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Research Article

# Investigating EFL Coursebook Research in Turkey: Trends in Graduate Theses of the 2001-2013 Period

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## Abstract

The transformation of coursebook publishing into an industrial giant has brought about variety, choice, and difficulty of decision making. As coursebook selection profoundly influences the quality of foreign language instruction in Turkey, it is essential to investigate what kind of instruments are used, which method is followed, what criteria are sought and how relevant parties are affected by its results. Therefore, 54 graduate theses evaluating EFL coursebooks in the 2001-2013 period were taken from the CoHE Thesis Center. The documentary data were subjected to content analysis by using the thesis categorisation form for describing research trends, determining shared evaluative criteria and variable patterns, and providing recommendations for the future. It was revealed that: (i) studies dealing with EFL coursebook evaluations accelerated after MoNE's program changes, (ii) while not even half were designed with mixed methods research, qualitative theses concentrated on document analysis of coursebooks, (iii) teacher and student views were surveyed by means of similar Likert scales adapted from previous checklists, (iv) other sample groups like parents, administrators, authors, and publishers were either underrepresented or not represented at all, (v) correlational descriptive studies frequently compared teacher and student views against similar categorical variables, (vi) the need for deeper, experimental, and innovative research was completely overlooked and multivariate analyses were never employed, (vii) despite their variety, local coursebooks received more focus but were met with user disapproval due to persistent deficiencies in design, content, methodology, and skills, (viii) whereas global coursebooks were appreciated for their communicative methodology, integrated skills instruction, authenticity, and cultural content, and (ix) instead of exploratory research, they tended to recommend replications with larger or different populations and on different coursebooks.

## Keywords

Checklists • Content analysis • EFL coursebooks • Evaluation • Graduate theses

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Besides real objects (pencils, chairs, bags) and representations (photos, pictures), materials in foreign language education involve everything used for facilitating the learning process and increasing knowledge and experience of language: e.g. videos, DVDs, e-mails, YouTube, dictionaries, newspapers, food packages and even live talks of native-speakers (McGrath, 2002; Tomlinson, 2011a). Yet, it is the coursebook that forms the major experience of using materials for most language learners in the EFL class, and if language-learning materials are in question, coursebooks immediately come to mind (Tomlinson, 2011a). McGrath (2006, p. 307) also attested to the centrality of coursebooks for any teaching-learning context by indicating that the “course book is the *course*,” and arguing that the term *course book* is a better fit than its co-referent *textbook* for users, as both teachers and learners continue to follow a book and be tested on their knowledge of the book.

Seminal work on materials evaluation has distinguished coursebooks as “the visible heart,” “almost universal element,” or “guiding principle” of foreign language classes; and recognised their key importance in structuring lessons (Davcheva & Sercu, 2005, p. 90; Hutchinson & Torres, 1994, p. 315; Sheldon, 1988, p. 237). Still, the coursebook community seems divided on the role of EFL coursebooks. Two contrasting views have emerged in accordance with the adopted style of coursebook use. While some regard it as a guide, a bridge or a basis for instructional activities, others see it as an agent of frustration, like a straitjacket, as in McGrath’s (2006) thematic classification of teacher images for ELT coursebooks. For the proponents, the coursebook can (i) substitute for the syllabus, (ii) standardise instruction, (iii) allow access to resources inexpensively, (iv) monitor progress, (v) save time and trouble of preparing materials, and (vi) offer the most convenient form of presenting input for inexperienced teachers, whereas the opponents criticise it for (i) embodying artificial texts, (ii) being “superficial” and “reductionist” in terms of language items and experiences, (iii) avoiding controversial topics, (iv) disregarding learners’ specific needs, interests, and learning styles in the local context, (v) limiting creativity and converting teachers into technicians, (vi) causing boredom and demotivation in students, and finally (vii) for being costly, commercial commodities in the global market (McGrath, 2002, p. 8; Richards, 2001; Tomlinson, 2001, p. 67; Ur, 1999).

Despite the rightfulness of their claims, these two mutually exclusive positions may not always hold true when confronted with the realities of the EFL classroom. Cunningsworth (1984; 1995) also pointed out the fallacy of treating the coursebook as the only determinant of course content and teaching methods, whereas Bell and Gower (2011) recommended its flexible use as an adaptable and expandable resource for meeting the needs of the specific class. Since the coursebook directs the flow of the lesson and very few teachers enter the class without it, a careful selection should be made for the best possible match (Byrd, 2001). Additionally, the technological

evolution of coursebooks into “more complex objects” (“coursepacks”) has rendered materials selection even more “challenging” for teachers (Cunningsworth, 1995, p. 1; Rubdy, 2007, p. 37). Today, rival publishers provide teachers with “a rich palette of materials” including whiteboards, test software, website activities, downloadable lesson plans, and videos; in point of fact, they “provide for everything,” so that teachers cannot be blamed for not supplementing at all (Littlejohn, 2011, p. 180).

Yet, two major patterns stand out in coursebook selection worldwide. In the first case (i.e. the USA), teachers themselves determine the coursebook among many options by consulting their colleagues and directors, while all decisions related to foreign language education in the second case (i.e. China, Japan, Malaysia, Korea and Egypt) are centrally made by the ministry of education, and a single type of coursebook is distributed all over the country, leaving teachers without a say in the matter (Byrd, 2001; Masuhara & Tomlinson, 2008; McDonough, Shaw, & Masuhara, 2013; McGrath, 2002).

Naturally, coursebook selection might seem more closely related to the first case, where teachers can decide on one of the commercial coursebook series. Here, teachers must distinguish the good book among existing materials, for the selection of the coursebook as the core of the teaching program requires serious investment of time and money, and a wrong choice as the coursebook of the coming years may negatively affect students’ motivation (McDonough et al., 2013). However, those teachers with no control over coursebook selection in the second case need to develop a critical attitude towards the government-assigned materials, understand why these materials are designed the way they are, and look for ways in which the available coursebook can be effectively used or adapted in view of learner needs and contextual constraints (McDonough et al., 2013; McGrath, 2002).

### **Coursebook Policy in the Turkish EFL Context**

In the Turkish EFL setting, the centralist attitude prevails in the production and evaluation of local English coursebooks. Authors determined by the Ministry of National Education (MoNE) form a commission and prepare drafts in line with the official framework. After being chosen from experienced teachers and field experts with a PhD, and educated by the Board of Education and Training (BoET), panelists review coursebook drafts against a set of four criteria: (i) compatibility of content with the constitution, (ii) scientific adequacy, (iii) capacity for fulfilling curriculum achievements, and (iv) supportive quality of visuals and other content along with the developmental appropriateness of their design for learning (Board of Education and Training [BoET], 2015). After having submitted their reports through the database, panelists negotiate evaluations, assign scores on a scale of 0-3, and the draft which can receive 2 points from all four criteria becomes the coursebook of the next five years in

Turkish EFL classes (BoET, 2013a, p. 6; BoET, 2015; Ministry of National Education [MoNE], 2012). As the candidate coursebook is not trialled before circulation, teachers and learners as consumers are involved neither during the composition process nor after the publication decision; as a result, a useful opportunity for user feedback is lost. MoNE (2015) commands school administrations and teachers not to use any supplementary materials or get parents to buy global English coursebooks.

Nevertheless, these local English coursebooks have become both a target for users' constant and bitter criticisms, and an object of ridicule in a number of areas, like their physical outlook, language errors, artificial language models, mechanical exercises, uninteresting topics, stereotypical cartoon characters, and deficient supplementary materials and teacher handbooks. Because teachers cannot diverge from the locally-produced, officially-mandated and nonprofessionally-composed local English coursebooks, the materials have received their fair share of criticism for the ineffectiveness of foreign language instruction in Turkey (Büyükkantarçioğlu, 2004; Doğançay-Aktuna & Kızıltepe, 2005; Işık, 2011; Kırkgöz, 2009). Having reached a tacit agreement on their major responsibility for our failure to learn a foreign language, these coursebooks do continue to be used without palpable opposition, and often with no treatment in foreign language classrooms. Coursebook selection in private institutions is not without problems, either. Although Turkish teachers in private institutions have the freedom to choose their own coursebooks, they are reported to determine course materials without a scientific evaluation or a careful plan, but under the influence of publishers' promotions, school's wishes, price, physical appearance, and a colleague's or in-service trainer's advice (Durukafa, 2000).

Whether it is determined by the central authority as in Turkey, by a council of teachers, or by the instructor as in the USA, coursebook selection is a serious decision projecting into the future of the instructional environment. Once a coursebook is chosen, teachers study its content and activities and construct their tests accordingly. In case of a bad option, they will find it difficult to redo preparations and will have to constantly adapt materials, which can steal from instructional time in return. As for students, they will be deprived of the coherence and practice opportunities a good coursebook can offer, and their discontent will intensify, especially if they feel their money has also been wasted.

Contrary to common practice in Turkey, coursebook selection is not an "arbitrary" or "rash" decision, but rather necessitates a systematic examination of the coursebook by using these three methods: the impressionistic method, checklist method and in-depth method (McGrath, 2002, p. 12, 25). The first two methods can be argued to be well-known to the coursebook community in Turkey. In fact, Likert scales adapted from important checklists in the foreign literature have maintained their place as the

main evaluative instrument for making predictive and retrospective evaluations in the Turkish EFL setting. However, Tomlinson (2012) pointed out that checklists cannot be transferred to other contexts without modification and that due to this generalisability problem, varied frameworks like McGrath's (2002) *general and specific criteria* have been proposed in the last ten years of materials evaluation. By the same token, Ellis (1997) noted that while checklists and questionnaires may be practical, especially for identifying the best coursebook before use, more in-depth micro-evaluations should be performed to understand the effectiveness of coursebook tasks empirically and retrospectively.

### Related Research

The current situation of EFL coursebook use in Turkey can be better interpreted if a cumulative knowledge base is constructed on the adopted evaluation procedures, overall user attitudes, and appropriateness of local and global materials for the specific context. A historical document analysis of previous coursebook evaluations can thus be helpful in developing insights into major coursebook strengths and weaknesses, changes in materials over time, recurrent tendencies, and emerging practices in textbook research (Cohen, Manion, & Morrison, 2007). For this reason, a content analysis of graduate theses evaluating EFL coursebooks was undertaken to: (i) provide a systematic evaluation of existing EFL coursebook evaluations, (ii) present novice researchers with a rich source of reference, (iii) enable them to determine the method, trends, and priority areas in the ever-expanding coursebook literature, and lastly (iv) save the field of materials evaluation from repetition and confusion (Çalık & Sözbilir, 2014; Gökteş et al., 2012a).

When similar content analyses of graduate theses in Turkey were examined, it was observed that: (i) they focused on examining graduate theses in non-ELT fields, like curriculum and instruction, Turkish language, mathematics, biology, geography, computer, science, social science and primary education; (ii) while only a few studies worked on specific areas of interest like children's literature, educational technology, history of education, cooperative learning, problem-based learning, multiple intelligences, values education, and reading instruction, and (iii) none of these content analyses in mainstream education was concerned with coursebook evaluations (Akpınar, Dönder, & Karahan, 2013; Balcı, 2012; Baş & Beyhan, 2012; Bıkmaz, Aksoy, & Tatar, 2013; Biber, Ersoy, & Biber, 2014; Çalık, Ünal, Coştu, & Karataş, 2008; Çetin, 2015; Demir & Ekici, 2015; Dirlikli, Aydın, & Akgün, 2016; Elbir & Bağcı, 2013; Gökteş et al., 2012b, Gömleksiz & Bozpolat, 2013; Karadağ, 2009, 2014; Kaya, 2013; Küçüköğlü & Ozan, 2013; Oruç & Ulusoy, 2008; Polat, 2013; Saban, 2009; Şahin, Kana, & Varioğlu, 2013; Şahin, Yıldız, & Duman, 2011; Topsakal, Çalık, & Çavuş, 2012; Tosun & Yaşar, 2015; Uygun, 2012; Yaşar & Papatğa, 2015; Yenilmez & Sölpük, 2014).

In the ELT field, there were only two content analyses of graduate theses, which focused on studying doctoral research trends in Turkish universities. İnal, Özdemir, Kiray, and Oral, (2016) classified 25 dissertations of the 2009-2013 period into four general categories: (i) instructional variables and designs, (ii) learners, (iii) textbooks, and (iv) development and evaluation, whereas Özmen, Cephe, and Kınık (2016) examined 137 ELT dissertations of the 2010-2014 period in terms of: (i) subject areas, (ii) research paradigms, (iii) research contexts, and (iv) sampling methods, and also described macro- (systemic) and micro-level (departmental) problems of the ELT research field in Turkey. There were also three other studies, which surveyed not only ELT theses but also other kinds of publications ranging from research articles to conference proceedings over the last decade. In the first of these, Alptekin and Tatar (2011) grouped Turkish ELT researchers' most common interests into six broad areas: (i) foreign language teaching and teachers, (ii) foreign language learning and learners, (iii) foreign language teacher education, (iv) four language skills, (v) measurement and evaluation, and (vi) language and culture. Solak (2014) and Yağız, Aydın, and Akdemir (2016), on the other hand, undertook two similar analyses of research articles in ELT, which merely differed in sample size and time period.

Although a plethora of content analysis studies have also been documented on EFL coursebooks' topical preferences, pedagogical approaches, compatibility of their linguistic syllabus with the mandated curriculum, cultural appropriacy in the local context and other issues like sexism and bias, not a single study, to our knowledge, exists addressing the question, "What research has there been into materials selection and use, and what remains to be done?" (Çakır, 2010; Çelik & Erbay, 2013; Gray, 2010; Koprowski, 2005; Matsuoka & Hirsh, 2010; McGrath, 2002, p. 223; Melliti, 2013; Mol & Tin, 2008; Mukundan & Khojasteh, 2011; Nguyen, 2011; Song, 2013; Sunderland, Cowley, Rahim, Leontzakou, & Shattuck, 2001).

The present study can therefore be considered precursory in two respects. For the first time, research trends in EFL coursebook evaluations underwent investigation, and conclusions along with recommendations in graduate theses were also subjected to content analysis. The previous literature was preoccupied with demonstrating their distribution according to common research features and minute details: e.g. the author's gender, types of references, academic titles of the supervisor and thesis committee, number of sub-problems, references, conclusions, suggestions, and even words in the thesis title. Graduate theses prepared between 2001 and 2013 in Turkish institutes were examined by using content analysis and descriptive statistics in order to: (i) describe the research trends of EFL coursebook evaluations in Turkey, (ii) identify common evaluative criteria and salient variable patterns, and (iii) guide future researchers into rare topics for investigation in this popular field. The research questions of this study were formulated as follows:

- (i) What kind of methodological distribution do graduate theses display with respect to: their type, date of publication, institute, method, data collection instruments, sampling features, and data analysis techniques?
- (ii) What kind of internal distribution do they exhibit with regard to their subject matter and coursebook origin?
- (iii) What kind of similarities can be drawn between their conclusions in relation to users' attitudinal orientation towards local and global materials?
- (iv) What strategies are preferred by graduate coursebook researchers for recommending further work in their theses?

### Method

Because qualitative and quantitative data were collected simultaneously through data transformation, this study illustrates a mixed methods design. The quantification of qualitative data was achieved in the following way: (i) qualitative themes were counted, (ii) these counts were recorded in an Excel spreadsheet, and (iii) quantitative data from their occurrences were descriptively analysed for frequencies and percentages, which in doing so allows comparisons between data sets in mixed methods research (Creswell, 2009, 2012; Hesse-Biber & Leavy, 2008). As in the case of similar studies by Göktaş et al. (2012b), Dirlikli et al. (2016) and Özmen et al. (2016), the qualitative data from the graduate theses were thus classified by using content analysis, and the categories emerging from the content analysis were analysed with descriptive statistics in the present research. Since it was aimed to identify research trends and gaps in EFL coursebook research in Turkey, graduate theses from the online national thesis archive were assumed to provide “information-rich” cases in order to “develop a detailed understanding” of the problem situation; more precisely, purposeful sampling – a nonrandom method of selecting cases – was applied in this study (Creswell, 2009, 2012, p. 2016; Denzin & Lincoln, 2005; Lodico, Spaulding, & Voegtler, 2006; Patton, 1990, p. 169).

The following can be listed as the limitations of this study: (i) graduate theses, as opposed to articles, were the preferred type of documents, as they provided more detailed evaluative reports of EFL coursebooks used in Turkey, and identifying the research interests of MA and PhD holders was found more useful for guiding candidate researchers into rare areas of textbook research; (ii) EFL coursebook evaluations made in Turkey became the object of this study, for it can only be through the examination of the national literature that one can detect persistent problems of coursebook selection processes in Turkey and offer solutions for the local context; and (iii) graduate theses were searched only in the database of CoHE's (Council of

Higher Education) Thesis Center because it is the largest national archive allowing official full-text access on the internet and providing handy facts and figures about graduate theses (e.g. monthly download statistics, theses of universities by years).

### **Data Collection Tool**

From a wide range of qualitative data forms (observations, interviews, questionnaires, audiovisual materials), documents – i.e. graduate theses – provided the qualitative data of the current study, as they formed a practical source of textual/word data and were readily available for analysis without the need for transcription (Creswell, 2012). Within the scope of this study, two searches were performed with Turkish and English keywords, namely *ders kitabı* and *coursebook* in the CoHE Thesis Center. 44 out of 162 entries in the first search, and 46 out of 98 entries in the second search were found to provide evaluations of EFL coursebooks, and after the elimination of 16 repeated entries, a total of 74 theses evaluating EFL coursebooks were obtained. Since *online accessibility* was adopted as the criterion for including graduate studies on the present topic, a total of 54 theses with online full-text access composed the data set of the current study. The thesis number, year of publication, author, title, and type of these theses are presented in the list presented in the appendix organising the theses according to their subject matter. Of the 54 graduate theses included in this study, the full-texts of 51 were taken from the CoHE Thesis Center, and three from Bilkent University's Thesis Database, with the last query made in July of 2014. As a result, 50 master's (MA) and four doctoral theses (PhD) prepared between 2001 and 2013 period composed the documentary data of this study and were analyzed with the help of Küçüköğlü and Ozan's (2013) *Thesis Categorization Form*, which they had also adapted from Sözbilir's (Sözbilir & Kutu, 2008) *Paper Classification Form*.

Küçüköğlü and Ozan's (2013) *Thesis Categorization Form* was preferred for three main reasons: it (i) covers all six features of graduate theses (basic details, subject matter, research design, data collection tools, sampling and data analysis methods), (ii) has its content validity established by three experts in educational sciences and (ii) saves us from designing our own protocol for recording information. The first section of the thesis categorization form displays basic information about graduate theses such as the title, author, and institution, whereas the second section deals with the topic of graduate theses. In the third section, graduate theses are grouped into one of the three major classes of methodological models: quantitative, qualitative, or mixed methods. In the fourth section, data collection tools are first categorised into seven and then further classified into relevant sub-categories: observations (participant/non-participant), interviews (structured/semi-structured/unstructured/focus-group), achievement tests (open-ended/multiple-choice/other), attitude/

perception/personality/ability tests (open-ended/multiple-choice/other), surveys/scales (open-ended/Likert-type/other), documents, and alternative assessment instruments. The fifth section concerns sample groups and sample size, whereas the sixth section focuses on the type of data analysis methods, classifying graduate theses into three groups: descriptive, inferential, and qualitative.

### Data Analysis

The qualitative data collected with the thesis categorization form were first analysed using the content analysis method. Content analysis is simply defined as “the process of summarizing and reporting” the main messages of written data, and also regarded as an unobtrusive and cost-effective technique for analysing large texts over a long time and “making replicable and valid inferences” from them (Berg, 2001; Cohen et al., 2007, p. 475; Krippendorp, 2004, p. 18). Being a “systematic” and “repeatable” technique, content analysis has become a widespread and important method of analysis in social sciences and demands the summary of textual content in the form of smaller categories via rule-based coding (Büyüköztürk, Çakmak, Akgün, Karadeniz, & Demirel, 2011, p. 269).

According to Yıldırım and Şimşek (2011), content analysis means the grouping of similar data around certain themes and involves: (i) the coding of the data (classifying data into meaningful parts and naming them with regard to their conceptual expressions), (ii) identification of the themes (grouping the coded data thematically in terms of their common features), (iii) arrangement of the codes and themes (presenting the data according to the themes obtained), (iv) definition and interpretation of the findings (making sense of the data and explaining the causal relationships between the findings). Consequently, in the current study, EFL coursebook evaluations made in Turkey were taken as the sample from the larger population of graduate theses accessible online from the CoHE Thesis Center. Then, these graduate theses evaluating EFL coursebooks were categorised according to their date of publication, type, institute, method, data collection instruments, sampling features, and data analysis techniques. In addition to their methodological classification, graduate theses were grouped according to the type of coursebook under evaluation, the specific subject matter being researched as well as their conclusions and recommendations. By relating to the regularities found in graduate theses of EFL coursebook evaluations, the current research aimed to pinpoint the source of EFL coursebook problems in Turkey and to open up the discussion around materials evaluation and adoption processes in the Turkish EFL setting.

The data set was processed by two independent coders, and the intercoder reliability was calculated as 0.90 with Miles and Huberman’s (1994) formula: [reliability = agreements / (agreements + disagreements)]. While categorizing the data collection

instruments in the thesis (T) numbered 43, 47, and 49, the first coder relied on the statement of the thesis writer, and labelled them as *interview*. The second coder preferred the epithet of *open-ended* survey because the written interview questions were answered in written form. In classifying the method of qualitative data analysis used in T2 and T14, the first coder labelled them as *content analysis* on the basis of the thesis writer's statement, whereas the second coder labelled them as *descriptive analysis*, because the interview responses were only summarized and detailed coding was non-existent. Since at least 90% compatibility is sought between coders, the desired level of reliability was attained between the two coders, who agreed on preserving the statements of the thesis writers. In addition to comprehensive data treatment used for maintaining the validity of the research, the qualitative data were quantified with frequency and percentage calculations, and the results were tabulated. Transformation of qualitative data into quantitative data increases reliability, decreases bias and enables cross-categorical comparison; thereby enhancing the quality of data analysis (Silverman, 2010; Yıldırım & Şimşek, 2011).

## Results and Discussion

The current study sought to reveal: (i) the methodological distribution of graduate theses undertaking EFL coursebook research in Turkey, (ii) the internal distribution of these EFL coursebook evaluations according to their specific research topic and coursebook type, (iii) the attitudinal inclination of coursebook users towards local and global English coursebooks in these theses, and (iv) the preferred strategies for recommending further work by graduate coursebook researchers. In this section, the results are presented in line with the aforementioned research questions.

### Formal Distribution of EFL Coursebook Evaluations in Relation to their Methodological Variables

The first research question required the classification of EFL coursebook evaluations in terms of common methodological variables such as their type, year of publication, institute, method, data collection instruments, sampling features, and data analysis techniques.

#### Distribution of graduate theses according to their type and year of publication.

Table 1 shows the classification of graduate theses by: (i) level (whether they were MA or PhD studies) and (ii) the specific time period in which they were published. In Table 1, the 12-year period between 2001 and 2013 was divided into three terms. Since fewer theses were published during the first term, it spanned five years from 2001 to 2005. The second and third terms each covered a period of four years. The distribution of 54 graduate theses according to these three terms is tabulated below.

Table 1  
*Distribution of Graduate Theses According to Year of Publication*

Years	MA		PhD		Total	
	f	%	f	%	f	%
2001-2005	4	8	0	0	4	7.4
2006-2009	24	48	1	25	25	46.3
2010-2013	22	44	3	75	25	46.3
Total	50	100	4	100	54	100

It is seen in Table 1 that the least fruitful period of EFL coursebook evaluations was the first term of 2001-2005 (7.4%), while graduate studies evaluating EFL coursebooks multiplied by six in the second and third terms (46.3%). The increased number of graduate theses evaluating EFL coursebooks in the 2006-2009 period can be explained by the renewal of English coursebooks due to the implementation of the new primary curriculum in the 2005-2006 academic year. According to the decrees of BoET (2013b) between 2006 and 2008, sixteen new local coursebooks were approved for publication within two years of this curriculum change. In 2007, for instance, the following local coursebooks were introduced into Turkish EFL classes: *İlköğretim İngilizce 4 Texture English*, *İlköğretim İngilizce 4 Trip*, *İlköğretim İngilizce Time for English Grade 4-5*, *Anadolu Liseleri İngilizce New Bridge to Success 5*, *Anadolu Liseleri İngilizce New Bridge to Success For Grade 11*, and *Anadolu Liseleri İkinci Yabancı Dil İngilizce Sail 10* (BoET, 2007).

As a result of MoNE's changes to the act in 2005-2006, the theses of the second term examined the newly published coursebooks: *New Bridge to Success*, *Time for English*, *Build up Your English*, and *Globe* series, as in Demir (2008), Erkan (2007), Ezici (2006), and Özdemir's (2007) studies. This project, a.k.a. *the Program Reform*, adopted a student-centred and constructive approach to education, and launched a new task-based program integrating in- and out-of-class learning experiences; as a result, not only the teaching methods but also instructional materials and methods of evaluation were innovated (Güven & İşcan, 2006, p. 100). Some EFL coursebook evaluations of this period thus focused on examining task types, related language skills, task suitability, and difficulty, as in Günay's (2007) evaluation of *Time for English 4*. In addition, a comparison of graduate theses in Table 1 according to their level showed that EFL coursebook evaluations were carried out chiefly at MA level. As MA theses consistently outnumbered doctoral theses in all three terms, coursebook research apparently deserves more consideration from PhD candidates.

**Distribution of graduate theses according to institute.** The second formal feature against which the graduate theses were compared is the type of institution in which they were written. As can be understood from Table 2, 59% of graduate theses evaluating EFL coursebooks were prepared in an institute of social sciences, 35% in the body of educational sciences, and 6% in such institutes as the Graduate School of Economics and Social Sciences, or the Institute of Turkish Studies. Now that only

nine of the 32 theses in social sciences as well as three of the 19 theses in educational sciences were linguistic studies, the coursebooks in 22% of all the theses did not receive any pedagogic evaluations.

Table 2  
*Distribution of Graduate Theses According to Institute*

Years	Social Sciences		Educational Sciences		Other		Total	
	f	%	f	%	f	%	f	%
2001-2005	1	3	1	5	2	67	4	7.4
2006-2009	18	56	7	37	0	0	25	46.3
2010-2013	13	41	11	58	1	33	25	46.3
Total	32	100	19	100	3	100	54	100

The comparison across the three terms indicated that research on coursebooks made a great leap in the second term, and particularly in the body of social sciences. This can be explained by the greater number of other institute types, and also by the fewer number of scholars in the comparatively newly-established institute of educational sciences.

According to the higher education statistics for 2012-2013 from the Student Selection and Placement Centre (SSPC), there are only 28 institutes of educational sciences in Turkey, and when the scholars employed at these institutes are grouped into their respective field of study, only 132 scholars are found to be employed in the field of foreign language education (SSPC, 2013). In the light of this information, it is commonplace for theses in linguistics to be prepared in an institute of educational sciences due to the interdisciplinary formation of academicians in foreign language education departments, who have specialized in different areas including linguistics, literature, and methodology.

**Distribution of graduate theses according to method.** When classified into one of the three research models in Table 3, it was found that 25 of the 54 graduate theses were prepared in mixed-methods (46.3%) and qualitative designs (46.3%), whereas only four (7.4%) were designed as quantitative studies.

Table 3  
*Distribution of Graduate Theses According to Research Designs*

Design	f	%
Mixed-Methods	25	46.3
Qualitative	25	46.3
Quantitative	4	7.4
Total	54	100

It was clear from Table 3 that mixed-methods research could have been used by more graduate coursebook researchers, as it embodies the strengths of quantitative and qualitative research and can give the insight that a single method can never produce (Johnson & Onwuegbuzie, 2004). It was also worthy of attention that 20 out of 25 qualitative theses were simply document analyses, and that experimental

research was never undertaken by mixed-methods and quantitative studies. This is indicative of the fact that EFL coursebooks were mostly treated as corpus in the majority of graduate theses. Those more oriented towards materials evaluation were, however, descriptive in nature and mainly surveyed teacher and student views on varied coursebooks via almost identical checklists.

Although the coursebook is the carrier of instructional content and learner acquisition is the best indicator of its effectiveness, there was a scarcity of experimental studies comparing the performances of different types of coursebooks (i.e. local and global English coursebooks) with respect to such variables as achievement, motivation, learner needs, anxiety, communicative skills, learning and teaching styles, amount and style of coursebook use by different teacher types (native/nonnative). For this reason, it is essential that graduate coursebook researchers do not merely describe the extent of compatibility that different coursebooks display with the official curriculum or a set of predetermined and noncontextualised criteria. Instead, they should ask more comprehensive research questions in mixed-methods studies and undertake experimental and correlational research more frequently in order to find out more effective forms of materials design, coursebook selection and treatment and establish a better learning environment for coursebook users.

**Distribution of graduate theses according to data collection instruments.**

Table 4 displays the frequency with which graduate coursebook researchers employed different kinds of data collection instruments. As there were 29 theses with two or more types of data collection tools, their total number was considered in the frequency count.

Table 4  
*Distribution of Graduate Theses According to Data Collection Tools*

Category	f	%
Observations	1	1
Non-Participant	1	1
Interviews	18	17
Structured	4	4
Semi-Structured	13	12
Unstructured	1	1
Achievement Tests	2	2
Multiple-Choice	1	1
Other	1	1
Attitude/Perception/Personality/Ability Tests	1	1
Multiple-Choice	1	1
Surveys/Scales	50	47
Open-Ended	11	10
Likert-Type	28	27
Other	11	10
Documents	31	30
Coursebooks	31	30
Alternative Assessment Instruments	2	2
Learning Journals	2	2
Total	105	100

It is evident from Table 4 that graduate theses on EFL coursebooks made more use of surveys/scales (47%). Likert scales (27%) were the most-frequently used type, whereas surveys of open-ended questions and other group of scales such as checklists and rating scales accounted for another 10%. A comparison of these scales, which were mostly used for reviewing teachers' and students' opinions of EFL coursebooks, demonstrated six overlapping categories in 16 different theses, namely: activities, design/physical form, topic/content, supplementary materials, skills, and language content (grammar and vocabulary knowledge) (Acar, 2006; Arıkan, 2008; Aydemir, 2002; Aytuğ, 2007; Çelik, 2011; Erkan, 2007; Ertürk, 2013; Ezici, 2006; Garayeva, 2001; Güreli, 2008; Oflaz, 2009; Özdemir, 2007; Özeş, 2012; Pilica, 2005; Sümen, 2008; Taylan, 2013). Since they were adapted from similar previous checklists like Cunningsworth (1984), Breen and Candlin (1987), Grant (1990), McDonough and Shaw (1993), and Sheldon (1988), even the items and sub-categories on the scales were shared among some of these theses. For example, the item "The layout and design is appropriate and clear" was present in two different studies (Arıkan, 2008, p. 93; Erkan, 2007, p. 118). It was interesting that the culture category was found in only five scales, all of which included an item questioning the amount of the target culture as well as its way of presentation in the coursebook (Acar, 2006; Aydemir, 2002; Aydın, 2007; Aytuğ, 2007; Pilica, 2005). Because the evaluation of cultural content exposed to L2 learners is important for both language and culture education in the global world, the incorporation of the cultural dimension into evaluative criteria was deemed relevant in these theses.

Besides surveys/scales, documents (30%) and interviews (17%) were used to collect data in graduate theses of EFL coursebook evaluations. It was only natural that their documents comprised varied series of local and foreign coursebooks. Interviews, on the other hand, were mostly semi-structured (12%). Structured interviews accounted for only 4%, unstructured interviews for 1%, and focus-group interviews for 0% of all data collection tools. The reason why semi-structured interview was the most popular technique is that it allows both control of responses and deeper analysis of views (Karasar, 2012).

According to Table 4, learning journals among alternative assessment instruments were used in two theses. With the help of learning journals, Sarı (2007) collected learner views on English coursebooks, whereas Özönder (2010) got learners to evaluate the motivational effect of instructional activities in their textbook. It may take time to compose and analyze learning journals, but they help to understand the situation from the insider's viewpoint and provide a rich source of insights on learner needs (Long, 2005). Although learners can freely reflect their ideas, feelings and attitudes about their coursebooks by keeping learning journals, it should be noted that the data obtained through learning journals may be personal, superficial and

subjective, and should be supported by other data sources and methods (Huhta, Vogt, Johnson, & Tulkki, 2013; Long, 2005).

In addition to learning journals, another equally-weighted instrument of data collection is achievement tests ( $f = 2$ ). While Sarı (2007) used a multiple-choice test for measuring ninth-graders' attainment of the targeted level of proficiency, Agan (2008) assessed the level of students' vocabulary knowledge with another achievement test consisting of matching and true/false questions. Since they can be scored easily, quickly and objectively, these types of questions are preferred over open-ended questions (0%) in graduate theses (Tekin, 2004). Furthermore, it can be regarded negatively that learner achievement was rarely researched in graduate theses on EFL coursebook evaluations. Because coursebooks usually serve as a substitute for the syllabus in most Turkish EFL classes, it is vital to test the extent to which learners can reach course objectives with the provided material. For this reason, graduate coursebook researchers must conduct more experimental studies measuring learner acquisition of coursebook content and evaluating its success as a major instructional aid

The two infrequently used data collection tools were observations and attitude/perception/personality/ability tests ( $f = 1$ ). Pilica (2005) investigated the duration of coursebook use in English and Turkish as a foreign language (EFL and TFL) classes, showing through non-participant observation that teachers in the EFL class used the textbook for a comparatively longer period of time than those in the TFL class. However, Karasar (2012) argued that non-participant observation provides less information than the participant mode, and allows only anticipation of the reasons for the behaviour being observed. Studying sexism in MONE-approved primary and secondary English textbooks, Söylemez (2010) used a 12-item inventory, where students read neutral sentences defining different types of professions and mark the perceived gender of the doer in each situation (woman/man/both). This perception test demonstrated that the participants linked jobs requiring mathematical intelligence with men and those requiring organizational skills with women, and that male students especially held sexist views (Söylemez, 2010).

As a result of the classification with regard to data collection instruments, an important defect in graduate theses evaluating EFL coursebooks was revealed, namely: the “[non]use of multiple sources of data or approaches” (Hyland, 2010, p. 195). In other words, the graduate theses in question avoided data triangulation. It was disappointing that mixed-methods research did not amount to even half of the total studies, and that researchers did not employ different data collection tools to increase the validity and reliability of their results. From Hyland's (2010) perspective, it is understandable that researchers pragmatically adopt the most effective tools,

but they must not deny that their findings can achieve higher validity, if the student views they have collected through a questionnaire are supported with interview and/or diary data. Consequently, coursebook researchers need to resist the temptation to depend on surveys as an easy option for collecting user views and investigate the effectiveness of materials by monitoring their performance through focus-group interviews, participant observations, and open-ended achievement and attitude tests.

**Distribution of graduate theses according to sample groups.** The fifth formal feature against which graduate theses were compared related to their sample groups. As 20 of them were document analyses with no sample groups, only 34 theses could be studied in this respect. The number of theses with two or more sample groups was 18; as a result, the total number of sample groups was taken into consideration in Table 5.

Table 5  
*Distribution of Graduate Theses According to Sample Groups*

Group	f	%
Primary Grade 1-5	5	9
Primary Grade 6-8	4	7
Secondary	10	18
Undergraduate	5	9
Teachers	20	36
Administrators	1	2
Instructors	5	9
Other	6	10
Total	56	100

It is observed in Table 5 that teachers in general (referring to teachers in 20 theses as well as instructors in five theses) were the most studied group. Following teachers, students were another frequently studied sample group – including nine primary (16%), ten secondary (18%) and five undergraduate groups (9%). Nevertheless, pre-school and postgraduate students as well as parents had never been studied before (0%). This may be because there is usually not a single book to follow at pre-school and postgraduate level. The absence of parents (0%) in coursebook selection can be explained either by the ministerial decision-making processes when MoNE's free textbooks are selected or by the parents largely deferring the choice to school directors and teachers when they are to purchase the materials. However, since parents as consumers have rights and responsibilities in the determination of the content to which their children will be exposed, their ideas should be incorporated into EFL coursebook examinations.

The representation of administrators by 2% was also disturbing because they tend to have even more say in coursebook selection than teachers do, even if the target audience of English coursebooks are mainly teachers and students. As a result, it

is essential that the factors affecting administrators' choice of a new textbook and evaluation of the available one be determined in textbook research. The *other* sample group (10%) concerned representatives of publishers, coordinators of preparatory classes at universities, teachers and clients at TOMER language courses, inspectors of English courses, and a language expert (namely, Paul Nation). Gray (2002) pointed out that if English textbooks are regarded as products, publishers then actively participate in the evaluation process as producers and distributors, and they may also be involved in sample groups of future coursebook studies besides the community of teachers and students.

**Distribution of graduate theses according to sample size.** Table 6 presents the classification of graduate theses into six different sample sizes. In the 34 theses with sample groups, 9% had a sample size of 11-30 participants, and 26% worked with a sample size of 31-100. 47% studied a sample group of 101-300, whereas 12% had a sample size was between 301 and 1000.

Table 6  
*Distribution of Graduate Theses According to Sample Size*

Size	f	%
1-10	1	3
11-30	3	9
31-100	9	26
101-300	16	47
301-1000	4	12
>1000	1	3
Total	34	100

According to Table 6, there was one study whose sample size was greater than 1000, while one thesis had a sample size smaller than 10. In Çelik's (2011) thesis with a sample size of greater than 1000, the population included English teachers working at high schools of Ankara's central districts, ninth-grade students and inspectors employed at MoNE's Presidency of Inspection Board. Having selected the study group through simple random sampling, Çelik (2011) worked with a total of 1284 participants including 120 English teachers, 1160 ninth-graders, and four inspectors. Büyüköztürk et al. (2011) characterized random sampling as the best way to select a highly representative sample. Though a definite number of the required sample size cannot be given, it is advocated that a sample size between 300 and 400 is "ideal," while the "beneficial" sample size is no less than 100 (Karasar, 2012, p. 127). In this respect, 21 theses can be reported to appreciate the significance of the beneficial sample size. At the same time, only four theses with a sample size larger than 300 managed to meet the ideal conditions in Table 6. As non-experimental designs necessitate greater sampling especially, it is important to ensure larger sample sizes in the 20 studies (three quantitative and 17 mixed) examining teacher and student views on the coursebooks they use (Büyüköztürk et al., 2011; Karasar, 2012). Another

thesis researching the same area was qualitative in nature and difficult to evaluate in terms of sample size, due to a lack of specific sampling formula in such studies (Büyüköztürk et al., 2011).

**Distribution of graduate theses according to data analysis techniques.** Table 7 indicates the diversity of data analysis techniques used in graduate theses. Because 46 theses used multiple methods to analyse data, the total number of all data analysis methods was taken into account. According to Table 7, 52% of graduate theses used descriptive, 20% inferential, and 28% employed qualitative methods.

Table 7  
*The Distribution of Graduate Theses According to Data Analysis Methods*

Category	f	%
Descriptive	91	52
Frequencies-Percentages	48	27
Mean-Standard Deviation	17	10
Graphical Representation	26	15
Inferential	34	20
Correlation	1	1
T-Test	7	4
ANOVA	8	5
Factor Analysis	2	1
Non-Parametric Tests	4	2
Other (Cronbach's Alpha, Scheffe's Method, Flesch-Kincaid)	12	7
Qualitative	50	28
Content Analysis	41	23
Descriptive Analysis	9	5
Total	175	100

Table 7 shows that frequency-percentage calculations were the most frequently used methods of data analysis both in the overall category and among the descriptive techniques ( $f = 48$ ), whereas graphical representation was used in 26 studies (15%) and mean-standard deviation in 17 theses (10%). The dominance of frequencies and percentages can be attributed to data quantification in 19 qualitative theses because the numerical analysis of qualitative data is known to be one measure to ensure the reliability and validity of research (Yıldırım & Şimşek, 2011).

The second most popular technique is content analysis under qualitative data analysis methods (23%). A further examination of graduate theses performing qualitative data analysis demonstrated that: (i) with the exception of Yılmaz's (2012) thesis, no studies calculated intercoder reliability and in the case of Yılmaz's (2012) study, the percentage of compatibility was not provided, and (ii) only Çoban (2001) openly stated that she had not calculated intercoder reliability at all. There was unfortunately no information in the remaining graduate theses about whether any calculation of intercoder reliability was ever performed. It is crucial for coursebook researchers that more than one coder participate in the coding of qualitative data,

compare similarities and differences of coding numerically and obtain at least 70% of reliability both in content and descriptive analyses (Yıldırım & Şimşek, 2011).

The least frequently used technique is the inferential type ( $f = 34$ ):  $t$ -Test ( $f = 7$ ), ANOVA ( $f = 8$ ), and non-parametric tests ( $f = 4$ ). Being mainly descriptive studies, these graduate theses never applied multivariate analysis of variance and covariance (MANOVA, ANCOVA, MANCOVA) to test the effect of various factors on multiple dependent variables, and they also avoided using regression, structural equation modelling and path analysis to estimate the relationship among different variables (Büyüköztürk, 2006). The analysis of graduate theses using  $t$ -tests and ANOVA indicated their inclination to look for a relationship between the following: (i) use of local or foreign coursebooks and level of English proficiency, (ii) features of gender, class, school, and use of language learning strategies, (iii) task types, proficiency groups, and level of learner motivation, (iv) teachers' and students' responses to the checklist, (v) school types (state or private) and teachers' responses to the questionnaire, (vi) teachers' workplaces and their coursebook views, (vii) teachers' gender, school type, experience and their coursebook views, and (viii) students' gender, teachers' experience and their coursebook views. As for the *other* category, Cronbach's alpha for the test reliability, Scheffe's method and Flesch-Kincaid readability tests were listed among inferential statistics ( $f = 12$ ).

In conclusion, the major findings on the methodological profile of 54 graduate theses can be summarised as follows. Between 2001 and 2013, studies dealing with EFL coursebook evaluations accelerated after MoNE's program modifications and introduction of new coursebooks. The scarcity of textbook studies had previously been documented by several meta-analyses of ELT research in Turkey, and regardless of the number of publications being examined, coursebooks were the least studied area in each case (İnal et al., 2016; Kırmızı, 2012; Özmen et al., 2016; Solak, 2014).

Secondly, not even half of these graduate theses were designed with mixed-methods research, while qualitative theses were mostly limited to document analyses of coursebooks as discourse. Because qualitative data were mainly used in mixed-methods studies for supporting quantitative data (i.e. for "academic garnishing"), the quantitative paradigm became once again the dominant research model in EFL coursebook evaluations (Özmen et al., 2016, p. 1749). Graduate coursebook researchers' avoidance of mixed-method design had also been identified as a common feature of ELT research in Turkey by four other content analyses of doctoral dissertations and research papers (İnal et al., 2016; Özmen et al., 2016; Solak, 2014; Yağız et al., 2016).

It emerged as a distinct pattern of EFL coursebook evaluations that teacher and student views were surveyed using Likert scales, whose categories and items greatly

resembled due to adaptation from previous foreign models. Past reports of ELT research trends by İnal et al. (2016), Solak (2014), and Yağız et al. (2016) had likewise demonstrated that for practical reasons, using surveys – especially Likert type scales – was the primary mode of data collection in the Turkish EFL context. The absence of an ideal sample size was another shared finding of the current analysis, but the choice over primary and secondary students as sample groups was unaccustomed in previous reviews of ELT research in Turkey, where there was a tendency to study adult groups, i.e. undergraduate students (İnal et al., 2016; Solak, 2014; Yağız et al., 2016).

Ultimately, correlational descriptive studies were frequently undertaken in EFL coursebook evaluations, primarily for comparing teacher and student views against similar categorical variables like gender, school type, experience, and grade level. Yet, the need for deeper, experimental and innovative research was completely overlooked and multivariate analyses were thus never employed in these graduate theses. The lack of originality and depth was not unique to the graduate coursebook research analysed in the present study but had similarly been identified as a serious concern to the ELT research field as a whole in Turkey (Alptekin & Tatar, 2011; Özmen et al., 2016). For this reason, the current evaluation of EFL textbook studies also repeated the long-awaited call for experimental research designs, which involves not only exploring broader, more critical issues (e.g. causal relationships between diverse variables) through more sophisticated, more complex statistical procedures but also providing improvement rather than further description of the given phenomenon in the Turkish EFL context (Alptekin & Tatar, 2011; İnal et al., 2016; Özmen et al., 2016; Solak, 2014; Yağız et al., 2016).

### **Internal Distribution of EFL Coursebook Evaluations in Relation to their Subject Matter and Coursebook Origin**

In response to the first research question, EFL coursebook evaluations in the current study were subjected to analysis with respect to certain methodological features common to educational research. However, the second research question necessitated a closer, more internal study of graduate theses so as to identify graduate researchers' topical interests and coursebook choices for investigation.

**Distribution of graduate theses according to subject matter.** After a topical classification of graduate theses was performed with respect to their titles and keywords, the results in Table 8 were acquired.

Table 8  
*Distribution of Graduate Theses According to Subject Matter*

Topics	f	%
Teacher-student views on coursebooks	20	37
Concepts of social gender and identity in coursebooks	9	17
Primary language skills in coursebooks	6	11
Cultural elements in coursebooks	5	9
Vocabulary content and instruction in coursebooks	5	9
Tasks in coursebooks	3	5
Learning strategies in coursebooks	2	4
Pedagogical value of coursebooks	1	2
Lifelong learning in coursebooks	1	2
Thinking skills in coursebooks	1	2
Teachers' adaptive decisions for coursebook deficiencies	1	2
Total	54	100

As observed in Table 8, the most-highly cited topic relates to teacher-student views on their own coursebooks (37%). These 20 textbook researchers were satisfied with collecting evaluative information about the overall quality of coursebooks in use and determining their strengths and weaknesses through the responses of teachers and students to uniform Likert items on adapted scales. Therefore, the researchers clearly refrained not only from undertaking experimental research for enhancing users' coursebook experience or remedying the existing conditions of coursebook use in Turkey but also from deepening research on teachers' and students' coursebook attitudes through more qualitative methods like in-class observations, interviews, field notes, dialogue journals, and think-aloud protocols.

Surveys of teacher-student views were followed by studies investigating the concepts of social gender and identity in coursebooks—i.e. presentation of social gender and gender ideologies (17%). The nine researchers in this category predominantly performed comparative content analyses and critical discourse analyses on the texts and visuals of local English coursebooks, revealing that gender stereotypes persisted in the new editions of coursebook series and that overt gender discrimination was transmitted both through forms of language use in dialogues and through the unfair distribution of female and male characters in different occupations, domestic roles, personality traits, and spare time activities.

Graduate theses studying primary language skills accounted for 11% of the total studies, and similarly made use of content analyses on local and global English coursebooks to describe their use of dialogues in skills instruction, to determine the amount and range of receptive and productive skills, and to compare the extent of their communicativeness through their skill practice.

Among these few theses, only two went beyond simply examining certain features of EFL coursebooks by co-evaluating the coursebooks' presentation of specific speech acts

and learners' performances, and by examining the effects of local and global English coursebooks on learners' achievement. On the other hand, graduate theses analysing cultural elements corresponded to 9% of the research topics. In addition to calculating the frequencies of native, target, and other world cultures in local and global English coursebooks, these cultural studies elicited teachers' and students' attitudes towards their cultural content through questionnaires and interviews, and demonstrated that local English coursebooks failed to meet their expectations in reflecting a multicultural world view and in developing intercultural communicative competence.

Likewise, lexicon and vocabulary instruction became the focus in five theses (9%). The compatibility of the coursebook's vocabulary load and students' level of proficiency was a major concern, especially when choosing the reading passages for local English coursebooks, and was met with considerable criticism from both teachers and students, who demanded textual simplification. Only three theses researched task types (5%), while another two studied learning strategies (4%). In the case of task analyses, only one study measured levels of student motivation in response to different task types, whereas the remaining two analysed the amount, range, organisation, and appropriateness of tasks for developing language skills. The results of the task analyses were not very promising, either, as communicative tasks in local English coursebooks were found to be limited in number, unevenly distributed across the materials, unbalanced in skills, and highly demanding for learners' linguistic and cognitive development. As for the treatment of learning strategies in the materials, global English coursebooks were found to be more capable of providing varied strategy combinations as a result of the comparative classification in one thesis, whereas no correlation was found between student choices and the coursebook's content of learning strategies in the other.

In each case, only one researcher was interested in: (i) evaluating the pedagogical appropriateness of old secondary school textbooks (1950-1960) in a longitudinal study (2%); (ii) assessing the potential of local English coursebooks for developing lifelong learning (2%) and thinking skills (2%), and (iii) investigating the types of adaptive techniques used by experienced and novice teachers (2%) in the face of coursebook deficiencies. While the instructional activities in local English coursebooks were found to be insufficient for promoting independent learning and critical thinking, teachers' adaptive decisions were limited in variety and influenced by their own beliefs, learner needs and task nature.

**Distribution of graduate theses according to coursebook origin.** When EFL coursebook evaluations were finally categorised by the origin of the coursebook(s) being investigated, it was discovered that 26 of the 54 graduate theses worked on local English coursebooks, whereas 14 studied global English coursebooks. While nine

theses handled local and global coursebooks together, five theses did not indicate the kind of coursebook they were examining. Table 9 exhibits the frequency with which local and global English coursebooks were evaluated in graduate theses (The authors made multiple uses of local and global coursebooks).

Table 9  
*Distribution of Coursebooks in Graduate Theses According to Origin*

Type	f	%	Exemplars
Global	55	53	Headway (7), Cutting Edge (5), English File (3), Attain (2), Enterprise (2), Face2face (2), Northstar (2), Opportunities (2), Total English (2), A Direct Method English Coursebook (1), Adventures (1), English for Life (1), English Result (1), English Unlimited (1), Foundations for Reading and Writing (1), Framework (1), Fly High English (1), Global (1), Guided Course in English Composition (1), Hotline (1), Language to Go (1), Life Lines (1), Matrix (1), Messages (1), New Concept in English (1), Oxford Team (1), Pathfinder (1), Smash (1), Solutions (1), Speak Out (1), Streetwise (1), Success (1), Summit (1), Top Notch (1), True Colors (1), Think Ahead to First Certificate (1), Upstream (1)
Local	48	47	New Bridge to Success (9), Time for English (9), Spot On (7), Breeze (4), Spotlight on English (3), Build up Your English (2), Enjoy English (2), Let's Speak English (2), My English (2), Quick Step (2), An English Course for Turks (1), English Net (1), Globe (1), İngilizce Ders Kitabı (1), Spring (1), Unique (1)
Total	103	100	

As can be seen in Table 9, global English coursebooks in graduate theses (37 different titles) offered a greater variety of materials than their locally-produced counterparts (16 different titles) did. Yet, there was only a small difference between their number of occurrences in graduate theses. Global English coursebooks underwent evaluation in 55 cases (53%), whereas local English coursebooks were examined in 48 cases (47%). Among the locally-produced and MoNE-approved series, *Time for English* (f = 9) and *New Bridge to Success* (f = 9) were the most studied textbooks. On the other hand, *Headway* (f = 7) took the lead among global coursebooks. These imported textbooks are used worldwide and, unsurprisingly, occupied the top on the best-seller chart of foreign language textbooks for four main reasons: (i) famous authors prepare them, (ii) they include frequently-used titles, (iii) rest on a sound theoretical and practical basis, and (iv) take recent research into consideration (Reda, 2003). As a result, it is only reasonable that global English coursebooks like *Headway* and *Cutting Edge* (f = 5) were adopted as the criterion sample, when comparative studies were performed between local and global textbooks in graduate theses.

### Comparison of EFL Coursebook Evaluations in Relation to their Conclusions

After determining the preferred types of research topics and coursebooks evaluated in these graduate theses, the current study focused on revealing consumers' attitudinal orientation towards local and global materials. In response to the third research question of this study, conclusions of 20 graduate theses documenting teacher and student views of EFL coursebooks were subjected to content analysis in order to: (i) determine the direction of users' overall attitude towards local and global English coursebooks, (ii)

identify the strengths and weaknesses of each type of coursebook under evaluation, and (iii) diagnose chronic coursebook problems in the Turkish EFL setting.

In four of these 20 graduate studies, the name of the coursebook in use was not mentioned. For example, T39 found “the coursebooks being used in foreign language high schools” to be partially sufficient, whereas T45 found “the coursebooks being used in the first year of industrial vocational high schools” to be insufficient. Similarly, T35 compared teachers’ evaluative criteria and procedures for “coursebooks used in state and private schools,” while T43 compared prep teachers’ views on “their given coursebook” against their self-perceived qualities of an ideal foreign language textbook. For this reason, these four theses, which did not define the type of coursebook under evaluation, were omitted from the analysis of conclusions. The comparison of conclusions in the remaining 16 graduate theses is outlined below in Table 10.

It is apparent from Table 10 that in only six theses, users indicated an overall positive attitude towards their coursebooks. As for the origin of these much appreciated coursebooks, three were the same local coursebook called *Time for English 4*. The major strengths of this locally-produced and MoNE-approved coursebook were shared in three different graduate studies as follows: (i) its capacity for providing learners with an attractive layout, appropriate language models, and relevant content, (ii) the balanced presentation of all four language skills, (iii) the abundance of communicative activities and practice exercises, and (iv) the adopted methodology in the teaching of grammatical and lexical items. As for its common weaknesses in these three studies, *Time for English 4* was criticised for its lack of support in the teacher’s book and supplementary materials; namely, users demanded further guidance and a greater variety of activities in both the teacher’s book and workbook.

The other three coursebooks which received much acclaim from their users were global English coursebooks, namely, the *Cutting Edge*, *Headway* and *New Headway* series. Unlike *Time for English 4*, these three UK-produced coursebooks were rated highly by their users for the quality of support provided in the teacher’s book and workbook: alternative teaching methods, additional activities, extra ideas for practice, grammar reference, background information, and supplementary tests. Global English coursebooks also had the following advantages over their local counterparts: communicative, task-based methodology, integrated skills instruction, authenticity in text choice and contexts of language use, information on L2 culture, attention to pronunciation training and recognition of different learning styles. Despite all their merits, these three foreign coursebooks were attacked on three grounds by their users. They overloaded content with inessential information, caused comprehension difficulties for learners and cost teachers extra work. Due to their communicative approach, they also lacked the required amount of focus on grammar for ensuring users’ high test scores in state examinations.

According to Table 10, negative user attitudes prevailed in 10 graduate theses, and MoNE's local English coursebooks emerged as the disapproved material in all 10 studies. Although the weaknesses of these local English coursebooks outnumbered their strengths, users still admired them for the following features: durable cover, vocabulary lists, grammar tables, colorful pictures, clear layout and inclusion of songs. Turkish teachers and students seemed content with the amount of pair and group work, skills practice, and inclusion of home-culture elements.

It can also be observed from Table 10 that the greatest weaknesses of these locally-produced materials lie in: (i) their non-compatibility with several educational variables like the curriculum, course goals, learner needs and interests, learning styles, along with their age and proficiency levels, (ii) problematic selection, gradation, and presentation of grammar and vocabulary, (iii) lack of meaningful and communicative activities for recycling language items and for developing the four major skills in an integrated way, (iv) choice of mechanical exercises hindering students' creativity and motivation, (v) inauthentic and decontextualised models of language use, (vi) lack of interesting, modern, and relevant content from learners' real life, (vii) unrealistic and boring representations of stereotypical, cartoonised characters, (viii) absence of interesting explanatory, realistic visuals (i.e. real photos) appropriate for learners' maturity, (ix) inattention to pronunciation practice, drama, and technology use, and lastly, (x) inability of the teacher's book to provide linguistic, cultural, methodological explanations, supplementary exercises, review tests, and alternative ideas for activities and assignments.

These serious and persistent deficiencies in the foundational components of local English coursebooks (i.e. in their design, content, methodology and skills) have already given teachers and students a good enough reason to abandon their use. Nevertheless, they cannot take the initiative to do so for the simple reason that the central authority is in charge of this *pro bono* service, which in return makes their compulsory use at schools a negligent and oppressive behaviour, if not ignorant. This situation upsets the balance of the instructional environment made up of the teacher, students and the textbook by preoccupying the *concerned* teacher with continuous adaptation and search for supplementation, while condemning the *indifferent* teacher to distasteful lessons in spite of learners' resentment, and causing them to lose heart in foreign language learning.

Table 10  
*Distribution of Graduate Theses According to Conclusions*

Origin	Overall Attitude towards Evaluated Coursebooks	
	Positive	Negative
Local		
T32	Time for English 4 S <sup>a</sup> : Appropriate language models, balance of four skills, communicative activities, relevant content W <sup>b</sup> : Too many intricate grammar and vocabulary items, complicated tasks for students' proficiency levels	
T33	Time for English 4 S: Layout, design, balance of the four skills, relevant content (learners' needs, age, interests), appropriate language use, activities, lexical and grammatical progression for students' levels W: Lack of supplementary activities and variety in the teacher's book and in workbook, lack of colorful and interesting visuals	
T42	Time for English 4 S: Visual design, presentation of language and vocabulary items, effective activities and exercises, clear organization, coursebook's approach to learning, supporting sources W: Lack of guidance, practical ideas for homework and drama activities in teacher's book, difficult instructions and songs	
T5		Spotlight on English S: Cover, visuals, physical appearance, vocabulary lists, adequate treatment of L1 culture W: Layout, sequencing of grammatical items, reinforcement of new words, lack of skills integration, meaningful pair/group work activities and interesting topics
T13		New Bridge to Success 9-10 S: Price, size, legibility, relevant pictures, choice of culturally-appropriate topics W: Uninteresting topics, lack of grammar and vocabulary practice, neglect of learner needs and styles, absence of activities for skills development, use of mechanical exercises, deficient teacher's guide
T29		Unique 6 S: Layout, design, organisation and presentation of language items W: Lack of review sections and supplementary activities, lack of practice in the four skills and pronunciation, difficult language for students' levels, lack of interesting, motivating, realistic content
T30		Spot on 8 S: Balance of the four skills, use of songs W: Language use above students' levels, unrealistic coursebook characters, problematic presentation of grammar and vocabulary items, lack of contextualisation and authenticity, lack of communicative and meaningful activities, inefficient activities for developing skills and teaching pronunciation, lack of target culture

Table 10 (continued)  
*Distribution of Graduate Theses According to Conclusions*

Origin	Overall Attitude towards Evaluated Coursebooks	
	Positive	Negative
Local		
T31		<p>Time for English 5            S: Unit index, vocabulary list, table of patterns, enough practice on receptive skills, sufficient individual-pair-group work            W: Lack of games, songs, drama activities for young learners, unsuitable content for learner needs, interests and age, language above students' proficiency levels, lack of meaningful and communicative practice, lack of visual and technological support, unmotivating and uncreative activities, absence of alternative ideas, quizzes, transparencies in the teacher's book, ineffective workbook</p>
T34		<p>New Bridge to Success 9            S: Durable cover, useful workbook for additional practice, good content organisation, enough practice on reading, listening and writing skills            W: Unattractive cover, lack of L2 culture, insufficient speaking practice, poor illustrations, uninteresting topics, problematic vocabulary load and gradation, lack of practical ideas in teacher's guide</p>
T36		<p>New Bridge to Success 3            S: skills integration, durability, up-to-date artwork, fun corners, consolidation parts, effective workbook            W: unattractive cover and boring layout, insufficient coverage of skills, ineffective presentation and recycling of grammar and vocabulary items, task difficulty and sequence, irrelevant topics, language use above students' proficiency levels, lack of exercises and activities for developing the four skills and meaningful communication, the teacher's book like an answer key, neglect of learning strategies and styles</p>
T38		<p>Breeze 9            S: Font size, colorful illustrations            W: Inefficient design, mechanical, uncreative, monotonous exercises, lack of information on L2 culture, lack of practice activities for developing the four skills and meaningful communication, no relation to learners' real-life needs, not enough guidance on teaching methods, lack of useful ideas, extra activities, tests and L2 explanations in the teacher's book, insufficient workbook</p>
T40		<p>Breeze 9            S: None            W: Uninteresting topics, boring and inauthentic activities, overloaded content, ineffective grammar teaching, limited communicative activities, language use above students' proficiency levels, no accompanying support materials, imbalance in cultural representations, incompatibility with learner needs, interests, and course aims</p>
T44		<p>Spring 4, Build Up Your English 4, Enjoy English 4            S: Pair work, songs, simple writing activities            W: Outdated content, neglect of young learners' needs, imbalance in the four skills, lack of drama activities, problematic presentation of grammar items, excessive focus on grammar</p>

Table 10 (continued)  
*Distribution of Graduate Theses According to Conclusions*

Origin	Overall Attitude towards Evaluated Coursebooks	
	Positive	Negative
Global		
T15	Cutting Edge	
	S: Attractive design, sufficient listening and speaking practice, appropriate level of language, interesting topics, no cultural bias, communicative and task-based methodology, appeal to different learning and teaching styles, suitability for self-study, relevance to learner needs, systematic presentation of grammar, varied texts and vocabulary learning techniques, sufficient practice on pronunciation and conversational strategies, authentic language use, integrated skills, adequate guidance in the teacher's book, useful workbook, supplementary tests	
	W: Inadequate grammar coverage, additional materials on reading and writing skills, lack of EAP basis for technical students, lack of index and word list	
T28	Headway	
	S: Attractive and supportive illustrations, real-life activities, integrated skill exercises, sufficient practice on all four skills, interesting, challenging and motivating tasks, sufficient information on the L2 culture, grammar reference, recycling opportunities of grammar and writing in the workbook, teacher's book as a good source for alternative teaching methods, background information, extra ideas and additional activities	
	W: Overloaded content with unnecessary information, need for more vocabulary and grammar exercises, lack of drama and role-play activities, inadequate information about different cultures	
T37	New Headway	
	S: Attractive layout and design, motivating and realistic contexts, adequate skills practice, right type and level of language for learner needs, relevant and interesting content, balance of activities, essential information about the L2 culture, clarity of objectives, clear guidance in teacher's book, real language use	
	W: Insufficient amount of comprehensible input and communicative output, inappropriate progression of new language items	

<sup>a</sup>S: Strengths, <sup>b</sup>W: Weaknesses

### Comparison of EFL Coursebook Evaluations in Relation to their Recommendations

In addition to their conclusions, these 20 graduate theses documenting teacher and student views of EFL coursebooks were finally compared against their recommendations in order to determine their preferred patterns of formulating directions for future research and also to identify current knowledge gaps of textbook research in Turkey as proposed by thesis authors. Table 11 presents the classification of their recommendations for future research below (The authors used multiple types of recommendations).

As can be understood from Table 11, replication was the predominant mode of making recommendations. In more than half of all recommendations, the thesis writers offered to repeat the study with different and/or larger populations ( $f = 11$ ) as well as on other coursebooks and components ( $f = 9$ ). For instance, T36 evaluated *New Bridge to Success* from the perspectives of eight teachers and 336 ninth-graders at the three *Super Lycées* and one *Anatolian Fine Arts Lycee* in Mersin, whereas T13 undertook another evaluation of the same coursebook with four teachers and 126 ninth- and tenth-graders from *Çanakkale Science High School*. Two years after T36, T13 recommended repeating the study with a larger group of teachers and students in still other regions of Turkey. Apart from teachers and students as study groups, T34, T38, and T45 argued for involving all concerned parties in materials evaluation: i.e. inspectors, authors, educational psychologists, graphic designers, and publishers. These thesis writers in the first group demanded more replications with larger and varied samples to verify results and obtain more precise information.

According to Table 11, an alternative form of replication was proposed by repeating the evaluative surveys on the other components of the same coursebook or on other coursebooks for higher grades ( $f = 9$ ). For T13, T36, T38, T39, and T42, the assumed purpose was to monitor the continuity and progression of content between different levels of coursebooks. Thirdly, the thesis writers recommended deepening materials evaluation in two ways: (i) performing needs analysis and micro evaluations of tasks and activities (T13, T15, T36, T42, T43) and (ii) complementing survey data on teacher-student views through focus group interviews, in-class observations, group discussions and journals (T13, T34, T36, T43). They presumably believed thorough examinations of EFL coursebooks can be carried out in this way.

Table 11  
*Distribution of Graduate Theses According to Recommendations*

Type	Exemplars
Replicating with different/larger populations (f = 11)	<p>T37: Involving larger EFL groups in a non-native setting v. TFL groups in a native setting for more precise information about the effects of coursebooks</p> <p>T13: Verifying results with a larger group of teachers and learners from different regions in Turkey</p> <p>T29: Conducting further studies with more participants for more comprehensible and reliable data</p> <p>T32: Carrying out the textbook evaluation with a much larger number of students and teachers for more exhaustive results and reliable data</p> <p>T34: Surveying the opinions of students and other concerned people in coursebook preparation about the efficacy of the given textbook</p> <p>T36: Verifying the results for the given textbook with a larger group of teachers and learners in different regions of Turkey</p> <p>T38: Surveying the opinions of authors, educational psychologists, graphic designers and publishers for a more comprehensive evaluation of the coursebook</p> <p>T39: Carrying out a wide-scale qualitative survey of teacher-student views on the effectiveness of the coursebook</p> <p>T40: Evaluating different aspects of the coursebook with a greater number of population or at all high schools in Turkey</p> <p>T42: Evaluating different dimensions of the coursebook and replicating with a different and an increased number of participants in different regions of Turkey</p> <p>T45: Conducting a similar survey with larger populations of students, teachers and administrators or different groups in other secondary schools in Turkey</p>
Repeating analysis on other coursebooks (f = 9)	<p>T15: Assessing the value of other published language materials by using the coursebook evaluation checklist provided in the study</p> <p>T5: Using a teacher questionnaire for evaluating other textbook components and identifying the strengths and weaknesses of textbooks in different contexts</p> <p>T13: Conducting a further study to observe the cohesiveness of other coursebooks designed for other levels in the series</p> <p>T29: Investigating user perspectives of different ELT coursebooks in different classroom settings</p> <p>T32: Conducting further research on other published language textbooks by using the textbook evaluation questionnaires and interview questions of the study</p> <p>T36: Constructing a further study to observe the cohesiveness of other textbooks designed for other levels in the series</p> <p>T38: Evaluating other coursebooks for different grades</p> <p>T42: Evaluating coursebooks of upper grades and comparing results</p> <p>T39: Investigating the compatibility of available English coursebooks with the curriculum and identifying their weaknesses for exam preparation</p>
Deepening research (through data triangulation etc.) (f = 7)	<p>T15: Carrying out a needs analysis, pre-use and post-course evaluation for a more complete set of evaluation results</p> <p>T13: Complementing macro evaluation with a micro evaluation of tasks, and evaluating coursebooks, supplementary materials with more detailed checklists</p> <p>T34: Comparing teacher-student priorities through focus group interviews/checklists; conducting case studies with teachers through in-class observations</p> <p>T36: Complementing macro evaluation with a micro evaluation of tasks in the textbook through observation tools, task evaluation sheets, and journal keeping</p> <p>T38: Surveying the views of students, teachers and inspectors about the kind of coursebook they want and determining desirable features of the coursebook</p> <p>T42: Doing a micro evaluation of tasks and activities in the coursebook for a deeper perspective about its effectiveness</p> <p>T43: Conducting needs analysis before coursebook selection and investigating student views through in-class observations and group discussions</p>
Refocusing research on interaction between different variables (f = 6)	<p>T28: Investigating relationships between teachers' perception of textbooks, use of evaluation criteria and factors like sex, age, length and type of experience</p> <p>T29: Investigating the effects of different variables like students' age, gender, social background, and teachers' experience on coursebook evaluation</p> <p>T32: Incorporating such variables as teachers' experience, age, and coursebook use into further research</p> <p>T38: Comparing the evaluations of governmentally-produced local English coursebooks and foreign coursebooks</p> <p>T35: Investigating relationships between textbook evaluation procedures and the effectiveness of the chosen coursebooks or between teacher beliefs and preferred evaluation criteria; comparing the effectiveness of coursebook evaluation with a flexible, localised checklist</p> <p>T44: Comparing the evaluations of coursebooks used in state schools and private schools or their students' perceptions of the coursebook in use</p>
Recommending change only (not further study) (f = 3)	<p>T30: Conducting indepth needs analysis before materials design and selection, adapting and supplementing for learner involvement</p> <p>T31: Revising textbook content, adapting the textbook and taking in-service courses, providing course facilities, extending class periods, reducing class sizes, and training teachers for coursebook use with young learners</p> <p>T33: Suggesting supplementary activities and adaptation ideas for teacher use with young learners</p>

A less frequent path for making recommendations in Table 11 involved exploring the interaction between different variables in coursebook evaluation ( $f = 6$ ). For T28, T29, and T32, it was worth investigating how user perceptions and their choice of evaluative criteria change with respect to certain categorical variables (e.g. their age, gender, background, and experience). Similarly, T44 and T38 found it useful to compare user views of locally-produced and UK-produced coursebooks. Only T35's recommendations suggested experimental designs for further studies: comparing the efficiency of localised and mainstream checklists in coursebook evaluation at state schools and examining the relationship between teachers' coursebook selection procedures and the efficiency of their chosen textbooks.

As for the last group of T30, T31, and T33, these three did not offer any recommendations for future research. Instead, they recommended change by giving teachers instructive advice on coursebook treatment, and by urging authorities to take action for better coursebooks and more informed teachers as coursebook consumers. While they all required teachers to learn and apply adaptation strategies for increased learning, T31 demanded that the textbook committee compensate for coursebook deficiencies through revised editions and that MoNE improve the general conditions of both EFL classes and teacher education for a more effective classroom use of materials.

In summary, the closer analysis of graduate theses performing EFL coursebook evaluations revealed that (i) even though they fell behind their global counterparts in variety, local English coursebooks received more focus (ii) but were always met with user disapproval in the theses due to their mismatch with the curriculum, learner needs and proficiency level, problematic choice and sequencing of language items, neglect of skills integration and communicative activities, lack of authentic, relevant content, and absence of support in the teacher's book and supplementary components; (iii) whereas global English coursebooks always received user appreciation for their communicative methodology, integrated skills instruction, authentic language models, cultural information and high-quality support in the teacher's book and workbook; and (iv) instead of inspiring exploratory research in their theses, graduate coursebook researchers tended to guide future work into repeating their own studies with larger or different populations and on other coursebook series.

### **Conclusion and Suggestions**

In the light of the findings from the analysis of 54 graduate theses, it can be concluded that materials evaluation is being looked upon as a sporadic activity in Turkey, for the majority of EFL coursebook evaluations coincided with the heyday of a curriculum reform and belonged to hot new releases during the same time period. Besides, it is not only the frequency but also the nature of evaluation that remains problematic.

The available EFL coursebook evaluations tended to be realised only after full-scale use, through borrowed questionnaire items and by the same user population of teachers and students, thereby inevitably documenting notorious problems of closely resembling local series. These thesis writers, as potential academicians, led future researchers to evade serious coursebook problems and engage in replication studies. Consequently, it has become a chicken and egg question of whether coursebook authors or researchers should be held responsible for the unresolved, repetitive case of local English coursebooks. In short, the current situation is one of “different titles, same problems.”

This vicious cycle can be turned into a virtuous one, if further studies concentrate on identifying user needs and wants before coursebook composition and selection. Despite ample research on teacher and student views of their own coursebooks through Likert-type scales, a more in-depth investigation into user perspectives need to be performed by using both quantitative and qualitative methods, especially via less preferred research tools like field notes, dialogue journals, interviews, and think-aloud protocols. Ready-made questionnaires might have been favoured for their practicality but they have recently been criticised for describing the objective facts of coursebooks and rendering only superficial judgments of “what desirable materials should look like” (Littlejohn, 2011, p. 181). However, it is *contextual compatibility* – the extent of overlap between user expectations and coursebook offerings – that determines the subjective pedagogic value of coursebooks (Littlejohn, 2011). For this reason, another area worthy of research involves developing localised checklists and performing with context-specific criteria continuous comparative evaluations over time and across grade levels, whose results can also be used for designing new editions and maintaining curriculum coherence.

As the key media element of foreign language education, coursebooks deserve longitudinal and historical studies as well as more large-scale surveys, where the audience should be questioned about the way they read, use, and react to the given media (Kitzinger, 2004). While teachers’ and students’ opinions were widely reported in the graduate theses, the perspectives of administrators, parents, coursebook writers and publishers remain under-researched. Therefore, future researchers may work towards uniting all actors in the coursebook evaluation process. This will promote the collaborative development of more appropriate materials, where customer demands cannot be overlooked (Gray, 2010; Masuhara, 2011).

In line with previous textbook literature, content studies of coursebooks here were the second most popular type of research. Having reduced coursebooks to textual corpora, most of these linguistic theses failed to relate their results to foreign language teaching and very few offered only partial improvement of materials

through unit adaptations. Their lack of implications for instruction is considered a major deficiency, for applied research requires the use of knowledge and experience at the service of classroom problems (McGrath, 2002). The problems of these content studies do not end here. Being preoccupied with analysing elements of culture and gender in EFL coursebooks, they lacked originality. As a result, ideas for content studies include comparative analyses of text and non-text content in local, global and *glocal* coursebooks from various aspects such as assessing their intercultural capacity, contextual compatibility, grammatical / lexical / accentual / topical / cultural diversity. The absence of detailed descriptions on the coding operations and reliability measures is also another area of great concern in these content studies. Despite the handiness of such content analyses in revealing what is and what is not in the coursebook, they continue to give an incomplete picture of the coursebook experience because they cannot anticipate how it will be used by the teacher or received by learners in the actual classroom (Harwood, 2014).

The reason why local coursebooks have long been denounced for Turkish students' failure to learn English depends on this lack of evidence for their in- and out-of-class uses by teachers and students. Although leading textbook researchers drew urgent attention to the study of textbook consumption, very few studies, both among the theses in the current study and in the existing coursebook literature, focused on investigating how teachers treat, manipulate and exploit their EFL coursebooks and what learners really think, feel and (dis)like about their coursebooks as well as their teachers' use of these materials (Harwood, 2014; Tomlinson, 2011b, 2012; Tomlinson & Masuhara, 2010). Because "textbooks are interactive artefacts," it is not always possible that the coursebook writers' intentions will be fully realised by its users as specified by the teacher's book (Harwood, 2014, p. 10). However, even the most inappropriate content stands a good chance of survival in the hands of a skillful teacher who knows how to adapt materials according to its context of use and vice versa.

As a result, other key research priorities emerging from the current study of research trends in EFL coursebook evaluations concern the quality of training that teachers receive for materials evaluation and adaptation, the amount of support, and freedom they are granted for materials adaptation, their preferred forms and causes of adaptation, the range of factors influencing teachers' adaptive behaviours, and the efficiency of their coursebook-related decisions. Although the coursebook writers appeared to be mostly blamed for the weaknesses of local English coursebooks listed herein, it awaits discovery whether the teachers are really putting the materials to good use and how competent they are at exploiting the available resources. Besides surveying user views of coursebooks, it is therefore equally important to address teachers' coursebook treatments and learners' reactions by means of classroom discourse analyses, in-class observations, ongoing interviews, and achievement

scores. In the end, it all comes down to employing experimental mixed-methods design more frequently, for users' self-perceived knowledge cannot alone account for the effectiveness of EFL coursebooks but rather be complemented by multiple, observational, and empirical data. Tomlinson (2012, p. 146) also argued that the field of materials development needs to "become more empirical" in order to "become more credible," while Harwood (2014) reiterated advice on more and better consumption studies by borrowing relevant methods and study designs from mainstream education.

Apart from informing future researchers about research trends and gaps in the coursebook literature, this study has the following implications for practitioners in materials evaluation. Firstly, teachers can use their current knowledge of consumer attitudes on local and global English coursebooks for foreseeing instructional challenges and making informed decisions of selection and adaptation. On learning from the pattern of typical coursebooks in Turkey, teachers can be initiated into eliciting students' ideas, concerns, and expectations about learning materials and organising more learner-centred lessons around recurrent needs. The undesirable parts of these coursebooks can be accurately identified and alternative materials can be found or created by the joint efforts of the teachers and students in the future.

Secondly, Turkish school administrators, now made aware of persistent coursebook deficiencies, can steer teachers into critically approaching coursebook content, collectively creating and sharing resources, and exchanging the know-how of flexible coursebook use. Head teachers can provide facilities for easy access to expertise and knowledge by inviting coursebook experts to in-service training seminars, encouraging teachers to join conferences and online learning platforms on materials development, and organising periodic teacher meetings for materials development. By setting the stage for continuous teacher collaboration, conscious administrators ensure that though being deprived of their natural rights to choose, most Turkish teachers can still be empowered with adaptation strategies. They can also act as a catalyst during principal gatherings, reach out to the higher authority, and impart vital information about teacher-student reactions along with remedial actions for improved classroom instruction. Thirdly, textbook writers can benefit from the results of the current study, if they emulate the detected strengths (attractivity, authenticity, variety) of the UK-produced coursebooks in this study and still manage to preserve their relevance for Turkish EFL classes. They may take part in producing regional versions of established global series, which might yet prove really costly for local publishers and authorities.

After noticing the deep-rooted opposition to local English coursebooks in the current research, MoNE may consider shifting into a more inclusive, participatory, and synergetic system of materials evaluation, whereby adoption/rejection of coursebooks is determined not just by panelists in isolation but in collaboration with

consumers and on the basis of empirical data from piloting, large-scale applications, continuous user surveys, and performance tests. Rather than making book orders from varying textbook committees each year, the authorities can try combining their powers with research universities and commercial publishers in national textbook projects to obtain the best possible fit for the specific group of teachers and students, their syllabi and examinations in the Turkish EFL setting. The *Namibian Textbook Project* and the *Moroccan Ministry of Education's English Textbook Project* can be cited as exemplary initiatives aimed at producing regional coursebooks collaboratively (Masuhara, 2011).

Finally, there is a most pressing need in Turkey for loosening bureaucratic control rationally and establishing a consortium where MoNE, universities and coursebook corporations can work together in coursebook preparation, exploitation, experimentation, and knowledge dissemination. *The Materials Development Association* (MATSDA), founded in 1993, holds conferences, organises workshops, publishes a journal (*Folio*), and provides consultancy to textbook projects, and can be taken as a model for bringing together teachers, writers, publishers, and researchers in the efforts to develop high quality materials for foreign language learning (Tomlinson, 2011a).

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## Appendix

### List of Graduate Theses Grouped According to Subject Matter

Rank	Thesis No.	Year	Author	Title	Type
1	103675	2001	GAREYEVA, S.	What criteria do instructors appear to use to evaluate a textbook	MA
2	113666	2002	AYDEMİR, M.	The role of coursebook evaluation in foreign language education in Turkey	MA
3	189035	2005	PİLİCA, B.	The role of the foreign language coursebook in teaching and learning of English and Turkish as a foreign language in Turkey: A case study	MA
4	189967	2006	ACAR, A.	Designing an effective ELT primary school textbook model by means of evaluating the primary school ELT textbooks: A sample in the designated group and context	PhD
5	173307	2006	AKIŞ, S.	A comparative study of coursebook evaluation and selection principles of EFL teachers at state and private schools	MA
6	186746	2006	AYDOĞANLI, S.	Endüstri meslek liselerinde okutulmakta olan İngilizce ders kitabı ve haftalık ders saatlerine ilişkin öğrenci, öğretmen ve okul yöneticilerinin görüşleri üzerine bir araştırma (Gaziantep ili merkez ilçeleri Şehitkamil ve Şahinbey ile Nizip, Araban ilçeleri; Kilis ve Şanlıurfa illeri örneği)	MA
7	205027	2006	EZİCİ, I. Ç.	Evaluation of the EFL textbook New Bridge to Success 3 from the perspectives of students and teachers	MA
8	205615	2007	AYDIN, E.	Yabancı dil dersi kitap seçiminde öğrenci ve öğretmen gereksinimleri çözümleme modeli ve bir uygulama	MA
9	209611	2007	AYTUĞ, S.	An EFL textbook evaluation study in Anatolian high schools: New Bridge to Success for 9th grade new beginners	MA
10	211433	2007	ERKAN, E.	An ideal textbook for young learners	MA
11	217979	2007	ÖZDEMİR, F. E.	An evaluation of Time for English 4, the fourth grade coursebook for public schools	MA
12	217106	2008	ARIKAN, G.	Textbook evaluation in foreign language teaching	MA
13	220479	2008	GÜRELİ, N.	A study into Çanakkale Science High School students perceptions of an ideal English coursebook	MA
14	218467	2008	SÜMEN, G.	An evaluation of the new English coursebook of the fourth grade of state schools in Turkey and preparing supplementary materials in reference with the new English curriculum	MA
15	239431	2009	OFLAZ, T. D.	Teachers' perceptions on coursebook, Time For English 5: the 5th grade state schools	MA
16	263588	2010	BATDI, V.	Yabancı dil ağırlıklı liselerde okutulan İngilizce ders kitabının etkili kullanılabilmesi için taşıması gereken özelliklere ilişkin öğretmen görüşlerinin değerlendirilmesi (Elazığ ve Diyarbakır illeri örneği)	MA
17	308429	2011	ÇELİK, Ş. N.	Ortaöğretim İngilizce ders kitabı Breeze 9 hakkında öğrenci, öğretmen ve müfettiş görüşleri	MA
18	328657	2012	ÖZEŞ, D.	Textbook evaluation in foreign language teaching: Spot on, grade 8 from students' and teachers' perspectives	MA
19	328681	2013	ERTÜRK, H.	An EFL course book evaluation: Unique 6, teachers' and students' perspectives	MA

Rank	Thesis No.	Year	Author	Title	Type
20	345830	2013	TAYLAN, H.	An evaluation of Breeze 9, the 9th grade English coursebook for Turkish public high schools	MA
21	205850	2006	SİVASLIGİL, P.	Gender ideology in 6th, 7th and 8th grade coursebooks published by the Turkish Ministry of National Education	MA
22	235765	2008	BULUT, M.	Socially responsible teaching in elt: An evaluation of coursebooks on ethnicity, gender and disability	MA
23	231413	2008	TUTAR, J. A.	A comparative study of gender representation in english teaching coursebooks in the 1970s and the 2000s	MA
24	278719	2010	DİKTAŞ, M. Y.	Gender representations in EFL coursebooks: A comparative study of textbooks designed by Ministry of Education of Turkey and Non-Turkish publishers	MA
25	279724	2010	SÖYLEMEZ, A. S.	Sexism in language coursebooks a study on gender representations in the visuals of the primary and secondary education English coursebooks	PhD
26	294065	2011	ERBAY, Ş.	A synchronic study on gender voices in an 8th grade ELT coursebook prepared for Turkish elementary students	MA
27	319914	2012	GÜNAY, D.	Perspectives on identity representation in intermediate level English language teaching coursebooks used in Turkey	PhD
28	321184	2012	YILMAZ, E.	Gender representations in ELT coursebooks: A comparative study	MA
29	356210	2013	BİLGİN, H.	Gender representations in 6th, 7th, and 8th grade ELT coursebooks published by Turkish Ministry of Education	MA
30	210309	2007	SARI, F.	The effects of coursebooks on the development of proficiency levels of Turkish learners of English	MA
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