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**AN ANALYSIS OF ENGLISH LANGUAGE TEACHING
COURSEBOOKS BY TURKISH WRITERS: “LET’S SPEAK ENGLISH 7”
EXAMPLE***

Serpil Tekir
Arda Arıkan

Abstract

It is known that English language coursebooks written by Turkish writers is widely used in Turkey although much research is needed to assess their quality as educational materials. In this research study, opinions of 7th grade students’ and teachers’ on *Let’s Speak English 7* were studied through teacher and student questionnaires containing Likert-scale items, and an open-ended item for the teachers. Among 130 participants, 50 were English teachers 80 were seventh grade students studying at a primary level State school. SPSS 13.0 was used to compute frequencies and percentages along with T-tests and One-way ANOVAs to calculate the possible differences in attitudes between different groups, including class, sex, age, experience, and education. The results suggest that both teachers and the students have rather negative feelings about *Let’s Speak English 7*, the teachers having more negative feelings towards it. The disconcerting problems with *Let’s Speak English 7* demonstrated that in order to minimize the negative effects of the coursebook, a series of support materials were needed.

Keywords: ELT, coursebook evaluation, coursebook evaluation criteria.

Özet

Yurdumuzda Türk yazarlı İngilizce ders kitaplarının sıklıkla kullanıldığı bilinmekte ancak bu tip kitapların niteliğini değerlendirmek için yapılacak araştırmalara duyulan gereksinim gittikçe artmaktadır. Bu çalışmada 7. sınıf öğretmen ve İngilizce dersine devam eden öğrencilerin *Let’s Speak English 7* ders kitabı hakkındaki görüşleri öğretmen ve öğrencilere uygulanan iki farklı anket aracılığıyla elde edilmiştir. Anketlerde, tutum ve düşünce ölçümünde etkili olduğu bilinen

* Serpil Tekir, MA, Ministry of National Education, serpiltekir@yahoo.com.

Arda Arıkan, Hacettepe University, ari@hacettepe.edu.tr, <http://www.arदारikan.com>

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Likert ve açık uçlu sorular kullanılmıştır. Araştırmaya, Ankara ilinin farklı ilçelerindeki ilköğretim okullarında yedinci sınıf İngilizce derslerini veren 50 İngilizce öğretmeniyle, Vildan Nurettin Demirel İlköğretim Okulu’nda öğrenim gören 80 yedinci sınıf öğrencisi katılmıştır. Anket sonuçlarının yüzdeler ve frekans hesaplamaları SPSS programının 13.0 versiyonunda T-testi ve Tek Faktörlü Varyans Analizi (ANOVA) kullanılarak yapılmıştır. Elde edilen verilere öğretmen ve öğrencilerin *Let’s Speak English 7* kitabı hakkında olumsuz görüşlere sahip olduğu ve öğretmenlerin kitap hakkındaki görüşlerinin öğrencilerin görüşlerine nazaran daha olumsuz olduğu belirlenmiştir. Bu çalışma sonucunda kitapla ilgili çeşitli problemler belirlenmiştir.

Anahtar kelimeler: İngiliz dili eğitimi, ders kitabı inceleme, inceleme kriterleri.

1. INTRODUCTION

Ur (1996: 185) suggests that a book is the cheapest way of providing learning material for each learner. Harmer (1991:257) also believes that coursebooks supply attractive, “interesting and lively materials” which may not be produced by teachers. Teachers naturally tend to use the book they like (Davies & Pearse, 2000:135). Evaluation of instructional materials has become one of the major issues of language teaching/learning instruction. O’Neill (1990) emphasizes the usefulness of coursebooks saying that most of them are suitable for learners’ needs because they provide materials, which are well presented, and they allow teachers to adapt and improvise while they are teaching. Also, “coursebooks can relieve the overburdened, as well as under-prepared, teacher of a great deal of stress, time and additional work” (Nunan, 1998:181) and by doing so, coursebooks make it possible for teachers to “focus on other tasks such as monitoring the progress of their students, developing revision materials and activities”.

The National Ministry of Education states that there are approximately 1.180.000 students who learn English with this *Let’s Speak English 7* coursebooks. In the course outline for this level, no other coursebooks or materials are suggested. It is clear that *Let’s Speak English 7* reaches a wide audience and its potential influence on 1.180.000 students’ English language learning each year makes it crucial to evaluate this coursebook. In this study, this coursebooks is studied in terms of its quality as an educational material. As all teaching materials need to be evaluated in order to fit a particular teaching situation, the findings of this study would be useful and beneficial for further studies and research in this field.

2. METHOD

In order to find answers to the following research questions, data collection, assessment, and evaluation procedures were set whose processes are described below.

2.1. Research Questions

This study addressed the following research questions:

1. How do teachers working at state schools evaluate *Let’s Speak English 7* as a seventh grade English as a Foreign Language (EFL) coursebook?
2. How do students evaluate *Let’s Speak English 7* as a seventh grade EFL coursebook?

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3. What are the similarities and differences between the teachers’ and students’ evaluations of *Let’s Speak English 7* as a seventh grade coursebook?
4. What are the shortcomings of *Let’s Speak English 7* as an EFL coursebook for the seventh grade students?
5. What kind of supplementary materials and activities can be used to compensate the shortcomings of the coursebook?

2.2. Participants

A total of 130 participants, 50 English teachers who were teaching seventh grade students at state schools in different counties in Ankara and 80 seventh grade students took part in the study. The first group of participants were all seventh grade language teachers, of whom 38 (76%) respondents had a BA degree and 12 (24%) had an MA degree. Regarding their experience in teaching, teachers with an experience of 1-4 years comprised 28% of the sample, followed by 50 % for teachers with an experience of 5-9 years and 14% for the ones with an experience of 10-14 years, participants with an experience of 15-20 years comprised 4% and with an experience of over 20 comprised 2% of the sample. Among all of the participants, 27 (54%) were females and the remaining 23 (46%) were males and also of those responding, 8% were below the age of 25, 36% were between 25-30, 36% were between 31-35, 12% were between 36-40 and the remaining 8% were over 40 years old. The students who took part in this study were all seventh grade students studying at Vildan Nurettin Demirer Primary School. Two seventh grade classes were chosen randomly and a total number of 80 students participated in this study. Of the student participants, 32 were females and 48 were males.

2.3. The Instrument

In order to gather data about students’ and teachers’ attitudes on *Let’s Speak English 7*, two data collection instruments were employed in this study: A teacher questionnaire and a student questionnaire. The first questionnaire was designed to elicit information about the teachers’ attitudes towards *Let’s Speak English 7*. The other questionnaire was designed to elicit information about the students’ opinions towards the coursebook.

The questionnaires were consisted of Likert-scale items and an open-ended item since these types of items are a useful and effective means of gathering data about people’s attitudes and

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opinions. The first evaluation questionnaire was developed by Savaş (1998) and it was adapted for the purposes of this research. As can be seen in the Appendix, the teacher questionnaire was composed of five sections. The first part dealt with participants’ demographic information (age, sex, years of teaching experience, and educational background). The second section was about general attitudes towards physical appearance of the coursebook with its weight, paper quality and the illustrations it contained. The third section investigated opinions about aims and goals of the materials in the coursebook. The fourth section was designed to investigate the suitability, adequacy, sufficiency and usefulness of the subject matter in the coursebook. In the fifth section vocabulary and structure, and their suitability, presentations and usefulness were investigated. In the sixth section, the aim was to gather information about suitability, adequacy, sufficiency of exercises and activities. Finally, the last section used an open ended item, which asked for teachers’ general opinions on the coursebook.

The scale consisted of 47 items, for each of the items the participant recorded a response on a 5-point Likert scale. On the Coursebook Evaluation Questionnaire as on many other questionnaires, lower scores indicated lower appraise, and higher scores indicated higher appraise. The response continuum was: 0 = Totally Lacking, 1 = Weak, 2 = Adequate, 3 = Good, 4 = Excellent. This coursebook evaluation questionnaire showed an acceptable level of reliability, with an internal consistency coefficient of .96 (n = 233). The second measure of evaluation was the Evaluation Questionnaire For Students designed by Savaş (1998) for assessing students’ perceptions about *Let’s Speak English 7*. For the student questionnaire, the items in the teacher questionnaire were translated into Turkish and simplified. It consisted of 30 items, each accompanied by a 5-point Likert scale: The options were ‘1=Strongly Disagree’, ‘2=Disagree’, ‘3=No idea’, ‘4=Agree’, ‘5=Strongly Agree’.

Both questionnaires aimed to evaluate *Let’s Speak English 7* in terms of its physical appearance, subject matter, vocabulary and structure, exercises and activities. Only one category, aims and goals, is excluded in the student questionnaire, since the students do not have access to the national syllabus. The rest of the categories are common in both questionnaires and the questions listed under these categories are either paraphrased forms or word to word translations of each other. Therefore, the contents of the questions in both questionnaires are the same and they aim to get feedback on the same issues related to *Let’s Speak English 7*. The types of questions asked in these questionnaires are given in Table 1.

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Table 1. Distribution of questions in the questionnaires

Sections	Question Types	NQ	
		TQ	SQ
Section 1	Physical Appearance	11	9
Section 2	Aims and Goals	3	0
Section 3	Subject Matter	4	3
Section 4	Vocabulary Structure	14	9
Section 5	Exercises and activities	15	9
Comment		1	0

NQ: Number of Questions; **TQ:** Teacher Questionnaire; **SQ:** Student Questionnaire

The researchers calculated the overall means with the mid point being 2.5 which signaled the lowest appreciation. As shown in Table 2, the overall mean score of the data collected from student questionnaire was 3,2758, which indicates that students may have some negative perceptions about the coursebook, and with 3,6085 mean score teachers have even more negative perception about *Let’s Speak English 7*, as both scores are more than mid-point and closer to 5 point.

Table 2. Overall Mean Scores of Students’ and Teachers’ Responses

	N	Mean	Std. Deviation
Students	80	3,2758	,4561

	N	Mean	Std. Deviation
Teachers	50	3,6085	,6112

The frequency analysis carried out for both questionnaires shows that there are striking differences and similarities between the teachers’ and students’ perceptions about the coursebook. In general, the students are more positive about *Let’s Speak English 7*. The percentages of the satisfactory parts in students’ questionnaire are much higher than the ones in

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the teachers’ questionnaire, which may be caused by the fact that the students are too young to evaluate a coursebook, and also they have not had much chance to see and use different language coursebooks.

2.4. Data Analysis

All the items in the questionnaires were analyzed using an Independent T-test, and ANOVA Test except for the open-ended response item in the comments section in teacher questionnaire. The Statistical Packages for Social Sciences (SPSS) Version 13.0 was used to compute frequencies and percentages for each Likert-scale question. In the scale, 2.5 was calculated to be the mid point, 1 represented the positive attitude, and 5 indicated the negative attitude. In addition, for the data collected from teachers’ questionnaires, T-tests and One-way ANOVAs were calculated in order to investigate whether there were any differences in attitudes between different groups, including sex, age, experience, and education. Using reliability analysis, the extent to which the items in the questionnaires were related to each other was determined, an overall index of the repeatability or internal consistency of the scale as a whole was done, the problem items that should be excluded from the scale were defined. The estimated reliability for the Coursebook Evaluation Questionnaire (Cronbach's alpha) was calculated by the researcher as .94 (n = 233), which is good considering that .70 is the cutoff value for being acceptable.

2.5. Limitations

Because the number of the participants from whom the data was collected was small, the results cannot be used to generalize our interpretations. The second limitation of the study was that although the researchers made every effort to create questionnaire items that reflected the professional literature on coursebook evaluation, it is possible that there is subjectivity in grouping questions of the Coursebook Evaluation Questionnaire since another researcher might have placed the criteria included in the Coursebook Evaluation Questionnaire in different sections or categories and could have added different items. Another limitation of the study can be attributed to the students, especially because of their lack of familiarity with the use of the questionnaire. Although the participants were explained about how to fill in the questionnaires,

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the result would have been collected in a sounder manner if they had been trained further on filling in the questionnaires.

3. FINDINGS

3.1. Questionnaire Results

One of the similarities between the results of the teacher and student questionnaires is related to the appearance of the coursebook. Both teachers and students are not very happy with the outlook of the coursebook. 57.6 % of the students and 70 % of the teachers believe that the use of color does not affect learning in a positive way. 79 % of the students think that topics are not interesting, and the teachers agree with this idea (68 %). Furthermore, 60 % of the teachers and 57.6 % of the students think that new structures are not recycled in subsequent lessons or units, and both groups agree that the presentations of these new structures are neither clear nor complete enough for the students to review outside the class (68 % of teachers and 52.6 % of students). Similarly, 68% of the teachers and 61.3% of the students believe that the new vocabulary is not recycled in subsequent lessons for reinforcement, and similar number of participants (66 % of the teachers and 57.6 % of the students) state that the new vocabulary is not integrated in varying contexts or situations. Both groups have negative attitudes about the exercises and activities in the coursebook. More than half of the teachers and students believe that the variety of activities in the coursebook is rather low (66% of the teachers, 57.6% of the students), and these activities do not match the level of students in general (52% of the teachers, 57.6% of the students), and the instructions of these activities are not clear for students to understand. Again both groups find skills teaching activities (writing, listening, speaking and reading) inadequate.

There are also some differences between the teachers’ and students’ responses. In general, the teachers are more negative about *Let’s Speak English 7* such as 60 % of the teachers are not satisfied with the number of diagrams and tables found in the coursebook, majority of the students (61.3%) agree that there are enough illustrations in the coursebook. This difference may suggest that although the number of illustrations in the coursebook is adequate, teachers may think that they are neither clear nor appealing, so they may want to emphasize that the illustrations do not serve their function. It may mean that teachers criticize not their number but their function. Another difference between the teacher and the student

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questionnaires is related to the organization of topics. 62 % of the teachers believe that the order of the topics in the units is not logically organized. But 65 % of the students state no idea, and 22.5 % of them believe that the order has a positive effect on their learning. Similarly, 58 % of the teachers do not find the coursebook very appropriate for seventh grade students while 30.1 % of the students find it appropriate for their level and the majority, 57.5 % have no idea. Also, the teachers (with 48 % negative responses) are less satisfied with the sequence of the grammatical points in *Let’s Speak English 7*; whereas this sequence is thought to be effective for their learning by 36.3 % of the students. About the activities and exercises in the coursebook, the difference is more dramatic as 74 % of the teachers state that language activities are not adequate while 60.1 % of the students find language activities adequate.

While analyzing the findings, we found that teachers with MA degrees tend to be more negative about the items in the third section, which can be related to the subject matter than the teachers with a BA degree. For example, all of the teachers with an MA degree in English Language Teaching (ELT) find the topics uninteresting while 50 % of the teachers with a BA degree find it adequate. Similarly, none of the teachers with an MA degree think that the coursebook is organized logically; on the other hand, only 44 % of the teachers with a BA degree find the organization logical. As regards the authenticity of the texts, all of the teachers with an MA degree give negative responses, while 32 % of the teachers with a BA degree find it adequate. This result may suggest that teachers having higher education are more critical about the coursebooks they use and they have more expectations especially in terms of topics; they want to see more interesting, logically organized and authentic topics which are appropriate for students’ level. Questionnaire results indicate that although both groups have some reservations about the coursebook, students appear to be more positive especially in terms of the number of illustrations, and language activities, the organization of topics, sequence of grammatical points, and level of the coursebook.

3.2. Teachers’ Comments

At the end of the Likert type questions there is an open ended section asking the teachers’ comments on the coursebook. Most of the teachers gave responses to this section. 60 % of the participants wrote their comments for the last part of the questionnaire.

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- Six of the teachers, who wrote comments, think that the coursebook should contain more expressions, vocabulary and information about the target culture, different cultures, countries.
- Four of the teachers state that there should be more drama/role play sessions to make the lesson more student-centred.
- Four of them state that the reading passages should be selected for the level of the learners, grammar items should be clear. The length of the passages should be appropriate in order to motivate the learners, the topics and pictures should be interesting and motivating.
- Two of the participants mention that the units are overloaded and sometimes there is no time left to teach them. On the contrary, five of the participants claim that the number of grammar exercises is not sufficient in the coursebook, and complain of the insufficiency of the grammar exercises.
- Two of the teachers state their negative comments on the layout and physical appearance of the units and illustrations and mention that there should be “harmony between colors and pictures” which support the notion that the students will better understand the texts when they match with the lay out. They have also indicated the typeface of the coursebook. One of the participants says that she likes the colorful pictures in a coursebook very much, whereas another notes that their students like colors, pictures, the artwork presented in coursebooks. As a result, in this part of the questionnaire, the teachers stated their concerns about the physical make up of the coursebook, the type and number of activities and exercises also lack authenticity in the coursebook.
- Three teachers state that the coursebook is overloaded with structures and they have difficulty in covering all of them in a year. One of them adds that with “good” classes, the material is covered without time constraints whereas with “poor” classes the time allocated for the course is not adequate to cover all the materials as most students do not have the necessary language background and for these students all of the subjects in the sixth grade syllabus should be revised first. Two of them also indicate that they either skip the writing tasks or give them as homework to save time.

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- One of the teachers states that they do not feel free to change the materials as the course outline is very specific and strict.

4. DISCUSSION

Questionnaire results also suggest that both teachers and students do not find the topics interesting, and they do not think that the activities match the interests of the students, either. But, seventh grade students are adolescents /teenagers and it is not difficult to find topics that will appeal to them. There is a long list of topics from music to sport and entertainment to be brought into classroom. Also, through cross-curricular work it is possible to discover their profound knowledge of a particular field to be used in the classroom.

The study results also indicate that linguistic items are not introduced in meaningful contexts, and they do not promote meaningful learning and actual communication. To create contexts in which the language is useful and meaningful games are offered, as the learners want to take part and in order to do so must understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information.

About the activities in *Let’s Speak English 7* both teachers and students state that they do not promote critical thinking and they do not allow for substantial free production. For this shortcoming different activities are offered in suggested activities part of the study especially to highlight self-awareness and to make students be aware of their perceptions, assumptions, prejudices, and values. In addition, the teachers, who gave comments for the last section of the questionnaire, think that the coursebook should contain more expressions, vocabulary and information about the target culture, different cultures and countries. Some useful ideas for presenting culture in the classroom are described to overcome this problem such as, using films, news broadcasts, and television shows, web sites, and photographs, magazines, newspapers, restaurant menus, travel brochures, and other printed materials as well as teaching proverbs, idioms, and expressions in the classroom.

Another result that both questionnaires suggest is that *Let’s Speak English 7* does not contain a wide variety of role-plays and information gap tasks that focus on fluency production and any open-ended discussion questions that allow students to personalize their responses, share information, and express their thoughts and experiences in English, either. Related to this shortcoming different role play activities are suggested, and to encourage learner autonomy,

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teachers are suggested to ask their learners to keep learning diaries. In this way students can take the responsibility of their own learning, which will motivate most students. As a consequence, in this study the researcher provides necessary help to the teachers who will be using this book or similar books in their language classrooms and give them ideas about coursebook evaluation process and help them find out the ways of supporting and adapting their books to the dynamics of their own classrooms with the help of the ideas that are presented in the suggested activities part of the study.

5. CONCLUSION AND SUGGESTIONS

The quantitative results of the study enable us to deduce some suggestions for the coursebook writers, teachers and students. One of the most important suggestions can be the necessity to carry out a detailed needs analysis before designing a coursebook. Both the teachers' and the students' needs should be investigated and taken into consideration. The syllabus should not be the only criteria on developing teaching materials especially students' interests should be taken into account to prepare interesting and motivating materials for the students. Variety is also important to prevent a routine way of learning on the part of the students. Topics and activities should arouse curiosity to maintain student motivation throughout the course. Focusing on one topic per week and including the same type of activities in all units may be boring for the students. Additional materials can be prepared to bring variety into the classroom. Another suggestion may be related to the language skills and vocabulary teaching and recycling activities. Since these activities are found insufficient by both the teachers and the students, it can be inferred that the teachers and the students want more free, communicative and authentic activities in these areas.

Since each learner has his or her own pace of learning, one cannot expect all the learners to progress at the same speed. Therefore, coursebook writers should design self-access materials for different levels of seventh grade learners. More grammar and vocabulary work should be included in the coursebook for slow learners. Teachers also need to consider their students' needs and they should adjust their pace of instruction accordingly. Similarly, teachers may be flexible in exploiting the coursebook to meet the needs of students.

Recycling of grammar and vocabulary seems to be inadequate according to the results of the study. Coursebook writers should provide the students with the tasks to revise the new

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language in the subsequent lessons. In order to make the students acquire the necessary knowledge and the skills of the language; it is vital to enable them to use the language as much as possible. In addition, students have to use the language in order to learn it effectively. Questionnaire results also indicate that although both teachers and students have some reservations about the coursebook, teachers appear to be more negative especially in terms of the number of illustrations, and language activities, the organization of topics, sequence of grammatical points, and level of the coursebook. Their perceptions of the coursebook also seem to vary in terms of the ELT education variable. The overall results show that the teachers with an MA degree tend to be more negative about the subject matter in the coursebook, than the teachers with a BA degree. For example, the teachers with an MA degree do not find the topics interesting, they do not find the organization of these topics and units logical, and they do not find the texts given in the coursebook authentic. This result may suggest that teachers having higher education are more critical about the coursebooks they use and they have more expectations especially in terms of topics; they want to see more interesting, logically organized and authentic topics which are appropriate for students’ level. Relying on this finding, we suggest that teachers be given more opportunities if development and change is envisioned for all aspects of teaching and education.

In conclusion, the study results show that *Let’s Speak English 7* cannot be wholeheartedly recommended in this particular primary school English language classroom. Nevertheless, it still can be an effective coursebook in the hands of a good teacher, who will adapt the coursebook to make it more suitable for the particular context in which it will be used. In that case, the teacher must be knowledgeable on adapting coursebooks to make them better classroom materials.

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APPENDIX 1

THE QUESTIONNAIRE

PART A: BACKGROUND INFORMATION

Please answer the questions below. Indicate your answer with a TICK.

1. Age

_____ below 25 _____ 25-30 _____ 31-35 _____ 36-40 _____ above 40

2. Years of teaching experience.

_____ 1-4 _____ 5-9 _____ 10-14 _____ 15-20 _____ above 20

3. Qualifications

_____ B.A / B.S. Field: _____

_____ M.A Field: _____

_____ Ph. D. Field: _____

_____ Other Specify: _____

Read each item and indicate your opinion with a scale of 5. Tick the relevant column which best reflect your opinion. The answers are: 0=Totally Lacking, 1=Weak, 2=Adequate, 3=Good, 4=Excellent.

PART B: TEACHER QUESTIONNAIRE

1. LAYOUT & PHYSICAL MAKE UP

	0	1	2	3	4
1. Does the coursebook look attractive?					

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2. Is the cover of the coursebook durable?					
3. Does the size of the coursebook seem convenient for students to handle?					
4. Does the coursebook contain enough pictures, diagrams, tables etc. helping the students understand the printed text?					
5. Does the layout have a motivating effect for the students to perform the tasks?					
6. Do the illustrations serve a function?					
7. Are the illustrations clear and free of unnecessary details?					
8. Is there a variety of design to interest the students?					
9. Does the use of color serve a function?					
10. Are the main headings and subheadings well-organized?					
11. Does the coursebook follow the same format in each unit?					

2. AIMS & GOALS

12. Do the aims and objectives of the materials in the coursebook correspond to the needs and interests of the students?					
13. Do the aims and objectives of the materials in the coursebook correspond to the course objectives?					
14. Are the amount and type of the material to be covered realistic and adaptable toward the pace and time allocated for the course?					

3. SUBJECT MATTER

15. Are the topics of the units interesting for the students?					
16. Is the ordering of the topics of the units organized in a logical fashion?					
17. Is the coursebook appropriate for 7 th grade students?					

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18. Are the texts in the coursebook authentic?					
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4. VOCABULARY & STRUCTURE

19. Is there an even distribution of grammatical and vocabulary items among the units?					
20. Are the linguistic items introduced in meaningful contexts?					
21. Is the number of grammatical points appropriate for 7th grade students?					
22. Is the sequence of grammatical points appropriate for 7th grade students?					
23. Is the new structure repeated in subsequent lessons for reinforcement?					
24. Is the new structure integrated in varying contexts and situations?					
25. Are the presentations of new structure clear and complete enough for the students to review outside the class?					
26. Is there an emphasis on language form?					
27. Is there an emphasis on language use(meaning)?					
28. Is the primary function of the new structures for interaction and communication?					
29. Does the vocabulary load seem to be reasonable for 7th grade students?					
30. Is the new vocabulary repeated in subsequent lessons for reinforcement?					
31. Is the new vocabulary integrated in varying contexts and situations?					
32. Are the presentations of the new vocabulary clear and complete enough for students to review outside the class?					

5. EXERCISES & ACTIVITIES

33. Are there a variety of activities in the coursebook?					
34. Do the activities correspond to the aims and objectives of the course?					
35. Are the instructions to the activities clear and appropriate for 7th grade students?					
36. Do the activities match the level of the students in general?					
37. Do the activities match the interests of the students?					
38. Is there a balance between the activities for language and activities for skills?					
39. Do the activities require a variety of interaction patterns (pair-group work, etc.)?					
40. Do the activities promote critical thinking?					
41. Do the activities allow for substantial free production?					
42. Do the situations in the activities promote meaningful learning and actual communication?					

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43. Are the reading activities adequate?					
44. Are the writing activities adequate?					
45. Are the speaking activities adequate?					
46. Are the listening activities adequate?					
47. Are the language activities adequate?					

Please write your comments (if any) below:

APPENDIX 2

STUDENT QUESTIONNAIRE

PART A: BACKGROUND INFORMATION

Please answer the questions below. Indicate your answer with a **TICK**.

1. Sex
 - a. Male..... Female.....
2. Class:

1. LAYOUT & PHYSICAL MAKE-UP

	0	1	2	3	4
1. The look of the coursebook is attractive.					
2. The cover of the coursebook is durable.					
3. The size of the coursebook seems convenient for me to handle.					
4. The coursebook contains enough pictures, diagrams, tables etc. helping me understand the printed text.					
5. I can understand the illustrations easily.					
6. There is a variety of design to interest me.					
7. The use of color affects my learning in a positive way.					
8. The main headings and subheadings in the coursebook are well-organized.					
9. The coursebook follows the same format in each unit					

2. SUBJECT MATTER

10. The topics of the units are interesting for me.					
11. The ordering of the topics of the units affects my learning in a positive way.					
12. The coursebook is appropriate for my level.					

3. VOCABULARY AND STRUCTURE

13. There is an even distribution of grammatical and vocabulary items among the units.					
14. The grammatical and vocabulary items are introduced in a					

Serpil Tekir, Arda Arikan: *An analysis of English language teaching coursebooks by Turkish writers: ‘Let’s speak English 7’ example*

meaningful context					
15. The number of grammatical points is appropriate for my level.					
16. The sequence of grammatical points affects my learning in a positive way.					
17. The new structure is repeated in subsequent lessons for reinforcement.					
18. The presentations of new structure are clear and complete enough.					
19. The vocabulary load seems to be reasonable for me.					
20. The new vocabulary is repeated in subsequent lessons for reinforcement.					
21. The new vocabulary is integrated in varying contexts and situations.					

4. EXERCISES AND ACTIVITIES

22. There are a variety of activities in the coursebook.					
23. The instructions to the activities are clear and appropriate for me.					
24. The activities match my level in general.					
25. The activities help me to understand the topic better.					
26. The writing activities are adequate.					
27. The speaking activities are adequate.					
28. The listening activities are adequate.					
29. The reading activities are adequate.					
30. The language activities are adequate.					