 % of the population was not sure about the statement and 15.2 % of the participants found the book durable by saying they agree with this statement. Another 3 participants making 9.1 % of the participants found the book durable by selecting the choice "strongly agree".

Item 21: The reading texts in our coursebooks are interesting and enjoyable.

Graph 21: The distribution of the responses for Item 21 in the students' questionnaires.

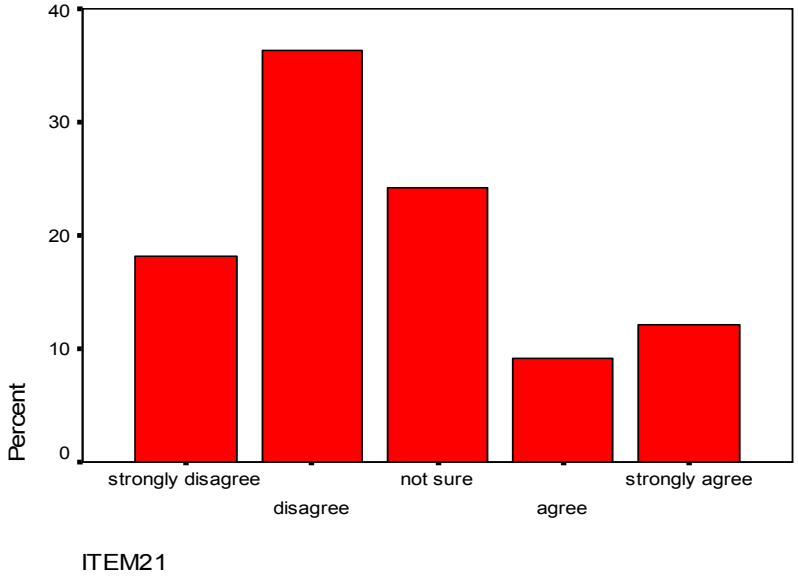


Table 33: The frequencies and the percentages of the responses given for item 21 of the student questionnaire.

ITEM21

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	6	18,2	18,2	18,2
	disagree	12	36,4	36,4	54,5
	not sure	8	24,2	24,2	78,8
	agree	3	9,1	9,1	87,9
	strongly agree	4	12,1	12,1	100,0
	Total	33	100,0	100,0	

About the statement "The reading texts in our coursebook are interesting and enjoyable" 18.2 % of the participants strongly disagreed and 36.4 % of the participants disagreed. 24.2 % of the participants were not sure about the quality of the reading texts. 9.1 % formed by 3 participants agreed with the statement and 12.1 % of the participants formed by 4 individuals found the reading texts interesting and enjoyable by stating they strongly agree with this item.

Item 22: The listening sections in the coursebook are interesting and enjoyable.

Graph 22: The distribution of the responses for Item 22 in the students' questionnaires.

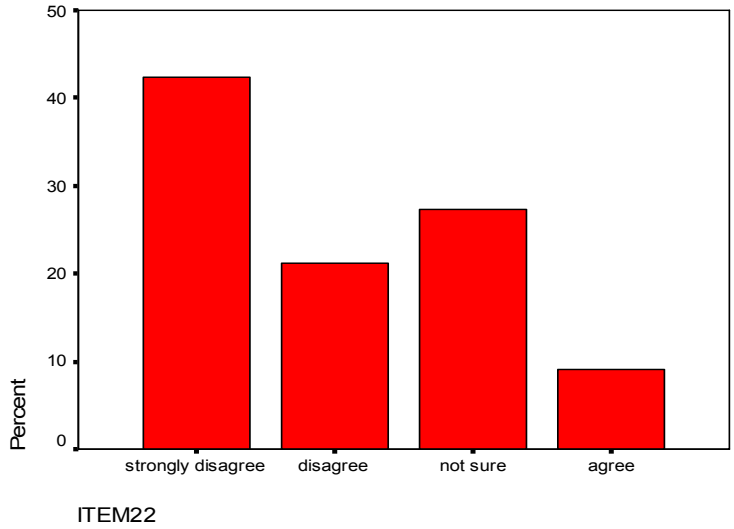


Table 34: The frequencies and the percentages of the responses given for item 22 of the student questionnaire.

ITEM22

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	14	42,4	42,4	42,4
	disagree	7	21,2	21,2	63,6
	not sure	9	27,3	27,3	90,9
	agree	3	9,1	9,1	100,0
	Total	33	100,0	100,0	

About the listening sections of the coursebook, the participants stated their ideas as follows: 14 participants forming 42.4 % strongly disagreed with the statement indicating they do not find the listening sections interesting and enjoyable. Another 21.2 % found the listening sections in the coursebook not interesting and enjoyable by disagreeing with the same statement, 27.3 % of the participants were not sure about the item and 3 participants, that is; 9.1 % of the participants found the listening sections interesting and enjoyable by saying they agree with this statement.

Item 23: The writing sections in the coursebook are interesting and enjoyable.

Graph 23: The distribution of the responses for Item 23 in the students' questionnaires.

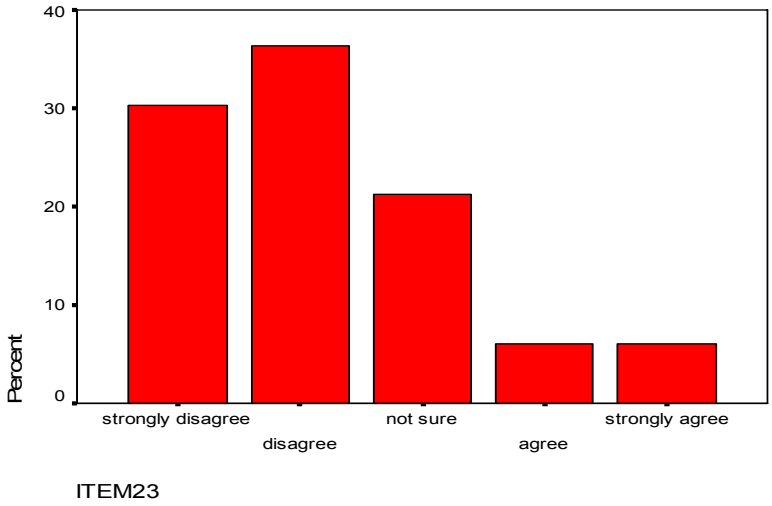


Table 35: The frequencies and the percentages of the responses given for item 23 of the student questionnaire.

ITEM23

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	10	30,3	30,3	30,3
	disagree	12	36,4	36,4	66,7
	not sure	7	21,2	21,2	87,9
	agree	2	6,1	6,1	93,9
	strongly agree	2	6,1	6,1	100,0
	Total	33	100,0	100,0	

About the writing sections in the coursebook 30.3 % of the participants strongly disagreed with 23rd item and 36.4 % of the participants disagreed with the item and stated they do not find the writing sections interesting and enjoyable, 21.2 % of the participants were not sure about the quality of the writing sections in the coursebook. 6.1 % agreed with the statement and stated that they find the writing sections in the coursebook interesting and enjoyable. Another 6.1 % formed by 2 participants found the writing sections of the coursebook interesting and enjoyable by saying they strongly agree with this item.

Item 24: Our coursebook is useful to develop speaking skills in language learning.

Graph 24: The distribution of the responses for Item 24 in the students' questionnaires.

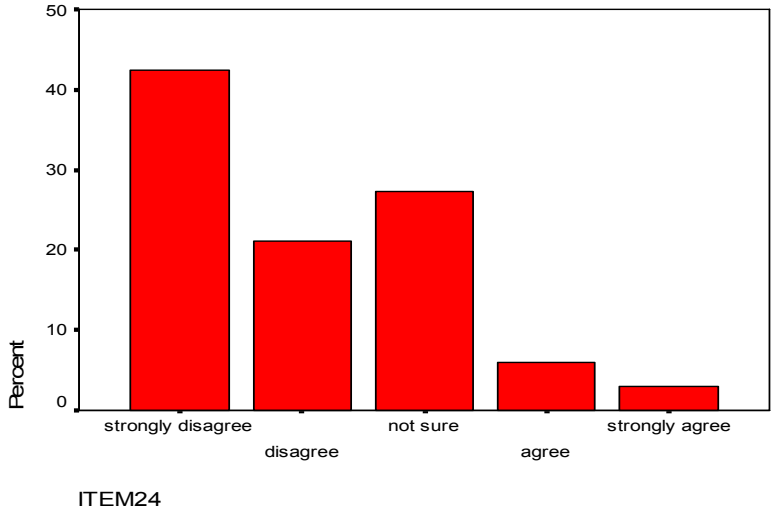


Table 36: The frequencies and the percentages of the responses given for item 24 of the student questionnaire.

ITEM24

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	14	42,4	42,4	42,4
	disagree	7	21,2	21,2	63,6
	not sure	9	27,3	27,3	90,9
	agree	2	6,1	6,1	97,0
	strongly agree	1	3,0	3,0	100,0
	Total	33	100,0	100,0	

About the development of speaking skills, 42.4 % of the participants found the coursebook not useful by stating they strongly disagree with the 24th item. 21.2% of the participants disagreed with the same item and 9 participants making the 27.3 % of the population of this group were not sure about usefulness of the coursebook in the development of speaking skills. 6.1 % of the participants agreed with the statement. 1 participant making 3 % of the group strongly agreed with the usefulness of the coursebook in developing speaking skills in language learning.

Student Questionnaire Results

Attain

The questionnaire used with the group using the New Bridge to Success as coursebook was applied to the students using Attain as a coursebook as well. The following results depict the ideas of participants about the coursebook they used during the study.

Item 1: A coursebook should be followed in language classes.

Graph 25: The distribution of the responses for Item 1 in the students' questionnaires

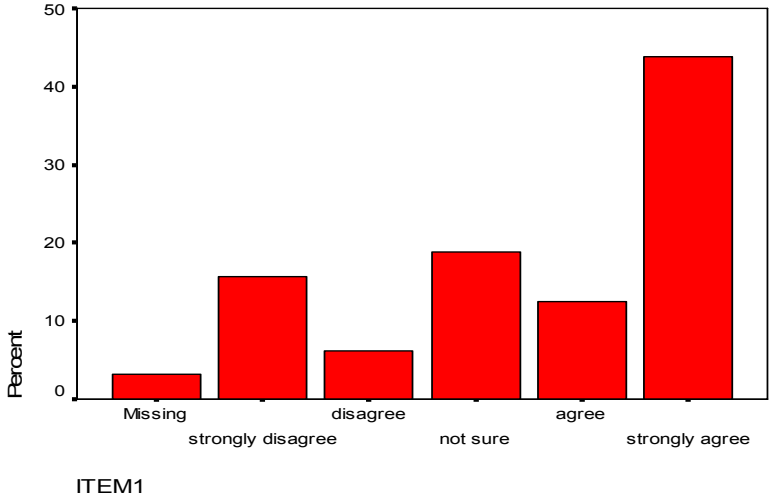


Table 37: The frequencies and the percentages of the responses given for item 1 of the student questionnaire

ITEM1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	5	15,2	15,6	15,6
	disagree	2	6,1	6,3	21,9
	not sure	6	18,2	18,8	40,6
	agree	4	12,1	12,5	53,1
	strongly agree	15	45,5	46,9	100,0
	Total	32	97,0	100,0	
Missing	System	1	3,0		
Total		33	100,0		

In connection with the first item in the questionnaire, 15.6 % of participants stated that they totally disagree with the idea that a coursebook should be followed in

language classes. 6.3 % of the participants stated that they disagree with the same statement. 18.8 % of the participants were not sure about following a coursebook in language classes. 12.5 % of the participants agreed with the statement and 46.9 % of the participants using Attain as a coursebook strongly agreed with the statement.

Item 2: Coursebooks should definitely be evaluated by the instructors prior to their usages in language classes.

Graph 26: The distribution of the responses for Item 2 in the students' questionnaires

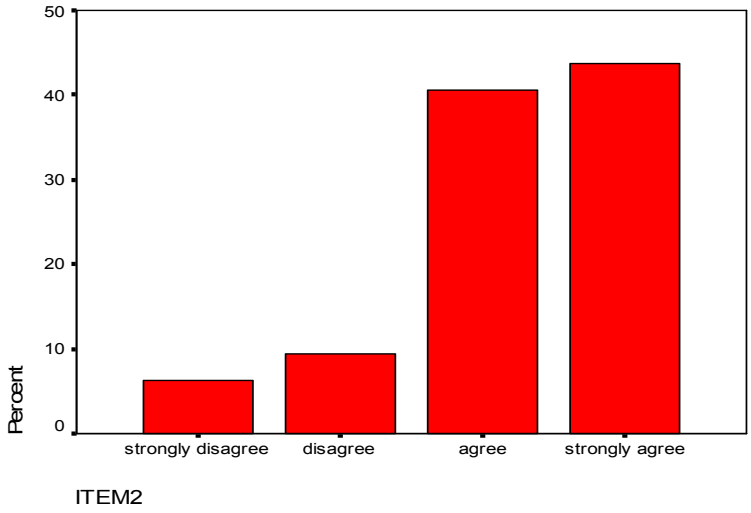


Table 38: The frequencies and the percentages of the responses given for item 2 of the student questionnaire

ITEM2

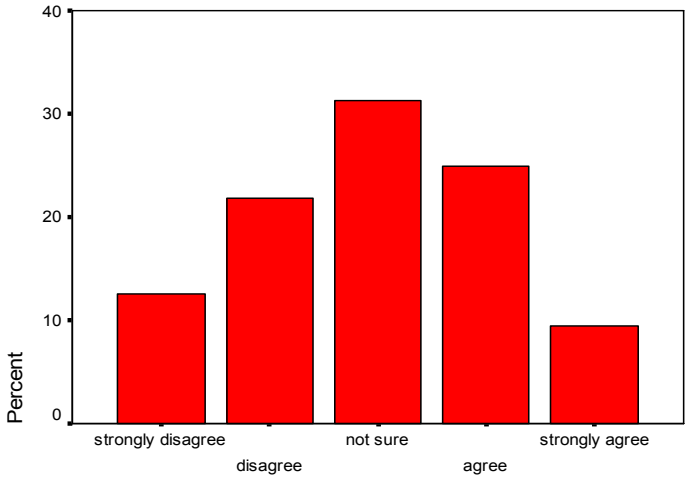
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	2	6,1	6,1	6,1
	disagree	3	9,1	9,1	15,2
	agree	13	39,4	39,4	54,5
	strongly agree	15	45,5	45,5	100,0
	Total	33	100,0	100,0	

The second item was about the evaluation of coursebooks by the instructors prior to their usage in class. 6.1 % stated they strongly disagree with the statement. 9.1 % of the total population stated that they disagree with this statement, 39.4 %

agreed with the statement. And 45.5 % of the population strongly agreed with the idea of evaluating the coursebooks prior to their usage in class.

Item 3: Coursebooks should be used because they are written by experts.

Graph 3: The distribution of the responses for Item 3 in the students' questionnaires



ITEM3

Table 39: The frequencies and the percentages of the responses given for item 3 of the student questionnaire

ITEM3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	4	12,1	12,1	12,1
	disagree	7	21,2	21,2	33,3
	not sure	11	33,3	33,3	66,7
	agree	8	24,2	24,2	90,9
	strongly agree	3	9,1	9,1	100,0
	Total	33	100,0	100,0	

In response to the third item stating "Coursebooks should be used because they are written by experts", participants responded as follows:

12.1 % of the population stated they strongly disagreed with the statement,

21.2 % of the population stated they disagreed with the statement,

33.3 % of the population stated they were not sure about the statement,

24.2 % of the population stated they agreed with the statement,

9.1 % of the population stated they strongly agreed with the statement.

Item 4: Coursebooks are systematic resources for the learners.

Graph 4: The distribution of the responses for Item 4 in the students' questionnaires

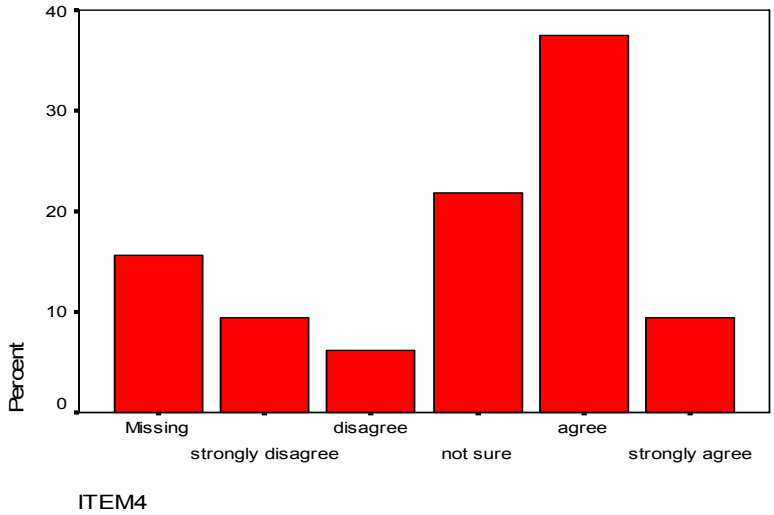


Table 40: The frequencies and the percentages of the responses given for item 4 of the student questionnaire

ITEM4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	3	9,1	10,7	10,7
	disagree	2	6,1	7,1	17,9
	not sure	7	21,2	25,0	42,9
	agree	13	39,4	46,4	89,3
	strongly agree	3	9,1	10,7	100,0
	Total	28	84,8	100,0	
Missing	System	5	15,2		
Total		33	100,0		

The fourth item stating "Coursebooks are systematic resources for the learners" returned with these results;

10.7 % of the participants strongly disagreed with the statement, 7.1 % of the participants disagreed with item four, 25 % of the population were not sure about the coursebook and its quality of being a systematic resource for learners, 46.4 % agreed with the statement, the rest of the participants, making 10.7 % strongly agreed with the statement and found coursebooks as systematic resources for the learners.

Item 5: Coursebooks provide learners with self-confidence.

Graph 5: The distribution of the responses for Item 5 in the students' questionnaires

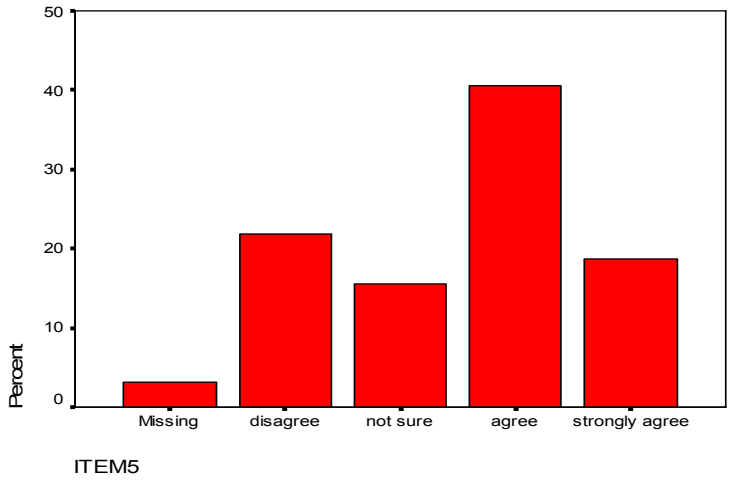


Table 41: The frequencies and the percentages of the responses given for item 5 of the student questionnaire

ITEM5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	7	21,2	21,9	21,9
	not sure	5	15,2	15,6	37,5
	agree	14	42,4	43,8	81,3
	strongly agree	6	18,2	18,8	100,0
	Total	32	97,0	100,0	
Missing	System	1	3,0		
Total		33	100,0		

The fifth item; "Coursebooks provide learners with self confidence", returned with the following results;

21.9 % of the participants disagreed with the statement. 15.6 % of the participants were not sure about the statement, 43.8 % agreed with the same statement and 18.8 % of the population stated that the coursebook provides them with self confidence.

Item 6: Our coursebook makes the classes boring and monotonous.

Graph 6: The distribution of the responses for Item 6 in the students' questionnaires

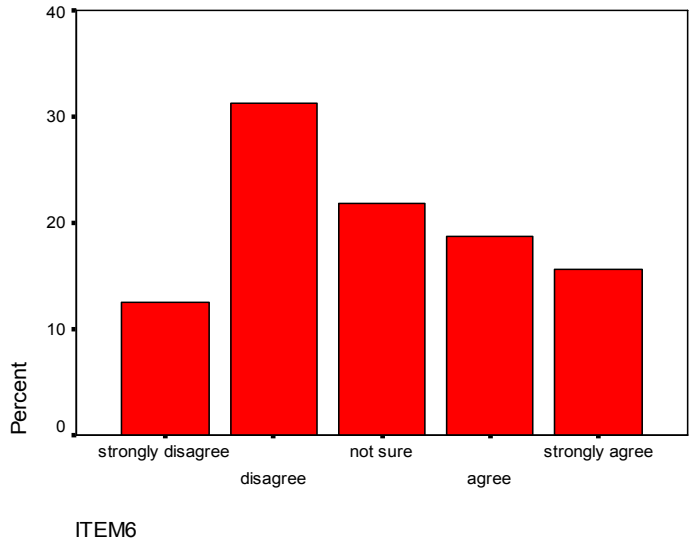


Table 42: The frequencies and the percentages of the responses given for item 6 of the student questionnaire

ITEM6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	5	15,2	15,2	15,2
	disagree	10	30,3	30,3	45,5
	not sure	7	21,2	21,2	66,7
	agree	6	18,2	18,2	84,8
	strongly agree	5	15,2	15,2	100,0
	Total	33	100,0	100,0	

Item six came up with these results: 15.2 % of the participants stated they strongly disagree with the statement "Our coursebook makes the classes boring and monotonous." 30.3 % disagreed with the item and 21.2% of the participants were not sure about the statement. 18.2 % found the book as the cause of boring and monotonous classes by saying they agree with the item and another 15.2 % stated that they strongly agreed with the statement and found the book as the cause of boring and monotonous classes.

Item 7: Our coursebook is very expensive.

Graph 7: The distribution of the responses for Item 7 in the students' questionnaires

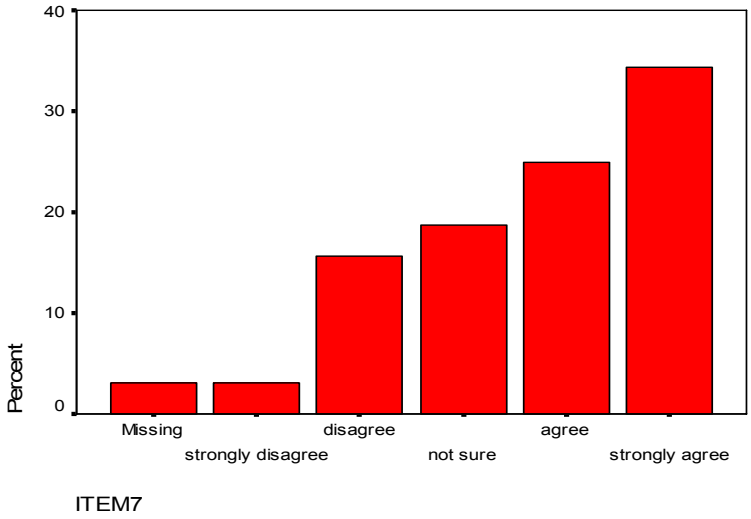


Table 43: The frequencies and the percentages of the responses given for item 7 of the student questionnaire

ITEM7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	1	3,0	3,1	3,1
	disagree	5	15,2	15,6	18,8
	not sure	7	21,2	21,9	40,6
	agree	8	24,2	25,0	65,6
	strongly agree	11	33,3	34,4	100,0
	Total	32	97,0	100,0	
Missing	System	1	3,0		
Total		33	100,0		

About the cost of the coursebook, participants stated their ideas as follows:

3.1 % strongly disagreed with the statement,

15.6 % found the book not expensive by saying they disagree with the statement,

21.9 % of the participants were not sure about the book's being expensive,

25 % agreed with the statement and found the book expensive,

34.4 % of the participants strongly agreed with the statement and they found the book very expensive.

Item 8: Our coursebook is not relevant to my own needs.

Graph 8: The distribution of the responses for Item 8 in the students' questionnaires

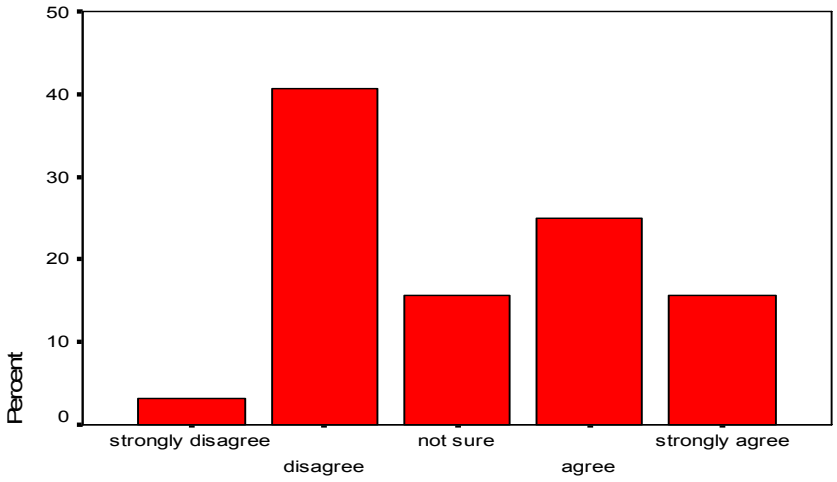


Table 44: The frequencies and the percentages of the responses given for item 8 of the student questionnaire

ITEM8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	1	3,0	3,0	3,0
	disagree	13	39,4	39,4	42,4
	not sure	6	18,2	18,2	60,6
	agree	8	24,2	24,2	84,8
	strongly agree	5	15,2	15,2	100,0
	Total	33	100,0	100,0	

About the relevancy of coursebook to the needs of the learners, the participants replied as follows:

3 % of the participants strongly disagreed with the statement and found the book relevant to their own needs, 39.4 % of the participants disagreed with the statement and found the book relevant to their own needs, 18.2 % of the participants were not sure about the relevancy of the coursebook to their needs, 24.2 % of the participants agreed with the item and they found the book irrelevant to their needs and the rest of the participants forming the 15.2 5 of the group stated they strongly agreed with the statement and they found the book irrelevant to their own needs.

Item 9: The teaching methods/ techniques used in our coursebook are not helpful.

Graph 9: The distribution of the responses for Item 9 in the students' questionnaires

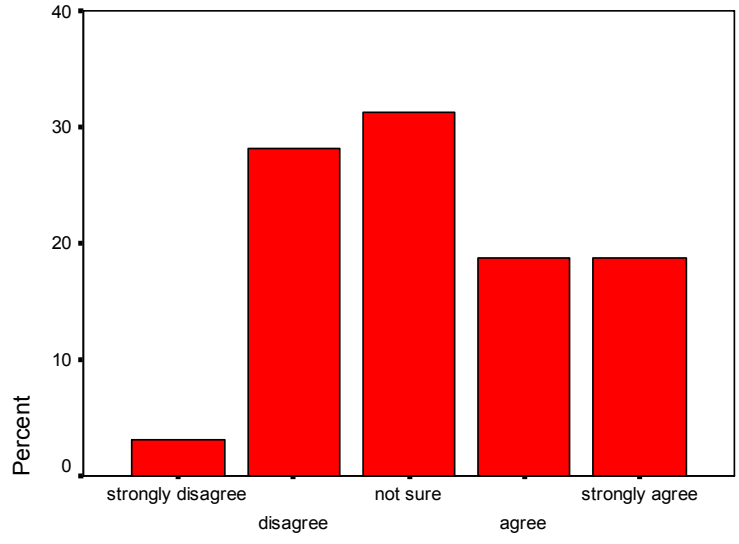


Table 45: The frequencies and the percentages of the responses given for item 9 of the student questionnaire

ITEM9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	1	3,0	3,0	3,0
	disagree	9	27,3	27,3	30,3
	not sure	10	30,3	30,3	60,6
	agree	6	18,2	18,2	78,8
	strongly agree	7	21,2	21,2	100,0
	Total	33	100,0	100,0	

About the teaching methods and techniques used in the coursebook 3 % of the participants stated that the methods and techniques were helpful by saying they strongly disagreed with the item. 27.3 % of the participants disagreed with the same statement and they indicated that they found the methods and techniques helpful. 30.3 % were not sure about the helpfulness of teaching methods and techniques used in the coursebook. 18.2 % of the participants found the methods and techniques not helpful by agreeing with the statement. 21.2 % forming the rest of the population strongly agreed with the statement and stated that the methods and techniques were not helpful in their learning process.

Item 10: Our coursebook is suitable for self study.

Graph 10: The distribution of the responses for Item 10 in the students' questionnaires

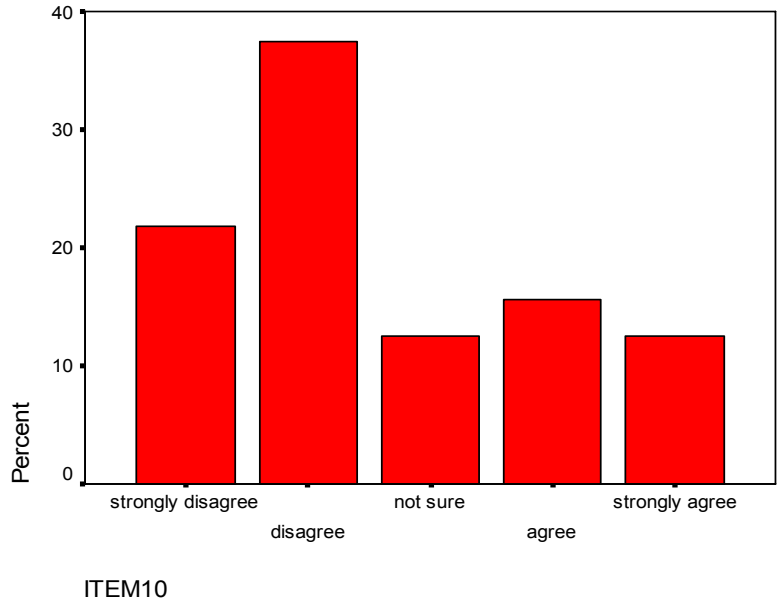


Table 46: The frequencies and the percentages of the responses given for item 10 of the student questionnaire

ITEM10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	8	24,2	24,2	24,2
	disagree	12	36,4	36,4	60,6
	not sure	4	12,1	12,1	72,7
	agree	5	15,2	15,2	87,9
	strongly agree	4	12,1	12,1	100,0
	Total	33	100,0	100,0	

About the suitability of the book for self study, 24.2 % of the participants found the book unsuitable for self study by strongly disagreeing with the item, 36.4 % of the participants disagreed with the item and they found the book unsuitable for self study too. 12.1 % of the participants were not sure of this statement and 15.2 % agreed with this item and found the book suitable for self study. Another 12.1 % percent of the participants strongly agreed with the statement and found the book suitable for self study.

Item 11: Activities in our coursebook are enjoyable and useful.

Graph 11: The distribution of the responses for Item 11 in the students' questionnaires

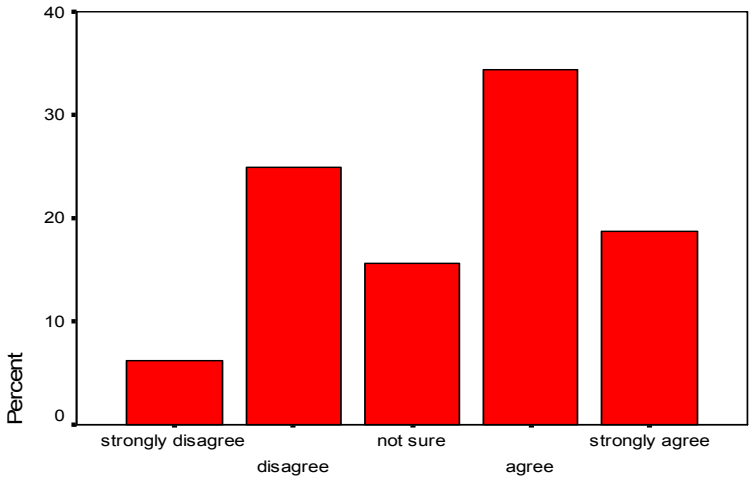


Table 47: The frequencies and the percentages of the responses given for item 11 of the student questionnaire

ITEM11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	2	6,1	6,1	6,1
	disagree	9	27,3	27,3	33,3
	not sure	5	15,2	15,2	48,5
	agree	11	33,3	33,3	81,8
	strongly agree	6	18,2	18,2	100,0
	Total	33	100,0	100,0	

About the activities in the coursebook, 6.1 % of the participants stated that activities are not enjoyable and useful by stating they strongly disagree with the statement. 27.3 % disagreed with the statement and found the activities not enjoyable and useful. 15.2 % of the participants were not sure and 33.3 % agreed with the statement saying they find the exercises enjoyable and useful. 18.2 percent strongly agreed with the same statement and found the activities really enjoyable and useful.

Item 12: Our coursebook has attractive and interesting visuals.

Graph 12: The distribution of the responses for Item 12 in the students' questionnaires

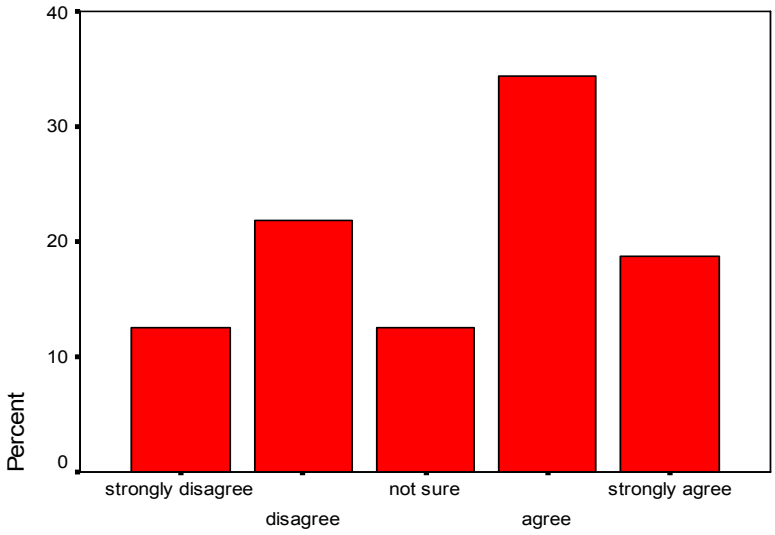


Table 48: The frequencies and the percentages of the responses given for item 12 of the student questionnaire

ITEM12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	4	12,1	12,1	12,1
	disagree	8	24,2	24,2	36,4
	not sure	4	12,1	12,1	48,5
	agree	11	33,3	33,3	81,8
	strongly agree	6	18,2	18,2	100,0
	Total	33	100,0	100,0	

The twelfth item about the visual aspect of the coursebook, 12.1 % of the participants found visuals unattractive and uninteresting by stating they strongly disagree with item twelve. 24.2 % of the participants disagreed with the same statement and 12.1 % of the participants were not sure about this statement and 33.3 % of the participants agreed with the item and they found the visuals interesting and attractive. 18.2 % of the participants strongly agreed with the same statement and found the visuals really attractive and interesting.

Item 13: Our coursebook has simple and clear instructions and easy to understand explanations.

Graph 13: The distribution of the responses for Item 13 in the students' questionnaires

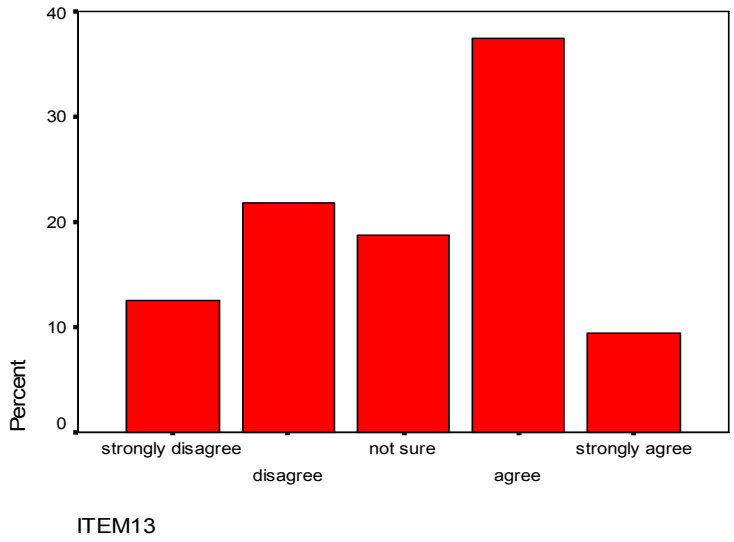


Table 49: The frequencies and the percentages of the responses given for item 13 of the student questionnaire

ITEM13

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	4	12,1	12,1	12,1
	disagree	8	24,2	24,2	36,4
	not sure	6	18,2	18,2	54,5
	agree	12	36,4	36,4	90,9
	strongly agree	3	9,1	9,1	100,0
	Total	33	100,0	100,0	

About the quality of the instructions and explanations, 12.1 % of the participants strongly disagreed with the statement and found the instructions and explanations difficult to understand. 24.2 % of the participants disagreed with the same statement and 18.2 % were not sure about the statement. 36.4 % agreed with the statement and found the instructions simple and clear, and the explanations as being easy to understand. 9.1 % of the participants strongly agreed with the statement and defined the book as having simple and clear instructions and easy to understand explanations.

Item 14: The workbook and other supplementary materials are complementary to the coursebook.

Graph 14: The distribution of the responses for Item 14 in the students' questionnaires

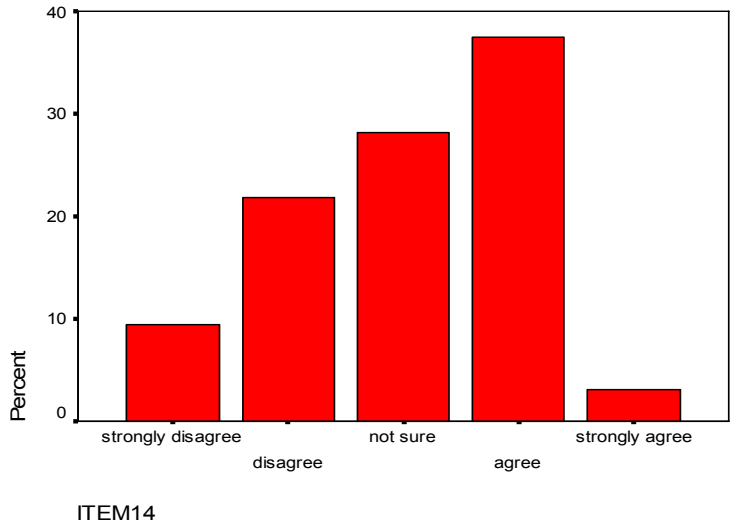


Table 50: The frequencies and the percentages of the responses given for item 14 of the student questionnaire

ITEM14

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	3	9,1	9,1	9,1
	disagree	7	21,2	21,2	30,3
	not sure	9	27,3	27,3	57,6
	agree	13	39,4	39,4	97,0
	strongly agree	1	3,0	3,0	100,0
	Total	33	100,0	100,0	

About the supplementary materials of the coursebook, 9.1 % of the participants stated that they were not complementary by saying they strongly disagreed with the item. 21.2 % of the participants disagreed and 27.3 % of the population were not sure about the statement. 39.4 % of the population agreed with the item and found the workbook and other materials complementary. 3 % of the participants strongly agreed with this statement.

Item 15: The questions in exams and quizzes are relevant to the coursebook.

Graph 15: The distribution of the responses for Item 15 in the students' questionnaires

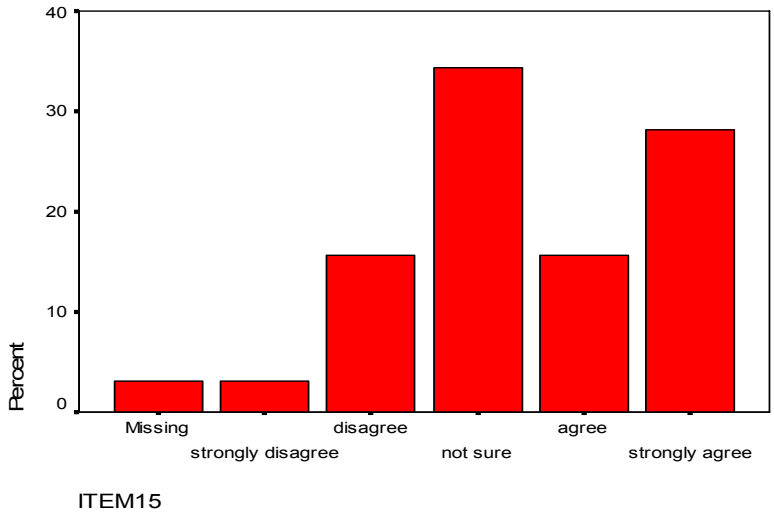


Table 51: The frequencies and the percentages of the responses given for item 15 of the student questionnaire

ITEM15

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	1	3,0	3,1	3,1
	disagree	6	18,2	18,8	21,9
	not sure	11	33,3	34,4	56,3
	agree	5	15,2	15,6	71,9
	strongly agree	9	27,3	28,1	100,0
	Total	32	97,0	100,0	
Missing	System	1	3,0		
Total		33	100,0		

About the relevancy of the exams and quizzes to the coursebook, 3.1 % of the participants strongly disagreed with item 15 and 18.8 % of the participants disagreed with the statement and found the questions in exams and quizzes irrelevant to the coursebook. 34.4 % of the participants were not sure about the statement and 15.6 % agreed with the statement and found the above mentioned evaluation procedures relevant to the coursebook. 28.1 % of the participants strongly agreed with the relevancy of the questions in the exams and quizzes to the coursebook.

Item 16: Our coursebook is a useful resource in my learning.

Graph 16: The distribution of the responses for Item 16 in the students' questionnaires

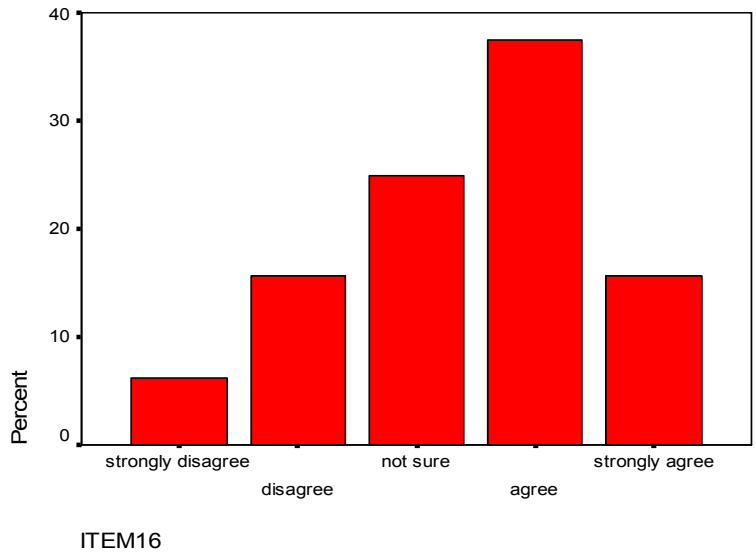


Table 52: The frequencies and the percentages of the responses given for item 16 of the student questionnaire

ITEM16

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	2	6,1	6,1	6,1
	disagree	5	15,2	15,2	21,2
	not sure	8	24,2	24,2	45,5
	agree	13	39,4	39,4	84,8
	strongly agree	5	15,2	15,2	100,0
	Total	33	100,0	100,0	

About the usefulness of the coursebook in students' learning, 6.1 % of the participants strongly disagreed and 15.2 % of the participants disagreed with the usefulness of the coursebook. 24.2 % of the participants were not sure about the statement and 39.4 % of the participants agreed with this statement. 15.2 % percent of the participants strongly agreed with the same statement.

Item 17: Our coursebook is easy to obtain.

Graph 17: The distribution of the responses for Item 17 in the students' questionnaires

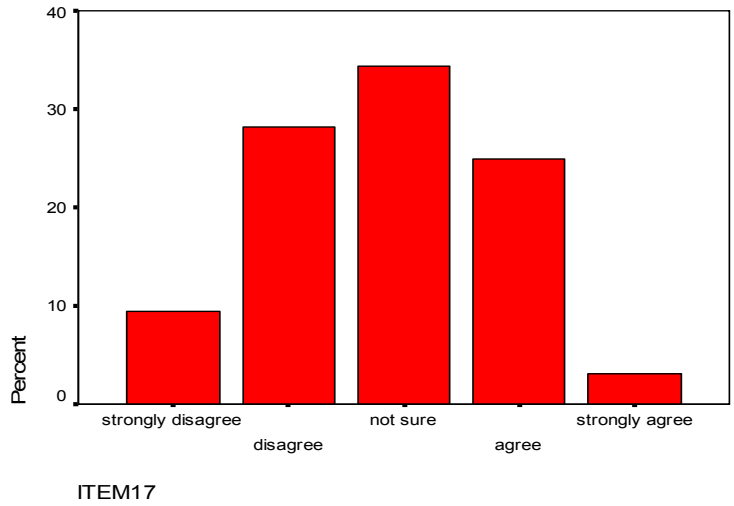


Table 53: The frequencies and the percentages of the responses given for item 17 of the student questionnaire

ITEM17

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	3	9,1	9,1	9,1
	disagree	9	27,3	27,3	36,4
	not sure	12	36,4	36,4	72,7
	agree	8	24,2	24,2	97,0
	strongly agree	1	3,0	3,0	100,0
	Total	33	100,0	100,0	

About obtaining the coursebook, 9.1 % of the participants strongly disagreed with the statement and stated the coursebook was not easy to obtain. In the same way, 27.3 % of the participants disagreed with the statement and they found the coursebook not easy to obtain. 36.4 % of the participants were not sure about this statement. 24.2 % of the participants agreed with this statement and 3 % of the participants strongly agreed with the statement.

Item 18: Our coursebook has an easy to follow layout.

Graph 18: The distribution of the responses for Item 18 in the students' questionnaires

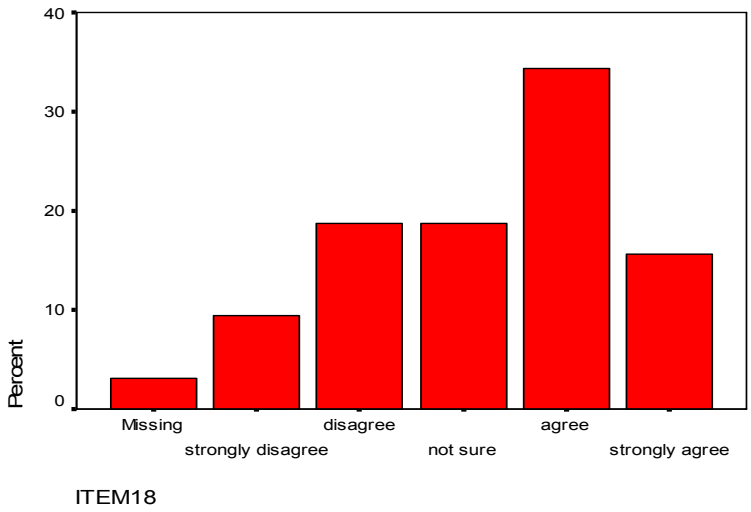


Table 54: The frequencies and the percentages of the responses given for item 18 of the student questionnaire

ITEM18

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	3	9,1	9,7	9,7
	disagree	6	18,2	19,4	29,0
	not sure	6	18,2	19,4	48,4
	agree	11	33,3	35,5	83,9
	strongly agree	5	15,2	16,1	100,0
	Total	31	93,9	100,0	
Missing	System	2	6,1		
Total		33	100,0		

About the layout of the coursebook, 9.7 % of the participants strongly disagreed with the easiness of following the book's layout. 19.4 % of the participants disagreed with the statement and 19.4 % of the participants were not sure about the statement. 35.5 % agreed with the same statement and stated the book has an easy to follow layout. 16.1 % of the participants strongly agreed with the statement and they found the layout of the coursebook easy to follow too.

Item 19: The coursebook teaches relevant and appropriate registers and styles.

Graph 19: The distribution of the responses for Item 19 in the students' questionnaires

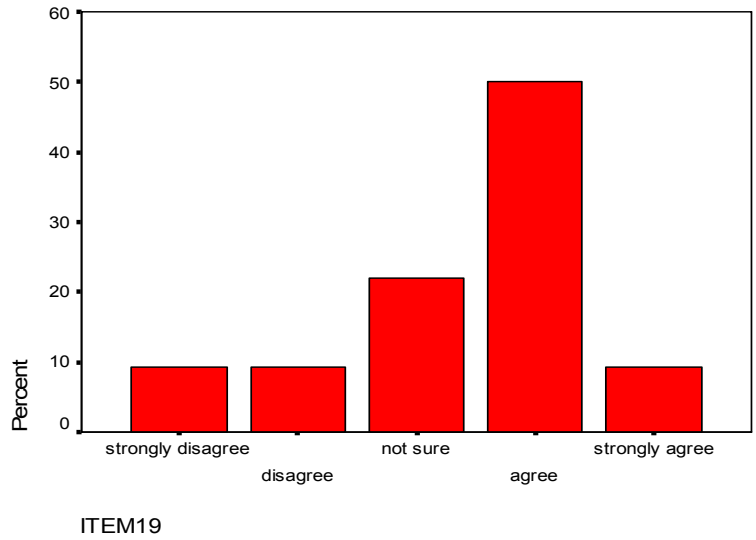


Table 55: The frequencies and the percentages of the responses given for item 19 of the student questionnaire

ITEM19

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	3	9,1	9,1	9,1
	disagree	3	9,1	9,1	18,2
	not sure	7	21,2	21,2	39,4
	agree	17	51,5	51,5	90,9
	strongly agree	3	9,1	9,1	100,0
	Total	33	100,0	100,0	

About the styles and registers used in the coursebook, 9.1 % of the participants strongly disagreed with item number nineteen and another 9.1 % of the participants disagreed and said the coursebook does not teach relevant and appropriate registers and styles. 21.2 % of the participants were not sure about this item and 51.5 % of the participants agreed with this statement. 9.1 % of the participants strongly agreed with this statement.

Item 20: Our coursebook is durable/ can be used in the long run.

Graph 20: The distribution of the responses for Item 20 in the students' questionnaires

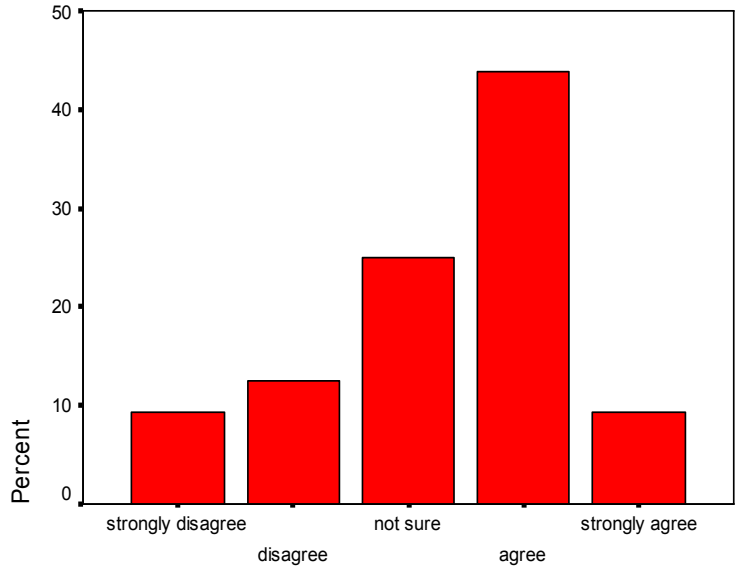


Table 56: The frequencies and the percentages of the responses given for item 20 of the student questionnaire

ITEM20

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	3	9,1	9,1	9,1
	disagree	4	12,1	12,1	21,2
	not sure	9	27,3	27,3	48,5
	agree	14	42,4	42,4	90,9
	strongly agree	3	9,1	9,1	100,0
	Total	33	100,0	100,0	

About the durability of the book, 9.1 % of the participants strongly disagreed with the statement and another 12.1 % disagreed with the same statement and stated the book is not durable and can not be used in the long run. 27.3 % of the participants were not sure about the item. 42.4 % of the participants agreed with the durability of the coursebook and 9.1 % of the participants strongly agreed with the statement.

Item 21: The reading texts in our coursebooks are interesting and enjoyable.

Graph 21: The distribution of the responses for Item 21 in the students' questionnaires

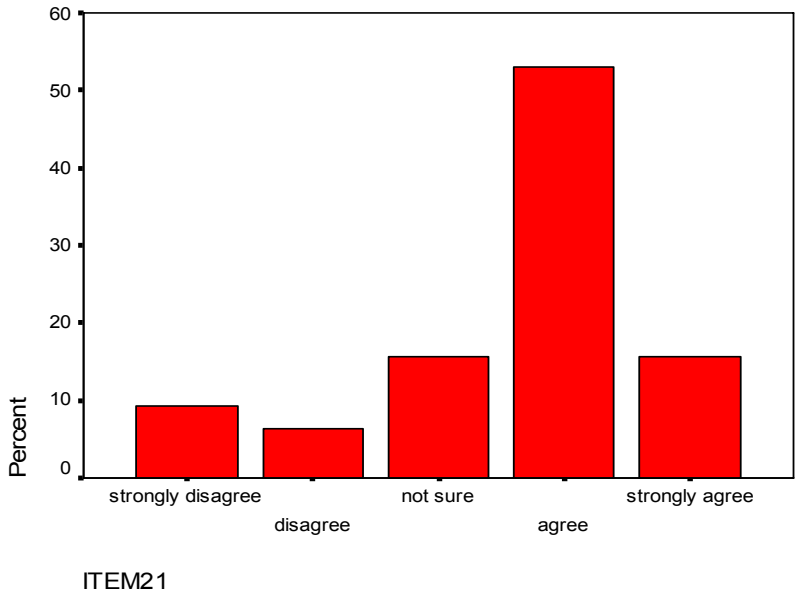


Table 57: The frequencies and the percentages of the responses given for item 21 of the student questionnaire

ITEM21

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	3	9,1	9,1	9,1
	disagree	2	6,1	6,1	15,2
	not sure	5	15,2	15,2	30,3
	agree	18	54,5	54,5	84,8
	strongly agree	5	15,2	15,2	100,0
	Total	33	100,0	100,0	

About the reading texts given in the coursebook, 9.1 % of the participants strongly disagreed with the statement saying the reading texts are interesting and enjoyable. 6.1 % of the participants disagreed with the statement and 15.2 % of the participants were not sure about the texts' being interesting and enjoyable. 54.5 % percent of the participants agreed with this statement and 15.2 % of the participants found the texts interesting and enjoyable by saying they strongly agree with this statement.

Item 22: The listening sections in the coursebook are interesting and enjoyable.

Graph 22: The distribution of the responses for Item 22 in the students' questionnaires

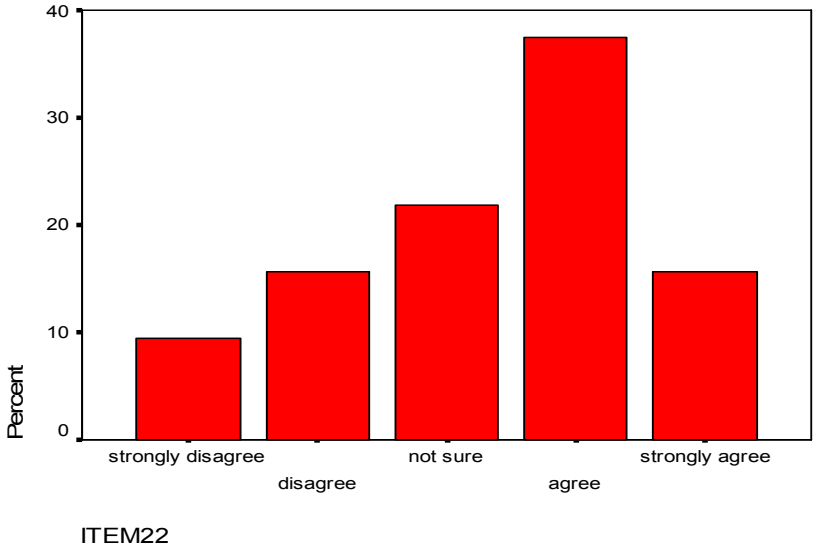


Table 58: The frequencies and the percentages of the responses given for item 22 of the student questionnaire.

ITEM22

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	3	9,1	9,1	9,1
	disagree	5	15,2	15,2	24,2
	not sure	7	21,2	21,2	45,5
	agree	13	39,4	39,4	84,8
	strongly agree	5	15,2	15,2	100,0
	Total	33	100,0	100,0	

About listening sections in the coursebook, 9.1 % of the participants using Attain as a coursebook totally disagreed with the statement and they found the listening materials uninteresting, 15.2 % of the participants disagreed in the same way. 21.2 % of the participants were not sure about the statement and 39.4 % agreed with this statement and found listening sections interesting and enjoyable. 15.2 % of the participants strongly agreed with the same statement.

Item 23: The writing sections in the coursebook are interesting and enjoyable.

Graph 23: The distribution of the responses for Item 23 in the students' questionnaires

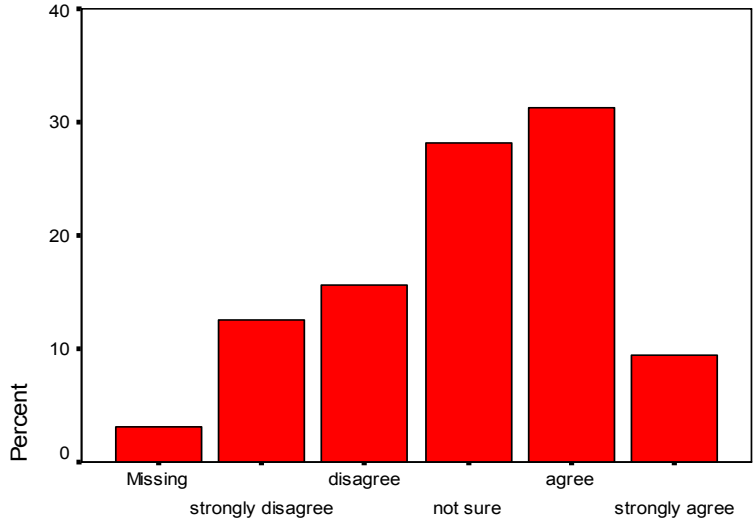


Table 59: The frequencies and the percentages of the responses given for item 23 of the student questionnaire

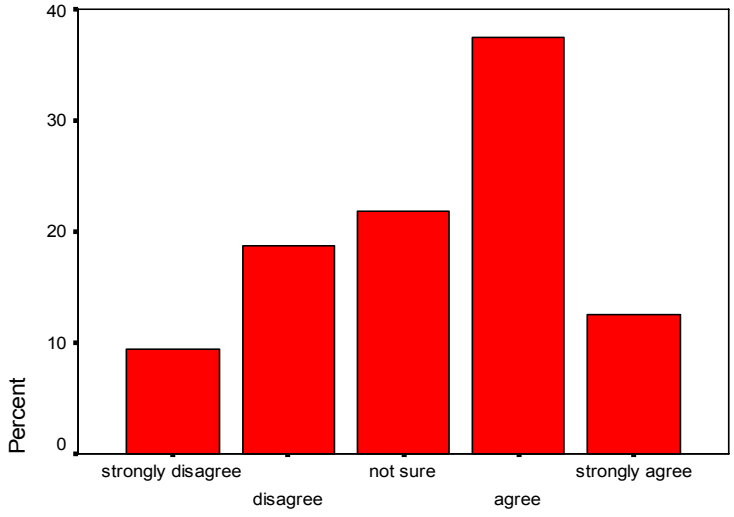
ITEM23

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	4	12,1	12,5	12,5
	disagree	5	15,2	15,6	28,1
	not sure	9	27,3	28,1	56,3
	agree	11	33,3	34,4	90,6
	strongly agree	3	9,1	9,4	100,0
	Total	32	97,0	100,0	
Missing	System	1	3,0		
Total		33	100,0		

About writing sections in the coursebook 12.5 % of the participants stated that they strongly disagree with the idea that the writing sections are interesting and enjoyable. 15.6 % of the participants disagreed with this statement, 28.1 % of the participants were not sure about this aspect of the coursebook and 34.4 % of the participants agreed that the writing sections were interesting and enjoyable. 9.4 % of the participants strongly agreed with this statement.

Item 24: Our coursebook is useful to develop speaking skills in language learning.

Graph 24: The distribution of the responses for Item 24 in the students' questionnaires



ITEM24

Table 60: The frequencies and the percentages of the responses given for item 24 of the student questionnaire

ITEM24

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	3	9,1	9,1	9,1
	disagree	7	21,2	21,2	30,3
	not sure	7	21,2	21,2	51,5
	agree	12	36,4	36,4	87,9
	strongly agree	4	12,1	12,1	100,0
	Total	33	100,0	100,0	

Item twenty four aimed to elicit the ideas of participants about the usefulness of the book in developing speaking skills in language learning came up with these results. 9.1 % of the participants strongly disagreed, 21.2 % of the participants disagreed and 21.2 % of the participants were not sure about this item. 36.4 % of the participants agreed with usefulness of the coursebook in developing speaking skills and 12.1 % of the participants strongly agreed with this statement.

Pattern Coding of Student Diaries

New Bridge to Success

When the questionnaire items related to the effects of coursebooks on the development of students' proficiency levels were related to the diaries of the participants using New Bridge to Success as a coursebook, the following results were obtained.

The results obtained from the pattern coding process can be described with the following lines. (See appendix: table 59 for a detailed chart of the pattern coding.)

In relation with the 1st item in the student questionnaire citing "A coursebook should be followed in language classes." Student diaries were not supportive. 1 participant had a statement supporting the quotation given above and there were 4 negative statements coded from the participants' diaries about using a coursebook in language classes.

In relation with the 4th item in the student questionnaire that cites "Coursebooks are systematic resources for the learners." No positive statement was coded from the diaries of participants. 5 participants had negative remarks about the coursebook as a systematic resource.

In relation with the 5th item in the student questionnaire citing "Coursebooks provide learners with self confidence", 2 positive remarks were obtained from the pattern coding procedure. 6 other participants had negative remarks about the coursebook as a material that gives students confidence.

In relation with the 6th item in the student questionnaire citing "Our coursebook makes the classes boring and monotonous" 11 participants agreed with the statement and there were 3 participants who thought the coursebook didn't make the classes boring and monotonous.

In relation with the 8th item in the student questionnaire citing "Our coursebook is not relevant to my own needs." 4 participants disagreed and wrote statements which indicated the coursebook had features which meet the needs of these learners. And 10 participants wrote statements indicating that the coursebook is not relevant to their own needs.

The 9th item citing "The teaching methods/ techniques used in our coursebook are not helpful." returned with no supportive statements in the student questionnaire and 5 participants had negative statements about the methodology used in the coursebook.

The next item which was analyzed in the student diaries was about the coursebook's being an appropriate material for self study. This item returned with no supportive statements in the student diaries after the pattern coding procedure and 5 statements in the student diaries indicated that the coursebook was not an appropriate material for self study.

About the activities given in the coursebook, 2 students had supportive statements about the coursebook New Bridge to Success. 8 other participants wrote statements which were coded as finding the activities not useful.

About the visual and layout characteristics of the coursebook, 1 participant had supportive statements and 9 other participants had negative statements in their diaries.

About teaching relevant and appropriate registers and styles, the 19th item returned with no statements in the student diaries.

The last part of the questionnaire which was aimed at discovering the ideas of participants about the development of 4 skills, 1 participant had positive remarks about the development of four skills through the use of New Bridge to Success and another participant had negative statements about the development of four skills through the use of the same coursebook.

Pattern Coding

ATTAIN

When the questionnaire items related to the effects of coursebooks on the development of students' proficiency levels were related to the diaries of the participants using the coursebook Attain, the following results were obtained.

The results obtained from the pattern coding process can be described with the following lines. (See appendix: table 60 for a detailed chart of the pattern coding.)

In relation with the 1st item in the student questionnaire citing "A coursebook should be followed in language classes." Student diaries were supportive. 14 supportive statements were coded from the diaries of the students using Attain as a coursebook. 2 negative statements were coded from the same group about following a coursebook in language classes.

In relation with the 4th item in the student questionnaire citing "Coursebooks are systematic resources for the learners" no negative statement was obtained from the coding of student diaries and the number of positive statements was 7.

In relation with the 5th item in the student questionnaire citing "Coursebooks provide learners with self confidence" 10 supportive statements were elicited from the pattern coding procedure and there were 3 negative statements were found during the same process.

In relation with the 6th item in the questionnaire citing "Our coursebook makes the classes boring and monotonous" 4 students stated in their diaries that the coursebook has such features and 14 students on the other hands stated that the coursebook gives them motivation and this reflects that the ideas of the students remained in the same direction throughout the whole study.

In relation with the eighth item in the student questionnaire citing "Our coursebook is not relevant to my own needs." 3 participants held the same attitude and 9 students stated that the coursebook is relevant to their own needs according to the pattern coding procedure.

About the methodology of the coursebook the 9th item in the student questionnaire was used for eliciting the ideas of the learners. In the student diaries, students' ideas reflected that the coursebook made use of methodology that satisfies the learning styles and preferences of the learners. The student diaries indicated that 10 participants were comfortable with the methodology used in the book and only 2 participants were not happy with the methodology used in the coursebook.

About being an appropriate source for self study, 5 students had positive ideas and 7 negative diary entries were elicited during the pattern coding process. In the student questionnaire students had a more negative tendency about this statement in comparison with their diaries in that 10 participants disagreed with the 10th item

citing “Our coursebook is suitable for self study” and 7 other participants strongly disagreed with the same item.

About the quality of the activities in the coursebook the 11th item was used for eliciting students’ ideas during the administration of the student questionnaire and positive remarks about this statement were more than the negative remarks in the questionnaire. In the student diary entries pattern coding indicated the same tendency too. 11 participants found the activities useful and 6 participants found the activities not useful for themselves.

About the 12th item in the student questionnaire citing “Our coursebook has attractive and interesting visuals.” 45.4 % of the participants held a positive attitude while 43.5 percent of the participants held a negative attitude. In the pattern coding process of the diaries, the participants were more optimistic about the visual aspect of the coursebook. 9 participants had positive remarks about the visuals and 2 participants had negative remarks about the visuals of the coursebook.

About teaching relevant and appropriate registers and styles, the 19th item in the student questionnaire returned with a positive outcome. In the pattern coding process of the student diaries, only 2 participants had positive statements about this item and not negative remark about the same item was found.

In connection with the development of four skills, student diaries were optimistic. 5 participants found the book efficient in the development of four skills and 2 participants found the book inadequate for the development of the four skills. The results obtained from the pattern coding process cited above yielded parallel result to those obtained from the student questionnaire.

Table: 61 FREQUENCY DISTRIBUTION OF CATEGORIES FROM THE JOURNAL DATA – NEW BRIDGE TO SUCCESS

Items of the Questionnaire	Coursebooks Should be used		They are Systematic resources		Gives confidence		Motivates students		Relevant to ss needs		Useful metho dology		Self study		Activities are useful		good visual and layout		Teaches style register		Develops 4 skills	
[1]								*										*				
		*		*			+			*		*					+					
	+							*	+						+							
		*		*				*		*						*						
		*																				
								*		*				*								
														*		*		*				
				*				*						*		*		*				
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								*		*				*								
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								*		*		*										
				*						*		*			+						+	
				*	+					*								*				
						*			+									*				
						*	+															
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		*				*		*		*		*						*				
						*										*						*
														*		*						
																*						
									+							*		*				
							+		+													
					+							*										
TOTAL	1	4	0	5	2	6	3	11	4	10	0	5	0	5	2	8	1	9	0	0	1	1

[1] +: POSITIVE STATEMENTS
* : NEGATIVE STATEMENTS

Table : 62 FREQUENCY DISTRIBUTION OF CATEGORIES FROM THE JOURNAL DATA – ATTAIN

Items of the Questionnaire	Should be used		Systematic resource		Gives confidence		Motivates students		Relevant to ss needs		Useful metho dology		Self study		Activities are useful		good visual and layout		Teaches style register		Develops 4 skills	
[2]	+				+		+								+		+					
	+						+															
							+				+		+		+							
			+		+		+															
	+		+		+		+		+		+				+		+					
	+												+									
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	+							*	+		+						+				+	
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							+		+		+			*								*
	+		+		+		+								+		+					
						*				*						*						
							+										+					
	+		+		+		+		+		+		+		+		+		+		+	
	+				+		+		+		+			*	+			*				
	+				+		+		+		+			*		*	+					
TOTAL	14	2	7	0	10	3	14	4	9	3	10	2	5	7	11	6	9	2	2	0	5	2

[2] +: POSITIVE STATEMENTS
*:NEGATIVE STATEMENTS

GENERAL DISCUSSION OF THE RESULTS AND THE CONCLUSION

Using two ninth year classes in a state school as subjects, this study investigated the effects of two coursebooks, one being New Bridge to Success which was produced by a commission appointed by the Turkish Ministry of Education and the other being Attain which was produced by a native speaker of English who was hired by a foreign (British) publishing house.

Firstly, a diagnostic test was given to both groups of learners taking English classes with the coursebooks mentioned above and the groups were given an achievement test at the end of the study. From the analysis of the diagnostic and achievement tests given to the both groups at the beginning and end of the study, it is possible to state that Attain had a more positive effect on the development of students' proficiency in English.

This finding supports the emphasis O'Neill (1990) puts on the usefulness of textbooks. He states that most of the coursebooks provide learners with materials which are well presented and the teachers can adapt the coursebooks to their own settings while teaching.

The poor effect of New Bridge to Success can be explained by the failures of the coursebooks as stated in Graves(2000). He states that a coursebook may have irrelevant and inappropriate content for the learners. At the same time some aspects of language may be too much emphasized while some others remain untouched.

As Ur (1996) indicates, some coursebooks may have their own agenda and teaching approach that they fail to consider the variety of levels of language knowledge and ability. Such disadvantages revealed themselves in the current studies with the New Bridge to Success.

Cunningsworth, in the point of selecting a proper coursebook, warns the people involved in the selection of a coursebook with the following sentence:

> "…. It is of crucial importance that careful selection (of coursebooks) is made and that the materials selected closely reflects the aims, methods and values of the teaching programme." (p.7)

Besides the teaching programme, the coursebook should be closely related to the needs of the learners and New Bridge to Success is deficient in this point as far as the results of the student questionnaire reflect.

In the light of all these facts listed above it is possible to say that the first question of the study which was; "Is there a significant contribution of the books produced by a commission appointed by the Turkish Ministry of Education on the development of English Language proficiency levels of students in year nine?" The first question returned with a positive result in that the average points of the group developed 16.91 %. Accordingly, the first expected outcome listed in the "Hypotheses" section becomes true. The second question which cites "Is there a significant contribution of the books produced by the foreign (British) publishing houses on the development of English proficiency levels of students in year nine?" returned with a positive result in that the average points of the group developed 59,68 %

The third question which cites "Is there any difference between the proficiency levels of two classes of learners using the book produced by a commission appointed by the Turkish Ministry of Education and the proficiency levels of learners using the book produced by a foreign (British) publishing house?" returned with a positive result in that the proficiency levels of participants using Attain as a coursebook has developed 150.9 % in comparison with the participants using New Bridge to Success as a coursebook.

The fourth question that cites "Which coursebook proves to be more attractive for the learners in terms of design and visuals which make a coursebook more effective and interesting for the aimed audience keeping the pedagogical traits of them in mind?" gave light to the finding that Attain has received 5.6 times more positive remark than New Bridge to Success has received. This finding serves as a proof for the hypothesis number 3 citing "The coursebook produced by a native speaker expert from a foreign (British) publishing house will prove to be more interesting and attractive for the intended audience." Also the results obtained from the questionnaire indicate that the participants had more positive attitude towards the Attain in comparison with the answers given for New Bridge to Success. This fact can be seen in the part "Student Questionnaire Results" starting from page 35.

To sum up, the present study revealed that the coursebook Attain which was prepared by a native speaker of English from a British publishing house proved to be much more efficient in language teaching. During the study, the students stated their ideas by means of both their answers elicited from the questionnaires given at the beginning of the study and their diaries they have kept during the whole academic term. Their notes about the coursebooks indicated that a good coursebook differentiates itself from the other coursebooks by its physical appearance, activities and supporting materials.

Implications for Further Research

Based on the results of this study, some suggestions for further research can be listed.

1. Students in the ninth year of a state secondary school benefited from the coursebook produced by a native speaker hired by a British publishing house more than a book produced by a commission appointed by the Turkish Ministry of Education. This result should be compared with the effects of a coursebook produced by a native speaker hired by a British publishing house more and a book produced by a commission appointed by the Turkish Ministry of Education on primary school students.
2. Do different coursebooks require learners to employ different language learning strategies? Further research on learning strategies employed by learners during coursebook use should be conducted.
3. In the current study, only two coursebooks were examined. Different types of coursebooks with additional experimental groups should be examined.
4. Which types of supplementary materials should be used to increase the quality of instruction in the group using the book produced by a commission appointed by the Turkish Ministry of Education?

These questions would give valuable information for teachers and materials producers while producing new materials and during teaching.

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APPENDICE

APPENDIX A

PROFICIENCY TEST (DIAGNOSTIC TEST)

Part 1: English Grammar Name Surname:
Select the best Answer

1. Juan _____ in the library this morning.
A) is study B) studying C) is studying D) are studying

2. Cheryl _____ apples at the moment.
A) eats B) eating C) is not eating D)didn't eat

3. What _____ you_____ now?
A) is/ reading B) are /reads C) are/reading D) is / reads.

4. Mehmet and Rıza often _____ e- mail to each other.
A) sendes B) sending C) did sent. D) send

5. _____they _____ each other very much?
A) Does/ like B) Did / liked C) Do/ likes D) Do/ like

6. My father _____ not _____ cigarettes.
A) does/ smoke B) did/ smoked C) always/ smoke D) does/ smokes

7. M. Akif ERSOY _____ a famous physician.
A) is B) was C) wasn't D) didn't

8. _____ you _____ the new movie last night?
A) Does/ see B) Does/ sees C) Did/ saw D) Did/ see

9. The hurricane last week _____ extensive damage to the city.
A) causes B) causing C) caused D) cause

10. He never _____ milk before going to bed.
A) drinkes B) drink C) drinking D) drinks

Part II: English Grammar
Select the incorrect word or phrase

1. The people takes their kids to school every morning.
A) school B) to C)morning D) takes

2. I is reading a novel about the life of Graham Bell.
A) life B) reading C) is D) about

3. Last month, we visit our grandparents.
A) last B) month C) visit D) our

4. The teacher reading the novel every evening.
A) The B) reading C) every D) novel

5. I seen my friend two days ago.
A) seen B) my C) days D) ago

6. The concert beguns an hour ago.
A) concert B) the C) hour D) beguns

7. Ahmet swimmed in the sea with his brother yesterday.
A) swimmed B) in C) with D) yesterday

8. The sun radiating light and energy.
A) sun B) light C) radiating D) energy

9. We made a snowman tomorrow evening.
A) made B) snowman C) tomorrow D) evening

10. When I first comes to this school for the first time, I saw the headmaster.
A) first B) saw C) comes D) when

Part III. English Vocabulary.
Select the best answer.

1. We use a piece of _____ for writing on the board.
A) pen B) pencil C) chalk D) duster

2. I wore my _____ while coming to the school.
A) schoolbag B) notebook C) pencilcase D) jacket

3. A _____ helps us to write in our notebooks.
A) pencil B) vise-principal C) books D) schoolbag

4. The noise made the teacher angry and he said. "be _____"
A) pencil B) write C) come D) quiet

5. The noise continued and the teacher _____ "Shut up!"
A) told B) ate C) shouted D) looked

6. I found the meaning of a word from my _____
A) bag B) pencilcase C) desk D) dictionary

7. Mehmet likes drinking milk _____ sleeping.
A) before B) after C) while D) at the moment

8. The weather is _____. It will rain in a minute.
A) nice B) cloudy C) hot D) cool.

9. I'm _____ maths this evening
A) eating B) smoking C) looking D) studying

10. The headmaster said "You have to _____ you before the lesson."
A) look B) tidy C) open D) stand

Part IV Individualized Questions

1. When were you born?

2. Where are you from?

3. What is your father's job?

4. How many siblings have you got?

5. Do you know French?

6. What is your favorite lesson?

7. Where do you live?

8. Did you watch the movie "Gladiator"?

9. When did you finish the primary school?

10. Are you going home on foot?

APPENDIX B

PROFICIENCY TEST (ACHIEVEMENT TEST)

Part 1: English Grammar Name Surname:
Select the best Answer

1 Kemal _____already _____ to lock the doors.
A) has/ forgot B) had/ forgotten C) is/ forgetting D) usually/ forgets.

2 _____ ever _____ Anıtkabir?.
A) Are / visiting B) Has/ visited C) Have / visited D) Had/ visit

3. I _____ John at 3 00 P.M. tomorrow
A) am visit B) is visits C) visiting D) am visiting

4 I will _____ this book before I start a new one
A) already have finished B) already finish C) finishing D) have finish

5 I _____ already _____ that film.
A) am seeing B) have saw C) has saw D)have seen

6 Ferrari is _____ than BMW
A) expensive B) more expensive C) expensiver D) the most expensive

7 I have an umbrella _____ is brown.
A) who B) whose C) which D) where

8 A headmaster is a person _____ directs a school
A) who B) whose C) which D)where

9 Cotton are grown in çukurova.
A) Cotton B) are C) grown D) in

10. Their house _____ by the architect
A) is building B) is built C) am built D) is builded

Part II: English Grammar
Select the incorrect word or phrase

1. The meeting starts to half past ten
A) The B) starts C) to D) past

2. We went home after the afternoon
A) We B) the C) went D) after

3. The sun was hidden under the clouds
A) The B) under C) sun D)clouds

4. I will have finished all my work at friday
A) at B) all C) my D) will

5. Ahmet is the taller than Mehmet
A) is B)the C)taller D) than

6. Bill Gates is the richer man in that sector.
A) is B) the C) in D) richer

7. The Titanic was the bigger vessel at her time.
A) The B)was C)bigger D)at

8. Aysel wanted to visiting her uncle
A) visiting B) to C) her D) uncle

9. My father stopped smoke five years ago. He doesn't smoke now.
A) stopped B) ago C)smoke D) doesn't

10. At 12 o'clock we stopped to work and had our lunch.
A) At 12 o'clock B) we stopped C) and had D) to work

Part III. English Vocabulary.
Select the best answer.

1. The people are carrying umbrellas outside. It _____ be raining
A) must B) may C) can D) could

2. The bomb was deactivated _____ the police.
A) buy B) by C) these D) those

3. If he sees a scorpion he will _____ terrified.
A) be B) is C) was D) been

4. _____ I were an astronaut, I would watch the planet from the moon
A) As B) When C) If D) While

5. When my mother saw my room she cried "You have to tidy _____ room.
A) his B) your C) Ali D) him

6. If we _____ to control smoke from the vehicles, we could reduce the global warming.
A) has B) make C) direct D) manage

7. If you _____ ice it melts
A) cool B) warm C) heat D) boil

8. The firefighters told that they _____ out fires every day.
A) take B) put C) hold D) give

9. - _____ you like to come to the party? -Yes of course.
A) Do B) Will C) May D) Would

10. A dramatic _____ in the world's population may cause famine.
A) increase B) decrease C) change D)reduce

Part IV Individualized Questions

1. Who is your best friend?

---

2. What will you be doing this time next year?

---

3. Have you ever had an accident?

---

4. What time do you leave home for school?

---

5. What would you like to do if you had 10.000 €?

---

6. What do you have to do before speaking in class?

---

7. When will you return to school after summer holiday?

---

8. Do you ever borrow money from your cousins?

---

9. If you had three wishes what would they be?

---

10. Which singer do you like the best?

APPENDIX C

STUDENT QUESTIONNAIRE

ÖĞRENCİ ANKETİ

Değerli öğrenciler,

Bu çalışma şu anda kullanmakta olduğunuz ders kitabını nasıl algıladığınızı ve bu kitap hakkında ne düşündüğünüzü anlamak ve kitaplarınızın daha verimli kullanılmasını sağlamak için düzenlenmiştir.

Lütfen aşağıdaki soruları cevaplayınız.

(1) Kesinlikle katılmıyorum
(2) Katılmıyorum
(3) Kararsızım
(4) Katılıyorum
(5) Kesinlikle katılıyorum

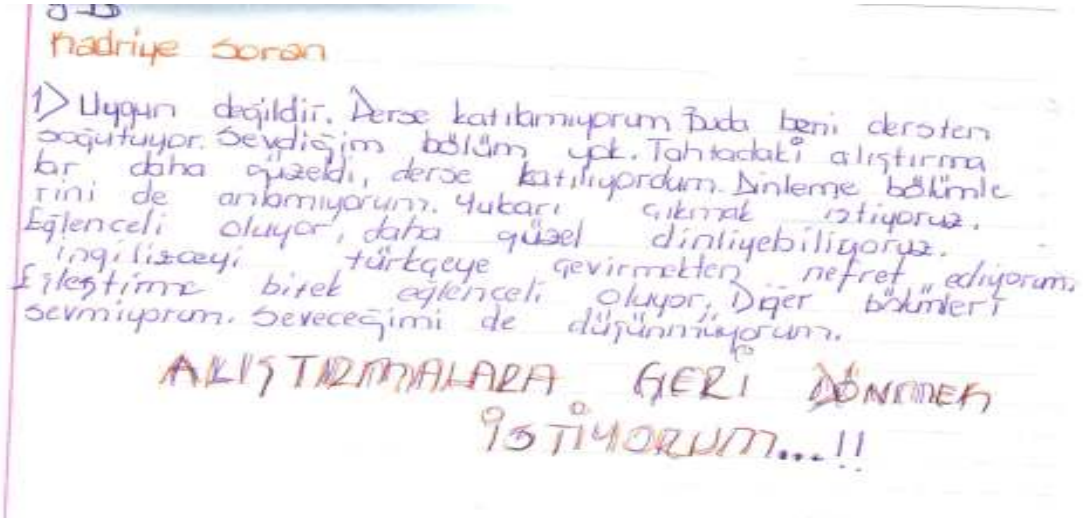
	1	**2**	**3**	**4**	**5**
1. Okulda gördüğüm İngilizce derslerinde ders kitabı kullanılmalıdır.					
2. Ders kitapları sınıfta kullanılmaya başlamadan önce öğretmenler veya idare tarafından incelenip değerlendirilmelidir					
3. Ders kitapları kullanılmalıdır çünkü uzmanlar tarafından yazılmışlardır.					
4. Ders kitabımız kullanan öğrenciler için sistematik bir kaynaktır.					
5. Ders kitabımız, kullanan öğrencilere güven sağlar					
6. Ders kitabımız dersi sıkıcı ve monoton bir hale getiriyor.					
7. Ders kitabımız çok pahalıdır.					
8. Ders kitabımız benim ihtiyaçlarıma uygun değildir.					
9. Ders kitabımızda kullanılan yöntemler faydalı değildir.					
10. Ders kitabımız öğrenci tarafından tek başına takip edilebilecek bir kitaptır.					
11. Ders kitabımızdaki aktiviteler eğlenceli ve faydalıdır.					
12. Ders Kitabımız ilginç ve renklidir.					
13. Ders kitabımızın açıklamaları net ve anlaşılırdır.					
14. Workbook ve diğer yardımcı materyaller ders kitabını tamamlıyor.					
15. Quiz ve ara sınavlar ders kitabımıza paralel sorulardan oluşuyor.					
16. Bu kitap dil öğreniminde faydalı bir kaynaktır.					
17. Ders kitabımız edinilmesi kolay bir kitaptır.					
18. Ders kitabımız takip edilmesi kolay bir sayfa düzenine sahiptir.					
19. Kitabımızda yararlı ve uygun üslup (hitap şekli) ve stiller öğretiliyor.					
20. Kitabımız uzun vadede kullanılabilecek bir kitaptır.					
21. Kitabımızdaki okuma parçaları (reading) ilginç ve de eğlencelidir.					
22. Kitabımızdaki dinleme (listening) ilginç ve de eğlencelidir.					
23. Kitabımızdaki yazma alıştırmaları (writing) ilginç ve eğlencelidir.					
24. Kitabımız İngilizce konuşma becerisini (speaking) geliştirme açısından faydalı bir kaynaktır.					

25. BUNLARIN DIŞINDA BELİRTMEK İSTEDİKLERİNİZ:

_____

_____

APPENDIX D
STUDENT DIARIES



Nadriye Soran

1) Uygun değildir. Derse katılamıyorum. Bu da beni dersten soğutuyor. Sevdiğim bölüm yok. Tahtadaki alıştırma bir daha güzeldi, derse katılıyordum. Dinleme bölümle rini de anlamıyorum. Yukarı çıkmak istiyorum. Eğlenceli oluyor, daha güzel dinliyebiliyoruz. İngilizceyi türkçeye çevirmekten nefret ediyorum. Eşleştirme biraz eğlenceli oluyor, diğer bölümleri sevmiyorum. Seveceğimi de düşünmüyorum.

ALIŞTIRMALARA GERİ DÖNMEK İSTİYORUM...!!

TUĞBA YÜCE

9-B 1166

* En sevdiğim bölüm maceracı kadar ve anlamadığım kelimeleri sözlükten bakarak öğrenmem daha çok sevdiğim bir eğlence diyebilirim.

* Sevmediğim bölüm yok.

* Dinleme bölümlerini anlıyorum. Eğer mümkünse her derste dinlememiz gerekir. Kürtü nasıl konuşulur. ingilizce? Nasıl kelimeleri telaffuz ederiz? bunu bilmem gerek diye düşünürüm. Buna örneğimse şöyle;

Bir grup tristin rehber öğretmeniyim. Onlara bir şey anlatmak istediğimde tekemeler gibi konuşmak istemiyorum.

Adı: Tuğçe
Soyadı: ÇETİN
446 - 9-B

KİTAP HAKKINDA DÜŞÜNCELERİM

1. Kitabın içeriği beni ilgilendiren konulara uygundur.

Bugün işlediğimiz konular içeriği benimle ilgili olmasa da benim hoşuma gitti. En sevmediğim bölüm ingilizce okuma kasetten dinlediğimiz konulardır. En sevdiğim eşleştirmelerdi.

Severek yaptığım alıştırma boşluk doldurmalardır.

Dinleme bölümlerini anlamıyorum. Yukarda görsel olarak izlediğimiz herşey daha çok ilgimi çekiyor.

Dilek Demirer 918 1083

Salı günü işlediğimiz "PREPOSITIONS OF MOMENT" adlı konunun içeriği very beautiful du. Çok eğlendim. Derse de hazırlanmıştım evde. O yüzden hiç zorlanmadım. Gayet güzel, zevkli ve eğlenceli bir konuydu. "PRONUNCIATON" bölümünü teypden dinletip sonra sınıfın tekrarlaması hep yapmanızı istediğim şeydi bence bize okutarak yaptırdığınız alıştırmalar daha kalıcı olur diye düşünüyorum. "SPEAKING" bölümünü işlemedik sınıfta ama biz merak ettik ve o konuya da hazırlandık.

Bugün işlediğiniz konu "CONTRAST, REASON, RESULT" konusu da gayet mükemmeldi. Gerçi bana söz hakkı vermediniz. Ama NEYSE..

