

T. C.
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YABANCI DİLLER EĞİTİMİ ANA BİLİM DALI
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DOKTORA TEZİ

**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**

Ahmet ACAR

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Danışman
Prof. Dr. Gülden Ertuğrul

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2006

Doktora tezi olarak sunduđum “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” adlı alıřmamın, tarafımdan bilimsel ahlak ve geleneklere aykırı düşecek bir yardıma bařvurulmaksızın yazıldıđını ve yararlandıđım eserlerin bibliyografyada gsterilenlerden olduđuunu, bunlara atıf yapılarak yararlanıřmıř olduđuunu belirtir ve bunu onurumla dođrularım.

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Ahmet Acar

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Bařkan Prof. Dr. G¼lden Ertuęrul

Adı Soyadı

¼ye Yrd. Do Dr. Feryal ubuku

Adı Soyadı

¼ye Yrd. Do Dr. Haluk zcan

Adı Soyadı

¼ye Yrd. Do Dr. Atfer Onan

Adı Soyadı

¼ye Yrd. Do Dr. Ařım Haluk Yıldırım

Adı Soyadı

Onay

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Prof. Dr. Sedef Gidener

Enstit¼ M¼d¼r¼

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2. Textbook design
3. Primary school ELT textbook model

DEDICATION

This thesis is dedicated to my parents, Turan Acar and Gülser Acar, for all of their support and guidance throughout my life.

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Özet

Bu çalışmanın amacı Türkiye’de ilköğretim okullarında kullanılmakta olan Spotlight on English ders kitabının kullanım sonrası ders kitabı değerlendirme çalışmasına göre etkinliğini araştırmak ve sonuç olarak da kitabın zayıf yönlerini telafi eden yeni bir ders kitabı modeli geliştirmektir.

Bu çalışmaya Buca, Gaziemir, Konak, Karşıyaka ve Bornava İzmir ilköğretim okullarında çalışmakta olan iki yüz İngilizce öğretmeni katılmıştır.

Ders kitabını değerlendirmek için ilgili kaynakça taranmış ve ders kitabı değerlendirme modeli geliştirilmiştir. Ders kitabının incelenilen bölümleri şunlardır:

- genel özellikler
- dil içeriği
- dizayn ve organizasyon
- dil becerileri
- alıştırmalar ve etkinlikler
- kültürel özellikler

Veri analizi frekans analizi ile yapılmıştır. İstatistiksel analizler SPSS yazılım programı kullanılarak hazırlanmıştır. Sonuçların yorumlanmasında frekans analiz sonuçları kullanılmıştır.

Elde edilen verilere göre, ders kitabının özellikle dil içeriği, dizayn ve organizasyon, dil becerileri, alıştırmalar ve etkinlikler alanlarında önemli zayıf yönleri olduğu saptanmıştır. Bu zayıf yönlerin telafisi ve muhtemel bir ders kitabının nasıl olabileceğini göstermek için önerilen ders kitabı modelinden örnek üniteler sunulmuştur.

Abstract

The aim of this study is to investigate the effectiveness of the textbook Spotlight on English used in the state primary schools in Turkey based on the post-use textbook evaluation practice and ultimately to develop a new model which will compensate for the weaker parts of the textbook.

The participants in the study are two hundred English teachers at the state primary schools in five districts in the İzmir city: Buca, Gazıemir, Konak, Karşıyaka, and Bornava.

In order to evaluate the textbook, a textbook evaluation model was developed by reviewing the related literature. The components of the textbook that are investigated are:

- practical considerations
- language content
- design and organization
- language skills
- exercises and activities
- cultural considerations

The data analysis was carried out by frequency analysis. The statistical analyses were carried out using SPSS software program. The results of the frequency analysis are used to interpret the results.

Based on the data collected, it is seen that the textbook has major weaknesses especially under the categories of language content, design and organization, language skills and exercises and activities. The sample units from the suggested textbook model are presented to compensate for these weaknesses and to suggest how a possible textbook model might look like.

CHAPTER 1. INTRODUCTION

1.1. Background of the study

Materials in general and textbooks in particular hold an important place in a language teaching and learning process. Brown (1995: 139) defines materials as “any systematic description of the techniques and exercises to be used in classroom teaching”. This broad definition allows Brown to use the term to encompass lesson plans, textbooks, packets of audiovisual aids, games, or any of the other myriad types of activities. However, textbooks are the most common type of materials that are used by the language teachers. Sheldon (1987: 1) defines a textbook as “a published book, most often produced for commercial gain, whose explicit aim is to assist foreign learners of English in improving their linguistic knowledge and/or communicative ability”. Besides that of Sheldon’s definition, textbooks have a variety of roles in the classroom which can be listed as follows:

- a resource for presentation material (spoken and written)
 - a source of activities for learner practice and communicative interaction.
 - a reference source for learners on grammar, vocabulary, pronunciation, etc.
 - a source of stimulation and ideas for classroom language activities.
 - a syllabus (where they reflect learning objectives which have already been determined)
 - a resource for self-directed learning or self-access work
 - a support for less experienced teachers who have yet to gain in confidence.
- (Cunningsworth, 1995: 7)

In most cases, textbooks provide a framework or structure for both the teacher and the students, where both parties feel secure as to where they stand in the teaching- learning process and will progress in the rest of the period. Hutchingson & Torres (1994: 317) argue that “textbooks survive and prosper primarily because they are the most convenient means of providing the structure that the teaching-learning system- particularly the system in change requires.” Besides the importance of the textbooks in the teaching-learning process, the relationship between the teacher and the textbooks also needs careful consideration. It is now a widely accepted belief that the textbook should be at the service of the teachers and not their master. It is

generally the less experienced or less qualified teachers who depend wholly on the textbook and cannot go beyond it as Williams (1983: 251) puts it:

It is ironical that those teachers who rely most heavily on the textbook are the ones least qualified to interpret its intentions or evaluate its content and methods. The textbook can be a tyrant to the teacher who, in his or her preoccupation with covering the syllabus, feels constrained to teach every item in exactly the same sequence and context in which it is presented by the textbook writer.

This reliance, on the other hand, may be due to the different decision making processes related to the place of the textbook in different educational systems. The varying roles of textbooks in the teaching learning process and the relation between the teacher and the textbook reflect the nature of the considerations about the textbooks in different educational programs. Cunningsworth (1995) classifies three types of programs which employ different approaches to the use of textbooks. Firstly, in some countries the syllabus is set centrally and an officially approved textbook is prescribed for use. In such systems the teacher does not have a chance to choose his/her preferred textbook for use in the classroom and this may lead the teacher to follow the book very closely and in the exact order of presentation. However, there are some disadvantages of such an approach which can be listed as:

- a possible lack of variety in teaching procedures
- a reduced range of response to individual student needs and problems
- a possible lack of spontaneity
- a sharply reduced level of creativity in teaching technique and language use

(Cunningsworth, 1995: 10)

Secondly, in some systems teachers are free to choose the textbook themselves among a range of textbooks. In such cases, generally there is one basic textbook to be followed but there is not heavy reliance on the textbook. A variety of supplementary materials are used whenever the need arises. The main textbook, however, forms a framework for language content and sequencing but is used selectively and is supplemented by other materials whenever this is thought to be desirable. This approach has the following advantages:

- there is a common framework provided by the coursebook
 - less experienced teachers can use the coursebook as heavily as they need to
 - there is scope for replacing weaker parts of the standard coursebook with other books or using own material
 - more variety of classroom activity and teaching technique is possible
 - a more flexible response to individual students' needs is possible
- (Cunningsworth, 1995: 10)

Thirdly, in some systems there are schools where there is a syllabus but no set textbook. The teachers consulting the syllabus form their own lessons, sequences of lessons from different materials, published, in-house or individually produced. In such an approach, there is a higher degree of responsibility on the teacher since it depends on the teachers' creativity, time and energy for the system to be able to function effectively.

Among the three systems presented above, Turkey can be classified in the first category. In the language teaching system in Turkey, the ministry of education sets the syllabus and chooses the textbooks to be used in the state primary schools. The role of the teacher is just to use the textbook already specified by the ministry. In such cases, the specification of whether the textbooks actually work or not becomes a problematic case since the teachers are excluded from the textbook decision making process. For this reason, textbook evaluation process, in which the teachers are involved, becomes a necessary component of the teaching-learning process since it is only then the necessary feedback related to the effectiveness of the textbook can be reached. In general, reasons for evaluating textbooks are varied. Taking decisions as to which textbook to adopt among a variety of textbooks in the market is one reason for textbook evaluation. This type of evaluation is called pre-use evaluation (Cunningsworth, 1995: 14) or predictive evaluation (Ellis, 1997: 36).

Various textbook evaluation checklists have been proposed to serve that purpose (Breen & Candlin 1987; Cunningsworth 1984; Grant 1987; McDonough & Shaw 1996; Williams 1983). However, in language teaching systems as in Turkey, where the textbook is prescribed for use by the administrative authorities the teachers do not

have a chance to choose the textbook that they will use and hence they do not need to do a predictive evaluation.

Another reason to evaluate the textbooks is to specify the strengths and weaknesses of the textbooks already in use and ultimately to decide whether the textbook actually works in the classroom. This type of evaluation is called retrospective evaluation (Ellis, 1997) or post-use evaluation (Cunningswoth, 1995). McDonough & Show (1996: 79) argue that “materials evaluation is one part of a complex process and that materials once selected can only be judged successful after classroom implementation and feedback.” Thus to specify the strengths and weaknesses of the textbooks in use to decide whether to use it on future occasions or to adapt the weaker points it is crucial to make a post-use evaluation. Such insights led the researcher to carry out a post-use evaluation of the textbook Spotlight on English (Dede & Emre, 1997) used in the primary schools in Turkey and to suggest a new textbook model which would compensate for the weaker parts of the textbook. The importance of textbook evaluation practice has already been recognized by the researchers and various studies in different contexts and at different levels of the English language teaching system have been carried out (e.g. Ersöz 1990; Ulaşan 1998; Yumuk 1998). Thus, post-use evaluation of textbooks is considered to hold a very important place in the teaching and learning process especially in educational contexts like Turkey, where the textbooks are prescribed for use by the administrative authorities and where the teachers are excluded from the decision making process. Only such research will provide feedback about the effectiveness of the textbook used in the teaching and learning process and thus suggestions can be made for adapting the textbook or substituting it with other textbook models for the particular teaching and learning context.

1.2. Aim of the study

The aim of this study is to investigate the effectiveness of the textbook Spotlight on English used in the state primary schools in Turkey based on the post-use textbook evaluation practice and ultimately to develop a new model which will compensate for the weaker parts of the textbook.

In order to evaluate the textbook, a textbook evaluation model will be developed by reviewing the related literature. The components of the textbook that will be investigated are:

- Physical characteristics
- Language content
- Design and organization
- Language skills
- Exercises and activities
- Cultural considerations

Since the teachers are the most important population to evaluate the textbooks because of their specialized knowledge and training, a teacher questionnaire will be used as the basis of the analysis.

1.3. Scope of the study

The scope of the study is limited to the textbook Spotlight on English used in the state primary schools in Turkey. Because time is limited in a study like this and the whole primary schools in Turkey is a large population, only randomly selected primary schools in the İzmir city are chosen as the context of the study. In order to evaluate the effectiveness of the textbook, a teacher questionnaire will be prepared and given to 200 hundred English teachers who have been using this textbook so that the study can benefit from the opinions of the experienced teachers.

1.4. Limitations

The findings in relation to the evaluation of Spotlight on English will be limited to the opinions of the 200 English teachers chosen randomly from the state primary schools in the İzmir city. Based on the gathered data, a new textbook model will be suggested. However, since textbook development is a demanding task which requires a team work and is the task of textbook writers, the development of a new model will be limited to a model based on the adaptation of the textbook evaluated.

CHAPTER 2. REVIEW OF LITERATURE

2.1. Approaches to textbook evaluation

There are various textbook evaluation models which present different phases of the textbook evaluation practice. Accordingly, specific checklists have been proposed to serve as guidelines in evaluating the textbooks.

Ellis (1997: 36) distinguishes two types of materials evaluation: a predictive evaluation designed to make a decision regarding what materials to use and a retrospective evaluation designed to examine materials that have actually been used. Teachers can do predictive evaluation by either relying on evaluations carried out by expert reviewers in the professional journals or by carrying out their own predictive evaluations by using checklists and guidelines suggested in the literature (e.g. Cunningsworth 1984, Breen & Candlin 1987, Skierso 1991, McDonough & Shaw 1993). Retrospective evaluation, on the other hand, can be carried out impressionistically or empirically, that is, in the form of action research. Ellis (1997: 37) points out that teachers can carry out impressionistic evaluations of their teaching materials during the course by assessing whether particular activities work and at the end of the course they make summative judgements of the materials. Empirical evaluation, on the other hand, is made available through micro-evaluation. To Ellis (1997: 37) “in a micro evaluation, the teacher selects one particular teaching task in which he or she has a special interest, and submits this to a detailed empirical evaluation.” Thus Ellis’ retrospective evaluation model focuses on materials evaluation at the task level. Evaluating a task involves the following steps:

1. Choosing a task to evaluate
2. Describing the task
3. Planning the evaluation
4. Collecting the information for the evaluation
5. Analysing the information
6. Reaching conclusions and making recommendations
7. Writing the report (Ellis, 1997: 38)

The reason for choosing a task to evaluate may range from trying out a new task in class to discovering how effective the task is in the class and also to experimenting with a task previously used by making changes to the input, conditions, or procedures of a familiar task to evaluate how this effects the outcomes of the task (Ellis, 1997: 38).

Prior to the task evaluation, a description of the task is provided with regard to its objectives, the input it provides, conditions, procedures and the intended outcome of the task. To Ellis (1997) planning of the task evaluation can be similar to a planing of a program evaluation. The choices involved in planning a task evaluation encompass the purpose of the evaluation, audience, evaluator, content, method, and timing. In step 4 the information needed to evaluate a task is collected before, during or after the teaching of the task. In the data analysis stage both quantitative method, which can be presented in the form of tables and qualitative method, where a narrative description of the information is presented can be used. In the conclusion and recommendation step, the conclusions are formed regarding the purpose of the evaluation. Thus, to Ellis (1997: 40) “in an objectives model evaluation, the conclusions need to state to what extent the objectives of the task have been met, while in a development model evaluation the conclusions need to indicate in what ways the task has worked or not worked, and how it can be improved.” The reporting step includes writing a report of an evaluation to share the conclusions and recommendations with others.

Another textbook evaluation model is proposed by Hutchinson & Waters (1987). Hutchinson & Waters (1987) divide the evaluation process into four major steps:

1. Defining criteria
2. Subjective analysis
3. Objective analysis
4. Matching

In this model, evaluation is basically a matching process: matching the needs of a particular teaching/learning situation to available solutions. The evaluation model not only includes the evaluation of the materials but also the evaluation of the teaching/learning context. In this evaluation process, the first step is defining criteria on what basis the teachers will judge the materials. At the second step, there are two kinds of analysis that the teacher should apply: Subjective analysis and objective analysis. Subjective analysis is the analysis of the course in terms of materials requirements. Objective analysis is the analysis of the materials being evaluated. In the final stage, that is, the matching stage, how far the material matches the needs is judged. In other words, how far the objective analysis matches the subjective analysis is specified.

Breen & Candlin's (1987) model has both an evaluative and a design aspect. The evaluative stage is divided into two phases: Phase I includes some initial questions as to the usefulness of the materials in relation to four criteria:

1. What the aims and content of the materials are
2. What they require learners to do
3. What they require the teacher to do
4. What function they have as a classroom resource. (Breen & Candlin, 1987:13)

Phase II focuses on these questions in detail by suggesting criteria for a more in-depth analysis of the materials for selection. In this phase of the guide the learners and the actual classroom situation is very much in mind as in Hutchinson & Water's (1987) model. Thus, the questions in phase II focus on the following points:

1. learner needs and interest
2. learner approaches to language learning
3. the teaching / learning process in your classroom (Breen & Candlin, 1987: 18).

These issues are, then, investigated in detail in the form of evaluative questions which will help the teacher to choose the best available textbook.

The guide VI suggests some design features of materials exploiting “social nature of classroom learning group” rather than “individual learning”. The focus on social nature of classroom learning group is primarily because “many available published materials are not explicitly designed for classroom work” (Breen & Candlin, 1987: 24).

McDonough & Shaw (1993) propose a textbook evaluation model with three stages:

1. External evaluation
2. Internal evaluation
3. Overall evaluation

External evaluation is carried out to gain an overview of the organizational principles involved. In order to examine the organization of the materials, the author/publisher’s claims are focused on. These include:

1. the ‘blurb’, or the claims made on the cover of the teachers/students books
2. the introduction and the table of contents

(McDonough & Shaw, 1993: 67)

From the ‘blurb’ and the introduction the teacher can reach conclusions on the following items:

1. The intended audience
2. The proficiency level
3. The context in which the materials are to be used
4. How the language has been presented and organized into teachable units / lessons
5. The author’s views on language and methodology (McDonough & Shaw, 1993: 69)

Other factors to be considered at external evaluation are the following:

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

(McDonough & Shaw, 1993:70-74)

The second stage, that is, internal evaluation aims to make an in-depth investigation into the materials. The central issue in internal evaluation is to analyse the extent to which the claims in the external evaluation stage are in line with the internal consistency and organization of the materials as stated by the author/publisher.

For an effective internal evaluation of the materials, at least two units of the textbook should be examined regarding the following factors:

1. The presentation of the skills in the materials
2. The grading and the sequencing of the materials
3. Where reading / 'discourse' skills are involved, is there much in the way of appropriate text beyond the sentence?
4. Where listening skills are involved, are recordings 'authentic' or artificial?
5. Do speaking materials incorporate what we know about the nature of real interaction or are artificial dialogues offered instead?
6. The relationship of tests and exercises to a) learner needs and b) what is taught by the course material
7. Do you feel that the material is suitable for different learning styles; is a claim and provision made for self study and is such a claim justified?
8. Are the materials sufficiently 'transparent' to motivate both students and teachers alike, or would you foresee a student / teacher mismatch?

(McDonough & Shaw, 1993: 75-77)

In the last stage, that is, overall evaluation, the overall assessment as to the suitability of the materials are made regarding the following parameters:

1. The usability factor. How far the materials could be integrated into a particular syllabus as 'core' or supplementary.
2. The generalizability factor. Is there a restricted use of 'core' features which make the materials more generally useful?
3. The adaptability factor. Can parts be added / extracted / used in another context / modified for local circumstances?
4. The flexibility factor. How rigid is the sequencing and grading; can the materials be entered at different points / used in different ways?

(McDonough & Shaw, 1993: 77-78)

Another textbook evaluation model, which is similar to McDonough & Shaw's (1993) model, is proposed by Grant (1990). Grant first poses three questions regarding the suitability of the textbook:

1. Does it fit?
2. If it fits, how well does it fit and how does it compare with others that also fit?
3. Does it still fit? (Grant, 1990: 119)

Correspondingly he proposes a three stage evaluation model as follows:

1. Initial evaluation
2. Detailed evaluation
3. In-use evaluation (Grant, 1990: 119)

The aim of the initial evaluation is to find out whether the textbook is worth examining more closely. For that purpose a checklist called the 'CATALYST' test is applied. The test takes its name from the idea that "a textbook should act as a catalyst in the classroom and like the catalyst in a chemistry laboratory, it should facilitate change" (Grant, 1990: 19). The eight letters in the word CATALYST refer to the criteria used for the initial evaluation of the material, which are:

Communicative? Is the textbook communicative? Will the students be able to use the language to communicate as a result of using the book?
Aims? Does it fit in with our aims and objectives?

Teachable? Does the course seem teachable? Does it seem reasonably easy to use, well organized, easy to find your way around?

Available Add-ons? Are there any useful 'add-ons', additional materials such as teacher's books, tapes, workbooks, etc? If so, are they available?

Level? Does the level seem about right?

Your impression? What is your overall impression of the course?

Student interest? Are your students likely to find the book interesting?

Tried and tested? Has the course been tried and tested in real classrooms?

Where? By whom? What were the results? How do you know? (Grant, 1990: 120)

Once the teacher has applied the CATALYST test and decided that it is worth examining the textbook more closely, a detailed evaluation, which involves three stages, is carried out:

1. Does the course suit your students?
2. Does it suit the teacher?
3. Does it suit the syllabus? (Grant, 1990: 11)

The last step is in-use evaluation, which is a continuous process since the textbook is re-evaluated constantly while it is used in the classroom. The evaluation criteria used in detailed evaluation can also be used at this phase with adaptations where necessary.

2.2.1. Criteria for evaluating textbooks

Various textbook evaluation models consist of different criteria targeting to evaluate the different parts of the textbook. Generally, the textbook is evaluated taking into consideration the physical characteristics, language content, design and organization, language skills, exercises and activities and cultural considerations. For this reason, each part of these evaluation criteria is dealt with in detail below.

2.2.2. Practical considerations

Practical considerations as a criterion in textbook evaluation refer to the evaluation of the technical aspects of textbook production and design, quality in editing and publishing, cover, illustrations, attractiveness, cost, table of contents, availability, layout and graphics of the textbooks (Williams 1983; Skierso 1991; Daoud & Murcia 1979; Sheldon 1988; Grant 1987; Hutchinson & Waters 1987; Cunningsworth 1995).

Under practical considerations Cunningsworth (1995) investigates the cost of whole package, the quality of the book, whether it is long-lasting and attractive in appearance, whether the books are easy to obtain, the books' requirements of particular equipment, such as a language laboratory, listening centre or video player and if so whether the teacher has the equipment available for use.

Williams' (1983) textbook evaluation scheme includes a component of technical criteria. Under technical criteria Williams (1983) focuses on whether the textbook is up-to-date in the technical aspects of textbook production and design, the quality of the textbook in terms of editing and publishing (cover, typeface, illustrations, etc.), whether the textbook is durable and not too expensive and the authenticity of the textbook in terms of language and style of writing.

Skierso (1991) draws attention to the need to evaluate a textbook in terms of layout and physical make up. The criteria aims to investigate what the book looks like, whether it is attractive (i.e., cover, page appearance, binding), durable and whether its size seems convenient for the students to handle, what kind of type size is used and whether the typefaces are functional (i.e., present the organization of the units), whether simple graphics (e.g., boxes, shadows, arrows, colors) are used to clarify teaching points. The artwork is another point that is emphasized. It is important to investigate what kind of artwork there is in the textbook and who and what are pictured. It is also important to consider whether the artwork is varied, colorful and appealing and whether it is related to the text or it is only there for decoration. The pages are investigated in terms of whether they look cluttered or

whether there is an aesthetic balance of text and graphical material. The other point of consideration relates to the table of contents. It is necessary for the table of contents to indicate where to locate specific structures and their exercises. It is also important to investigate whether there is an index of new vocabulary and their location in the text, whether there are appendices and other end matter with maps, verb summaries, a glossary and lastly whether there is a teacher's manual.

McDonough & Shaw (1993) suggest external evaluation criteria for examining the organization of the materials looking at "the blurb, or the claims made on the cover of the teacher's / student book and the introduction and table of contents" (p. 67).

This is the evaluation of what the author / publisher or the textbook say about themselves. From the 'blurb' and the introduction, information about the intended audience, their proficiency level, the context in which the textbook will be used, the ways the language has been divided into units and the authors' views of language and language learning are obtained. At the external stage, McDonough & Shaw (1993: 67-74) suggest some other factors to be considered as follows:

- Are the materials to be used as the main 'core' course or to be supplementary to it?
- Is a teacher's book in print and locally available?
- Is a vocabulary list / index included?
- What visual materials does the book contain (photographs, charts, diagrams) and is it there for cosmetic value only or is it actually integrated into the text
- Is the layout and presentation clear or cluttered?
- Is the material too culturally biased or specific?
- Do the materials represent minority groups and/or women in a negative way?
- Do they present a 'balanced' picture of a particular country / society?
- The inclusion of audio / video material and resultant cost. Is it essential to possess this extra material in order to use the textbook successfully?
- The inclusion of tests in the teaching materials (diagnostic, progress, achievement); would they be useful for your particular learners?

Sheldon's (1998) scheme for textbook evaluation investigates practical considerations in terms of availability, layout / graphics, accessibility and the overall value for money and to what extent the book has realized its stated objectives. In terms of availability such factors as whether it is easy to obtain sample copies and support material for inspection and whether it is possible to contact the publisher's

representatives to get information about the content, approach, or pedagogical detail of the book are investigated. Regarding layout / graphics the focus is on whether there is an optimum density and mix of text and graphical material on each page or whether the impression is one of clutter. In terms of accessibility it is important to consider that the material should be clearly organized and the students can find his or her location in the material at any point, i.e. the student should have a clear view of the 'progress' made, and how much still needs to be covered. The other factors to be considered are whether there are indexes, vocabulary lists, section headings, and other ways of signposting the content to make it possible for the students to use the material easily for revision and self study purposes. In terms of overall value for money, it is important to consider whether the coursebook is cost-effective, easy to use and successful in the teaching situation in terms of time, labor and money.

In their comprehensive checklist of textbook evaluation, Daoud & Murcia (1979) suggest some criteria for evaluating the physical make-up of the materials. The criteria they suggest focus on whether the cover of the book is durable enough to withstand wear, whether the text is attractive (i.e., cover, page appearance, binding), whether the size of the book is convenient for the students to handle and whether the type size is appropriate for the intended learners.

2.2.3. Language content

William's (1983) textbook evaluation scheme calls for a strict connection between the psychological and linguistic principles of current and accepted methods of language teaching and textbook being evaluated. The criteria referring to linguistic/pedagogical considerations include techniques of textbook presentation, selection and organization of skills and aspects of the language to be taught. Thus the textbook is evaluated in terms of "the completeness of and appropriateness of the items presented, the activities suggested for practicing the items selected, the sequencing of vocabulary, particularly the functional load, rate and manner of entry and re-entry, the relevance of its contexts and situations" (Williams, 1983: 252).

Williams (1983), furthermore, investigates language content in terms of speech, grammar and vocabulary. His textbook evaluation scheme investigates speech in terms of whether it is based on contrastive analysis of English and L1 sound system, whether there are different ways of demonstrating and practicing speech items, whether it includes speech situations relevant to the pupils' background and whether it allows for variation in the accents of non-native speakers of English. Grammar is investigated in terms of teaching structural units communicatively, adequate models featuring the structures to be taught, the kinds of responses to be given in drills and the selection of structures with regard to differences between L1 and L2 cultures. The evaluation of vocabulary focuses on the issues of whether the selection of vocabulary is done on the basis of frequency, functional load etc., whether receptive and productive skills in vocabulary teaching are distinguished, whether vocabulary is presented in appropriate contexts and situations and whether there is a focus on the problems of usage related to social background.

Hutchingson & Waters (1987) evaluate content in terms of subjective analysis and objective analysis. While the subjective analysis is the analysis of the course, objective analysis refers to the analysis of the materials being evaluated. The suggested textbook evaluation criteria analyses content in terms of the linguistic description used in the materials (structural, notional, functional etc.), language points that the materials cover (structures, functions, vocabulary areas etc.), the proportion of work on each skill, whether there is skills-integrated work, micro-skills that are covered in the material, the kinds of texts in the materials (manuals, letters, dialogues etc.), the subject matter area(s) (medicine, biology etc.), assumed level of knowledge, and types of topics in the materials, the treatment of the topics (e.g. straightforward, factual, humorous etc.), the organization of content (e.g. around language points, by subject-matter), the organization of content within units (by a set of patterns of components, by a variety of patterns etc.), the sequencing of content throughout the book (e.g. from easier to more difficult, by creating variety) and the sequencing of content within a unit (e.g. from guided to free, from comprehension to production).

Skierso (1991) also suggests some evaluation criteria to analyse content, focusing mainly on vocabulary and structures. The basic evaluation criteria for grammar are what grammar items are chosen, how they are sequenced, how the grammar rules are presented (deductive vs. inductive), whether they are stated or unstated, whether there are summaries of verb forms (e.g. paradigms, conjugations), whether linguistic items are introduced in meaningful contexts or unrelated to core content. The vocabulary is evaluated in terms of how it is chosen (e.g. based on frequency counts, thematic units), whether attention is paid to roots, inflectional endings (e.g. plurals, possessives), how and in what context the vocabulary is introduced, whether the vocabulary is summarized in some way (e.g. in a foreign language dictionary section or in a bilingual list). The other basic criteria related to content are what the text's level of readability is and whether it matches that of students, whether the basic patterns and vocabulary included in the text are sufficient for the level of complexity the text achieves or they are required by the syllabus, what pedagogical considerations underlie the presentation and sequencing of nouns, verbs, sentence patterns etc., whether there is evidence of language control (e.g. whether new structures are presented and explained before they appear in drills and presentation materials), whether linguistic items are presented in meaningful situations (contexts), and whether there is recycling of new vocabulary items and structures etc..

Tucker (1978) analyses content in terms of functional load, rate and manner of entry and re-entry, and the appropriateness of contexts and situations. The problem of functional load refers to "a problem created by the extent to which certain difficult and complex words and structures are essential to the manipulation of the language or to its minimal use in communication" (Tucker, 1978: 226). Thus some irregular forms, complex structures, or patterns which are difficult to explain (e.g. greeting formulas) are suggested to be presented early in the book. Such structures must be taught as formulas without explanation. In the same way, vocabulary is suggested to conform to the requirements of functional load. To Tucker (1978) the criteria of rate and manner of entry and re-entry should be applied to both vocabulary and grammatical structures. Texts are suggested to include six words and one or two structures in the first lesson though it may change depending on the age of the learner

and the length of the lesson. In the later lessons, on the other hand, the text that consists of six new words in the beginning lessons may introduce twelve words in the later lessons. The number of structures to be taught may also be increased. “However, for most beginning learners, a one hour lesson probably cannot effectively present more than three structures, depending upon their complexity” (Tucker, 1978: 227). Lastly, regarding the issues of appropriateness of contexts and situations, Tucker (1978) argues that the content of the text can be evaluated in terms of both pedagogical and cultural appropriateness. The content of narratives, dialogues, etc. is argued to help to establish the meanings of the words and phrases that are presented. Furthermore the selection of the content material should be made based on the age, level, background and interests of the students. Tucker (1978: 228) argues that “the contents of oral practices and dialogues and the situations discussed therein can contribute meaningfully to the general presentation of the culture of English speaking peoples.” If the learners are learning the language to integrate in the target language community, a comprehensive cultural information is suggested to be presented as part of language instruction. However, in contexts where English is taught as a second language for use as a medium of instruction the content should be developed on both the target culture and the native one.

Daoud & Murcia (1979), in their textbook evaluation criteria, focus on the evaluation of vocabulary and structures in textbooks. The criteria they suggest investigate vocabulary load (whether it seems to be reasonable for the students of that level), systematic gradation of the vocabulary items from simple to complex items, repetition of the vocabulary items in the subsequent lessons. The criteria for evaluating structures in textbooks focus on the sentence length (whether it is at the students’ level), the number of grammatical points and their sequence, the complexity of the structures at the level of students’ reading ability, the use of current everyday language and sentence structures that are in normal word order, the sequencing of sentences and paragraphs in a logical sequence and the linguistic items introduced in meaningful situations.

2.2.3. Design and organization

Low (1989) attempts to develop a design-oriented approach to the evaluation of the internal organization of course units, which tackles the issue at the level of method or design. He distinguishes a “learning unit” defined as “the set of tasks felt by the designer to be necessary for the teaching of an item or a syllabus” from a “course unit”, which is his main focus, defined as “an arbitrary structural unit which simply denotes a major division of the course” (Low, 1989: 138). Low (1989), furthermore, suggests several design oriented evaluation questions such as:

1. What sort of shape does this unit have?
2. What is the rationale and justification for this shape?
3. Why do these exercises take the form that they do?
4. Why do they come at precisely this point and in this sequence?
5. Might other possible design solutions be preferable? (Low, 1989: 138)

Low (1989) examines six possible approaches to structuring the parts of a course unit. The first approach is the traditional unit structure exemplified in the following way:

1. Presentation a) of language to be learned
b) of language description
2. Controlled exploitation
3. Free exploitation (generalizing to areas other than those in the presentation)
4. Synthesis (pulling disparate strands together and sometimes creating an ‘end- product’) (Low, 1989: 139)

Courses adopting this ‘traditional’ design begin with a reading or listening passage and follow with a set of comprehension questions and / or repetitions of the text, plus short grammatical drills. At the end of the unit there may be a writing passage for homework. However, Low (1989: 140) argues that

Whether or not the designer makes suggestions to the teacher about how actual class periods should be structured, the fact that the phases are rigidly sequenced across the whole course unit makes it in practice very hard to have much structural (in the design-related, not grammatical sense) variety in the course of a single lesson.

The second approach is the single presentation solution. The focus of the unit is restricted to one set of people solving a problem via a single text. The presentation passage or dialogue will be long and the class time will be devoted to understanding the text. In a single presentation solution the presentation text usually appears at the start of the unit. However, Low (1989) points out two disadvantages of positioning a single presentation text at the very start of a unit. The first one is that since the aim of the text is to introduce and contextualize the language items to be taught, the students may not fully understand the text in initial reading. This implies testing the students on how successfully they understand the text. Low (1989) argues that this problem can be avoided by introducing 'pre-teaching' exercises, which introduce the new language items and familiarize the students with new skills and topic areas. The second problem that the single-text-first solution brings about is that the text, especially if it is an 'authentic' one, may dictate the content and the structure of the rest of the unit. The comprehension questions and exercises following the text will depend on the text so it will restrict the exploitation of free exercises or tasks in a structured way. Low (1989) suggests that where a single presentation text is chosen as an appropriate design, the text can be placed not at the beginning of the unit but at the end. "The designers can then take the disparate strands of the text and build in various ways, towards longer and longer chunks of reading or listening, culminating in the text itself, which the learner should finally be able to read with considerable understanding" (Low, 1989: 143).

The third approach is the multiple presentation solution. Low (1989: 143) argues that

One way round the difficulties associated with single presentation formats is to opt for short amounts of presentation material spread throughout the unit." Its main advantage is that information density is controlled and "the content, style and length of each chunk of text can be matched to expected characteristics (such as the concentration span) of the target learners.

The other advantage is that editing short passages is much easier than long ones. Furthermore,

Storylines and tasks can be used which provide real-life (or at any rate extralinguistic) justifications for locating things at specific points and multi-text complexes can be devised such that texts reinforce each other, contrast with each other, involve jumps of formality or style, contradict each other, build patterns of things sometimes hinted at, sometimes asserted and so on. (Low, 1989: 143-144).

The fourth approach is the feeding and bleeding solution in structuring a course unit or a learning unit. Low (1989) argues that in structuring a course unit or a learning unit, the nature of the relationships between presentation material and accompanying exercises and between the exercises themselves is an important point. Feeding can be defined as “an exercise feeds into another if it provides something that is needed for the second one” (p. 145). The essential point is that the second exercise cannot be done unless the first exercise is completed.

The fifth approach is the writing-last solution. In this approach “the unit ends with a writing task, such as an essay or a letter, which pulls together the grammatical points covered in the rest of the unit” (Low, 1989: 147). However since this solution relates only to the end of the unit, the other points relating to the structure of the whole unit is ignored.

The last approach is the storyline solution. “One fairly commonly adopted device, used primarily to provide an obvious link between the units of a course, is to have a story text which runs the length of the materials, with one episode per unit (for example O’Neill et. al., 1971, *Kernel Lessons Intermediate*)” (Low, 1989: 149). In this case each episode should be self contained so that they can be read on their own. The possible disadvantages, however, may be that it may be difficult to remember the earlier episodes to make connections with the new ones or that the students may not be interested in the characters taking part in the story.

Ellis & Ellis (1987) also deal with the issue of design criteria for EFL coursebooks. They argue that “a great many people today are educated to be critical about the transmission of information through a display of text, artwork and photograph- to be critical, to react, and to select or reject” (Ellis & Ellis, 1987: 90). Design is argued to set the scene and good design specifies what is going on and there is no need to ask what the things are about. “Design should clarify what is being asked of the reader by indicating the weight of importance of different matters within the text, and how they relate to each other” (Ellis & Ellis, 1987: 91). Ellis & Ellis (1987) suggest the implications for design criteria for EFL textbooks in the following way:

- At a glance recognition of what is happening on the page so that the EFL learner and teacher are both fully aware of theme, purpose and intended result.
- Clear information paths which help the EFL learner and teacher to understand the relationships between the texts, exercises, artwork and photographs so that they know where to go / what to look at next.
- Accessibility to target group ensuring that both EFL learner and teacher feel that they can relate happily to the material on the page.
- Encouraging both the EFL learner and teacher to feel motivated to use the information which the design is helping to transmit (Ellis & Ellis, 1987: 91).

Ellis & Ellis (1987) furthermore suggest three main design criteria: relevance, accessibility and cohesion. In terms of the relevance factor such features as signposts, audience, color and mimesis are paid attention to. A headline, chapter or unit heading are argued to have a number of purposes such as to attract interest and to summarize what is to be expected. Subheadings are also important since they serve for skimming and they play an important role for communicating the overall picture. The relevance of artwork and photographs to the theme also plays an important role in textbook design. Pictures are devices for enlightening an obscure text. They are also additional statements explaining what is going on and they contextualize and illustrate vocabulary. In terms of the relevance to the audience, Ellis & Ellis (1987: 93) argue that the following questions should be asked:

- Does the book contain sufficient variety of design to interest the learner?
- Is the use of cartoon and photograph at the right level for the learner?
- Is the density and variety of text at the right level for the learner?

In terms of color, specific questions should be asked in the following way:

- Is it really necessary? How does it frame and enhance the text? Is the choice of color accidental or does it complement and bring out a particular theme or topic?
- If the layout is at all mimetic- if it is an attempt to copy an accepted format such as an advertisement- then is the use of color believable? Is it relevant to everything else that is being attempted on the page, or is it rather a distraction? (Ellis & Ellis, 1987: 93).

Mimesis, on the other hand, refers to “the act of deliberately attempting to copy an established and recognized format; in the attempt to look like or represent an advertisement, for example; one format often copied is schedules, such as TV programmes and train timetables” (Ellis & Ellis, 1987: 93). Mimesis also reflects the language items as realistic, having life and validity outside the classroom.

In terms of accessibility, the materials should have a clear reading path, possess obvious quality of production both in text presentation and layout, and in choice and use of visual support, and will- in the event of the pedagogical approach being equally acceptable- therefore be both reader friendly and teacher friendly” (Ellis & Ellis, 1987: 94). To examine the accessibility of the textbook the following set of questions are asked:

- Are you interested in this topic?
- Does the layout help you find your way round the page?
- Is there a logical movement from one page to another?
- Does the page tell you what language work you are doing?
- Are you motivated to pick up this book and look through it- Does it attract you? (Ellis & Ellis, 1987: 97).

Lastly, the cohesion criteria examines the design cohesion, in terms of whether the various components of the book hold together, visually, and in terms of accessibility, whether the pages of a unit have a coherence about them which is instantly recognizable, and whether each page is coherent within itself. In a language text, overall coherence is achieved by means of a variety of signposts and they should be examined in the following way:

- Uniformity of page allocation to units. If some units are long and some short then is the student to feel that some units are more important than others?
- Colour is a design feature, and one should question whether its use is successful on the page or the spread. Is the use of colour relevant? Is it professional? Is it put to good use? Is it pleasing?
- Typographical and design conventions adopted within the book are signals designed to indicate what is happening, to draw the eye and hold the page or the other unit together. Do they give clues to the relative importance of items and the reading path? Are they used consistently?
- Is the overall coherence achieved through the binding together of a number of different and interesting components, or is the book merely a linear progression, an endless repetition of the same approach? (Ellis & Ellis, 1987: 97).

2.2.5. Language skills

Beatie et. al. (1984), in their survey of the treatment of reading skills in elementary college-level foreign language textbooks, concluded that the materials are rather weak in their treatment of reading. Thus they propose practical remedies for the improvement of these textbooks. Beatie et. al. (1984: 204) argue that “reading skills must be as explicitly addressed in first year texts as pronunciation skills and grammatical mastery”. In their treatment of reading skills in textbooks, reading skill is approached in terms of three phases: pre-reading, content and presentation of text, and post-reading and reprocessing. Pre-reading strategies provide the students with background knowledge before reading a passage. Beatie et. al (1984) argue that the general guidelines on the reading process that the text includes appear as hints throughout the given book. However, to be most effective, advice on guidelines must be incorporated as an integral part of the text.

Guidelines should mention techniques such as looking at questions and photographs before reading a passage in order to discover its topic and organization, making hypotheses about its content, reading first for concept and then for detail, working by paragraphs, re-reading for reinforcement, and isolating verbs, subjects, and objects as a strategy for understanding (Beatie et. al., 1984: 205).

Besides, the exercises which prepare to use different types of reading strategies for different purposes such as scanning, skimming, distinguishing reading for main ideas from reading for detail are strongly suggested. Aside from these guidelines, passage

specific preparation has a more narrow focus. There are two ways of doing this preparation: a treatment of vocabulary and an introduction to the passage itself. Although current texts address the issue of vocabulary in a pre-reading context by teaching the student new words that appear in the passage, “an awareness of the relationships among words (e.g., derivation, redundancy patterns) is much more crucial than mastery of specific vocabulary items, and the skills involved in context-guessing are more useful to a new reader than is a large list of discrete words” (Beatie et. al., 1984: 205). In terms of passage introductions, on the other hand, these should be designed to provide a context to assist learners in reading. Information which raises the students’ expectations about the content of a passage, introductions helping the reader recall personal experiences which could be helpful in interpreting a text, questions to elicit the students’ prior knowledge raise as important issues in pre-reading phase. The content and presentation of reading passages are also as important as pre-reading strategies. Beatie et. al. (1984: 206) argue that “authors of four-skills texts have written or selected reading passages on the basis of density of new words or structures and have relied mostly on readings they have written themselves.” Thus students face only one style of writing: textbook-author composed reading paragraphs. The authors argue that since these texts are not designed primarily for teaching reading, but for teaching grammatical structures or vocabulary, they lack an appropriate style. “The guiding criterion for composition or selection of reading material in four skills texts ought to be the degree to which passages force students to read for comprehension” (Beatie et. al., 1984: 206). Thus the selection of reading materials which consist of both stylistic range and content and which will challenge the students is suggested. Beside the selection of appropriate passages, graphics and formatting devices should also be paid special attention since they “play an important role in reinforcing pre-reading strategies and in heightening the structural comprehensibility inherent in a well written language sample” (Beatie et. al., 1984: 206). Underlying keywords and cognates or printing them in a different typeface, emphasizing one or more parts of speech, setting apart phrases or topic sentences crucial to the meaning of an entire text from the rest of the passage by highlighting in a contrasting color can help students comprehend the text better.

Lastly, regarding the issue of post-reading strategies, Beatie et. al. (1984) argue that most reading texts mostly rely on a single type of post-reading device: comprehension testing. In the post-reading phase, the general format adopted is that some content questions to check the students' comprehension of what they have read follow the reading text. However, it is argued that there are different types of comprehension testing which would provide not only variety but also effective learning. Direct comprehension testing, for example, should not allow the students to respond by quoting a sentence from the passage since what is tested here is the students' comprehension of the question, not of the reading.

While comprehension testing of specific facts is important, at least some content questions should be phrased in such a way that the students must recall the passage globally, rather than phrase by phrase, in order to respond, the same requirement holds for true / false, multiple choice, fill-in, or completion items (Beatie et. al., 1984: 208).

One type of exercises suggested which can accomplish indirect comprehension testing is summary or paraphrase. Furthermore, after the students paraphrase or summarize what they have read further exercises can require them to find the implications of what they have read, draw conclusions from it or express opinions about it. The other type of post reading exercise that is suggested is reprocessing: "exercises that take students back into the passage they have already read and comprehended, oblige them to work with it in other ways, and thus reinforce their learning of vocabulary and structures as well as their reading skills" (Beatie et. al., 1984: 208). One such exercise is called close testing. After students read a passage they are presented another passage related to the previous one in which a word of the text is replaced with a blank. A close test provides the students with the opportunity to use their knowledge of the grammatical and the semantic context to insert the appropriate word. Beatie et. al. (1984) argue that some reprocessing exercises can be purely mechanical: students can be asked to underline all verbs, personal pronouns and nouns in the passage. Others can be more meaningful.

Students may be asked to identify the key ideas, the organizational principles (e.g., do a post hoc outline of the passage), or rhetorical devices of the passage they have read, to describe the biases or assumptions inherent in the passage, or to make cross-cultural comparisons based on its content” (Beatie et. al., 1984: 208).

Cunningsworth (1995) also focuses on the investigation of the language skills in his checklist for textbook evaluation. The suggested criteria investigates the following points:

- Are all four skills adequately covered, bearing in mind your course aims and syllabus requirements?
- Is there material for integrated skills work?
- Are reading passages and associated activities suitable for your students’ levels, interests, etc.? Is there sufficient reading material?
- Is listening material well recorded, as authentic as possible, accompanied by background information, questions and activities which help comprehension?
- Is material for spoken English (dialogues, roleplays, etc.) well designed to equipt learners for real life interactions?
- Are writing activities suitable in terms of amount of guidance / control, degree of accuracy, organization of longer pieces of writing (e.g. paragraphing) and use of appropriate styles? (Cunningsworth, 1995: 3-4)

McDonough & Shaw (1993), in their internal evaluation criteria, deal with the language skills in the following way:

- The presentation of the skills: whether all language skills are covered, in what proportion, and whether this proportion is appropriate to the context in which the students are working, whether the skills are treated discretely or in an integrated way?
- Where reading / ‘discourse’ skills are involved, is there much in the way of appropriate text beyond the sentence?
- Where listening skills are involved, are recordings ‘authentic’ or artificial?
- Do speaking materials incorporate what we know about the nature of real interaction or are artificial dialogues offered instead? (McDonough & Shaw, 1993: 75-76).

2.2.6. Exercises and activities

Skierso (1991) focuses on the evaluation of exercises and activities in textbooks from a variety of perspectives ranging from satisfaction of syllabus objectives and fulfillment of student objectives to the degree they focus on form and communication. Exercises that encourage students' active participation and promote critical thinking (i.e. interpretation, application, analysis, synthesis) are considered to be highly important. Instructional clarity and appropriateness of the exercises, stereotype-free content, their suitability for the students' age, level, background and interest, appropriate revision of the exercises in the materials and the degree the activities provide for the development of study skills such as skimming, note taking, outlining are other factors that are suggested to be considered as essential in criteria for evaluating exercises and activities.

Similarly, Daoud & Celce-Murcia (1979) investigate exercises in terms of whether they promote meaningful communication, whether they develop comprehension and test knowledge of main ideas, details and whether they involve vocabulary and structures. A pattern review within lessons and the type of exercises that provide practice in different types of written work (sentence completion, guided composition etc.) are considered as necessary in the design of exercises.

Ellis' (1997) retrospective evaluation model, on the other hand, focuses on the evaluation of tasks. To Ellis (1997) task evaluation involves choosing a task to evaluate, describing the task, planning the evaluation, collecting the information for the evaluation, analysing the information, reaching conclusions, making recommendations and writing a report. Ellis (1997: 38) argues that

The reason for choosing a task to evaluate may range from trying out a new task in class to discover how effective the task is in the class and also to experimenting with a task previously used by making changes to the input, conditions, or procedures of a familiar task to evaluate how this affects the outcomes of the task.

After the evaluation, the conclusions are formed regarding the purpose of the evaluation. Ellis (1997: 40) argues that “in an objectives model evaluation, the conclusions need to state to what extent the objectives of the task have been met, while in a development model evaluation the conclusions need to indicate in what ways the task has worked or not worked, and how it can be improved.”

Nunan’s (1989) checklist for evaluating communicative tasks consists of various components in terms of which tasks can be evaluated. These are goals and rationale, input, activities, roles and settings, implementation, grading and integration, assessment and evaluation.

Evaluation of goals and rationale of the task requires a consideration of clarity of the goal of the task, appropriateness of the task to the learners’ proficiency level, the degree the task reflects a real-world or pedagogic rationale, the view of the nature of language and learning inherent in the task, the extent to which the task is interesting and motivating to the students and the degree the task encourages the application of classroom learning into the real world.

Analysis of input requires a consideration of the form of the input, whether it is authentic and whether it is appropriate to the goal of the task. In terms of activities, the criteria to be considered are whether the activities are appropriate to the communicative goals of the task, if not whether they can be modified to make them more appropriate. Investigation of the degree the task stimulates students to use bottom-up or top-down processing skills, the presence of information gap or problem solving which will prompt a negotiation of meaning, whether the activities are appropriate to the input data and whether the activities designed in a way which will allow learners to communicate and cooperate in groups are argued to be necessary. In the analysis of roles and setting, it is important to consider learner and teacher roles inherent in the task, their appropriateness, the level of complexity in the classroom organization implicit in the task and whether the setting is confined to the classroom.

The implementation phase focuses on the extent the task engages the learners' interests, the communicative potential of the activities, the opportunity for learners to negotiate meaning, the type of languages stimulated by the task and the unexpected outcomes in the implementation of the task. In terms of grading and integration the factors to be evaluated are the appropriateness of the difficulty of the task for the students, the potential modifications that can be made to the task, the structure of the task, the principles upon which the tasks are sequenced, the range of macroskills integrated into the sequence of tasks. Some other important criteria are whether tasks exhibit task continuity principle, whether communicative tasks are integrated with other activities and exercises to provide learners with opportunity to practice the linguistic system, and whether the tasks incorporate exercises in learning how-to-learn.

Lastly analysis of assessment and evaluation focuses on the means for the teacher to determine how successfully the learners have performed and also whether the task has built into it some means whereby learners might judge how well they had performed, and whether the task is realistic in terms of the resources and teacher expertise it demands.

2.2.6. Cultural considerations

Textbooks are also evaluated in terms of their treatment of culture. Cunningsworth (1995: 90) argues that "if coursebooks have any subject content, they will directly or indirectly communicate sets of social and cultural values which are inherent in their make-up". It is called the hidden curriculum as it is unstated and undisclosed in the textbook. "Because the underlying value system is not explicit and is unstated, it is necessary to look at coursebooks in some detail in order to unearth what some of their unstated values are" (Cunningsworth, 1995: 90). Thus, an investigation of the representation of men and women, the portrayal of women in relation to men, the representation of people in terms of ethnic origin, social class, age, occupation etc. in the textbooks are important elements for investigation. "One

of the main aims of such an analysis is to identify unrepresentative negative stereotypes, such as women regularly being shown as housewives or being seen as only able to attain fulfillment in life through their men or being portrayed as illogical and excessively emotional” (Cunningsworth, 1995: 91). Thus evaluating materials to find out whether such stereotypes exist will lead to suggestions for the improvement of textbooks for future use.

In his analysis of gender in elementary school texts, Jasse (1998: 88) argues that

Characters in stories in elementary language arts textbooks- reading, language and composition- are still encumbered by old stereotypes and have hardly been endowed with any new traits and roles...females are virtually excluded from displaying any physical or intellectual competence or from serving in any professional role in public life.

Besides in his analysis of gender bias in textbooks published in other countries including Britain, China, Greece, Mexico, Nigeria etc., Jasse (1998: 88) specifies that “females are presented as passive and home-oriented compared to males, who are presented as active and work-oriented (and also) compared to males females appear in a severely limited number of roles”.

Ansary & Babaii (2003) also explored the status of sexism in current ESL /EFL textbooks in terms of sex visibility in texts and illustrations, female / male topic presentation in dialogues and reading passages, sex-linked job possibilities, sex-based activity types, stereotyped sex roles, firstness and masculine generic conception. The reported result was that textbooks presented unfair and inexcusable picture of women: “On the frequency of occurrence, women suffered most obviously from low visibility” (p.1)...“the occupational capacities in which women were portrayed appeared to be mostly restricted to occupations such as student and nurse, in few cases including a job such as teacher or doctor” (p. 6) and another representation indicate “the shunting of women towards more traditional stereotypical roles such as doing the dishes, cooking, serving food, setting the dinner table, and taking care of children” (p. 6).

Otlowski (2003) examined an English language textbook used throughout Japan for gender bias and ethnic group portrayal. The result indicated that the depiction of women was generally restricted to homemakers and mothers and that there was not a realistic representation of the ethnic makeup of society. In terms of racial bias a lack of representation of minorities was specified in the textbook. Otlowski (2003: 5-6) argues:

Out of more than a hundred illustrations and pictures in the textbook, there are only four that depict someone who may not be white. Even in the pictures showing classrooms in both the United Kingdom and the USA, all the students are white and, from the appearance of the classrooms and the students' dress, come from upper-middle class families.

To Cunningsworth (1995) the representation of the realistic nature of the characters depicted in the coursebook is also of great importance: their fears, hopes, loves, hates etc. The complete picture of characters with all of their affective aspect should be represented in the coursebooks.

The other aspect of the treatment of culture in the textbooks relates to the society and social structure. Cunningsworth (1995: 91) argues that:

In some coursebooks the characters exist in some kind of social network, whether the focus is on the family, the peer group or the workplace, and interact with one another. But in others, characters pop up from nowhere, sometimes just as disembodied voices in a dialogue and disappear just as quickly. This portrayal of social relationships (or lack of them) does little to give credibility to the characters, does not help learners to relate to them and provides little context for meaningful language learning.

The last aspect of the representation of culture in ELT textbooks relates to the issue of the treatment of target language culture. Alptekin (1993: 137) argues that

The 'fit' or consistency between the culture specific aspects of cognition and the native language undergoes a substantive degree of conflict when one begins to learn a foreign language. The acquisition process causes learners' schemas to be subjected to novel cultural data whose organization for purposes of comprehension and retention becomes difficult or even impossible to achieve.

Alptekin (1993) relying on Widdowson' (1993) distinction of schematic knowledge (socially acquired knowledge) and systemic knowledge (knowledge of the formal properties of language involving both its semantic and syntactic systems) further argues that:

Given what is known about the facilitating effects of familiar schemas (or schemata) on foreign language acquisition, it is most natural for learners to rely on their already established shematic knowledge when developing new systemic knowledge. For this reason, foreign language teaching materials which make use of target language culture elements to present the systemic data are likely to interfere with this natural tendency...(and hence they) are detrimental to foreign language learning....(p. 1)

The representation of culture in ELT textbooks thus covers a variety of issues for investigation. Cunningsworth (1995: 92) lists the areas of investigation as follows:

- range of topics
- inclusion of sensitive social / cultural topics
- characters depicted:
- representation of women
- portrayal of gender role
- age
- social class
- ethnic origin
- occupation / profession
- disability
- social relationships:
- family make-up
- social networks
- expression of personal feelings
- interactions
- transactions (functional interactions)
- personal interactions

CHAPTER 3. METHOD

3.1. Participants

The participants in this study were two hundred English teachers at the state primary schools in five districts in Izmir city: Buca, Gaziemir, Konak, Karşıyaka, and Bornava. Both female and male English teachers who have been using this book have participated in the study.

3.2. Instruments

In this research, a likert type textbook evaluation questionnaire was developed to obtain data about the textbook. The questionnaire was in English as all the participants were English teachers. The questionnaire was piloted with sixty English teachers who were different from the participants of this study to check the clarity and the suitability of the items in the questionnaire and revised according to the feedback. The reliability factor was found to be 0,77.

3.2.1. Teacher questionnaire

The questionnaire consists of thirty six items listed under six sections. In order to develop the questionnaire, the textbook evaluation literature was reviewed. The format and the items were adopted and adapted from different resources (e.g. Cunningsworth 1984; Breen & Candlin 1987; Skierso 1991; McDonough & Shaw 1993; Grant 1990). The categories and their function in the questionnaire are as follows:

- I. Practical considerations: The items under this category aim to investigate the effectiveness of the textbook production and design, quality in editing and publishing, cover, illustrations, attractiveness, cost, layout and presentation.
- II. Language content: The items under this category gather information about

the vocabulary load introduced in each lesson, the repetition of the new vocabulary in subsequent lessons, the number of grammatical points introduced in each lesson and their sequencing and the recycling of the grammar items.

- III. Design and organization: This category includes items investigating different aspect of design features in the textbook: page and unit organization, attractiveness of design and coherence in unit format.
- IV. Language skills: The items under this category gather information about the suitability of the reading passages for the students' level and interest, the textbooks' focus on different skills and on integrated skills work.
- V. Exercises and activities: This category includes items investigating sufficiency and the appropriateness of the activities for the students, whether the activities provide a variety of interaction for the students and whether they give enough focus on practicing language and whether they offer meaningful language use.
- VI. Cultural considerations: The items under this category gather information about the treatment of native culture along with target culture, the representation of characters from different socio-economic class, the representation of men and women and the roles assigned to them in the textbook.

3.3. Data collection procedure

Before administering the questionnaire to the teachers at the primary schools in Izmir city, permission was gained from the ministry of education through an official letter to the head of the director of education in the İzmir city center. Data were collected between May and June 2006. Two hundred questionnaires were distributed to the teachers working at the state primary schools in the districts of Buca, Gaziemir, Konak, Karşıyaka and Bornova.

3.4. Data analysis

The data analysis is carried out by frequency analysis. The statistical analyses were carried out using SPSS software program. The results of the frequency analysis were used to interpret the results.

CHAPTER 4: RESEARCH FINDINGS AND DATA ANALYSES

4.1. Introduction

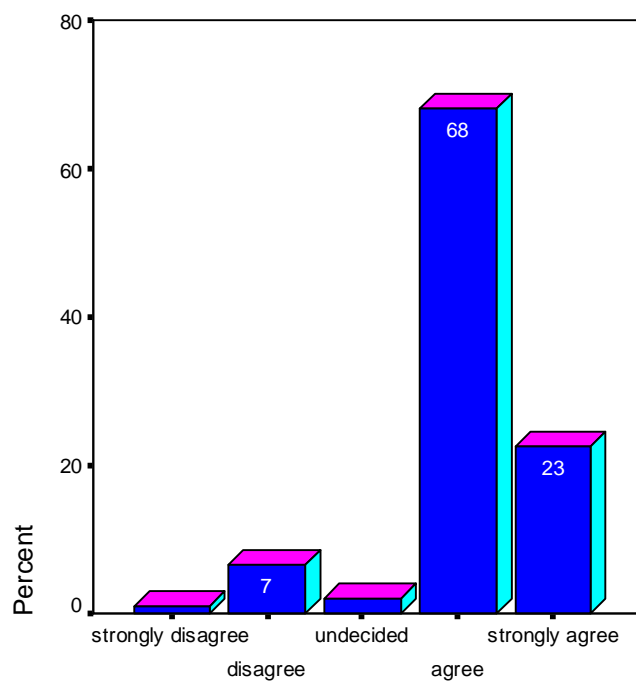
This chapter presents the research findings in terms of frequency analysis and the interpretation of the results made in line with the background information and review of literature. The teacher responses to the questionnaire will be also be interpreted focusing on the content of the textbook.

4.2. Interpretation of the results

4.2.1. Practical considerations

The first item under this category asked whether the textbook was effective in terms of cover and page appearance.

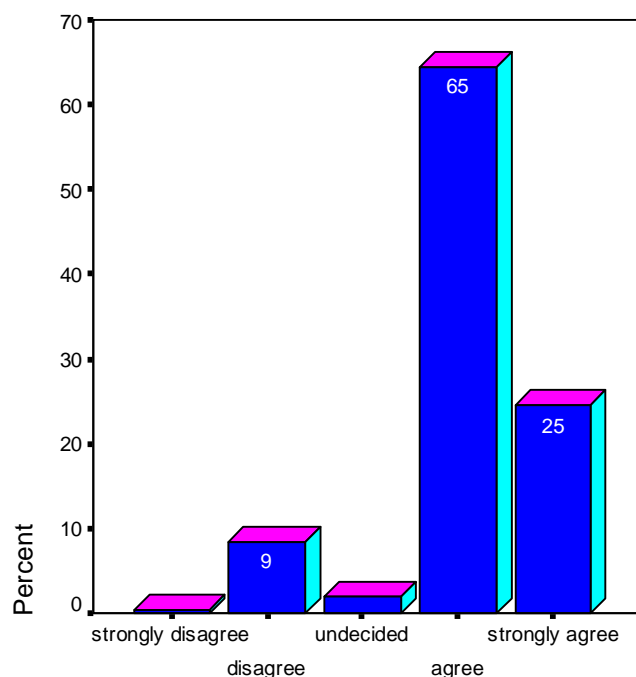
Table 1.1 attractiveness of the textbook in terms of cover and page appearance



Most of the teachers agree that the textbook is effective in terms of cover and page appearance. “The quality of publishing, quite apart from matters of durability, can be seen in attention to details of interest and attractiveness in the book” (Tucker, 1978: 232). Indeed, the textbook “Spotlight on English” has a lively page appearance and an attractive cover.

When the teachers were asked whether the textbook contained a sufficient amount of visual materials (photographs, charts, diagrams) helping the students understand the text, 65 % of the teachers agreed and 25 % of them strongly agreed with the item.

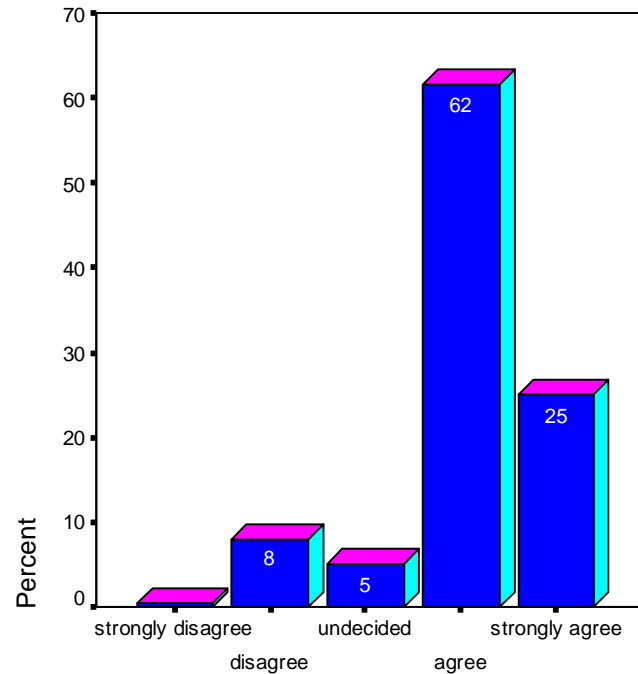
Table 1.2 sufficiency of the visual materials



The textbook contains various photographs, diagrams and charts in every unit. Some of the pictures are real-life pictures and some of them are drawings. Both people, objects and places are pictured in the units. In some units, the pictures and charts dominate the texts. While this may be a positive side of the book, an important issue for consideration is whether the visual materials are actually integrated into the text. When asked to the teachers, 87 % of them gave a positive answer to the item

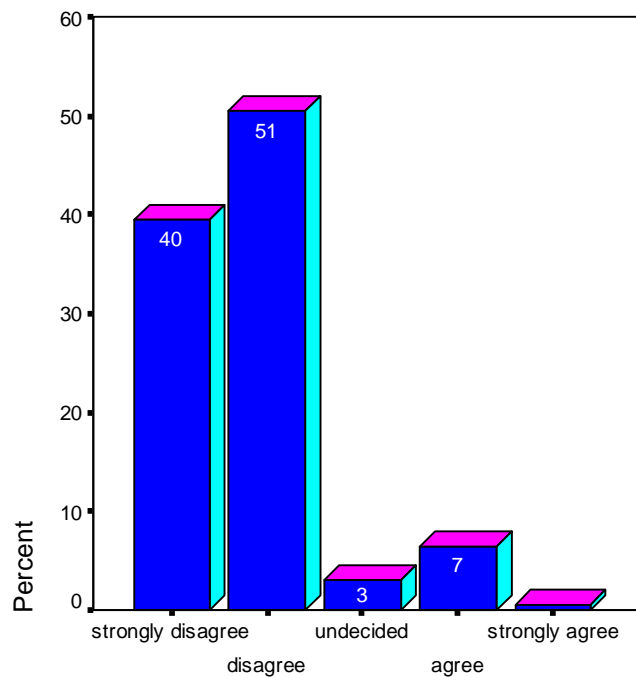
that the visual materials are actually integrated into the text.

Table 1.3 integration of the visual materials into the text



Given closer investigation into the visual materials in the textbook, it is seen that the pictures, diagrams and charts are used to illustrate the points in the texts. They are also used either to teach the vocabulary items or to form a real-life picture of a city described in a text or to practice the numbers, for instance. Thus the visual materials in the textbook serve a purpose and they are not there only for cosmetic value.

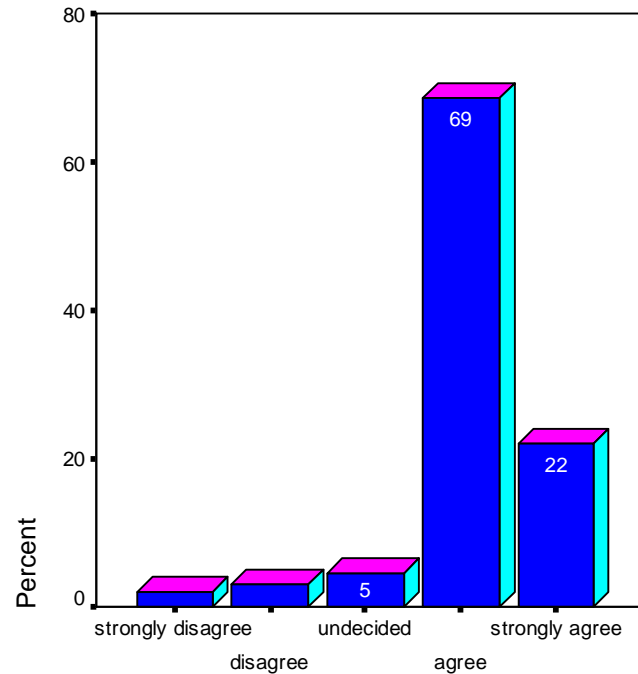
However, when the teachers were asked whether the layout (the arrangement of a page of the book) and presentations were clear, 51% of them disagreed and 40 % strongly disagreed with the item.

Table 1.4 clarity of layout and presentation

This may be because in some units, the texts, dialogues, pictures, charts and diagrams are intensely imbedded in each other, which presents a cluttered page view. Besides there is not a presentation section in the units and the students don't get an idea of what they will learn or practice.

When asked whether there are indexes, vocabulary lists, section headings and other methods of signposting the content, 69 % of the teachers agreed and 22 % of them strongly agreed with the item.

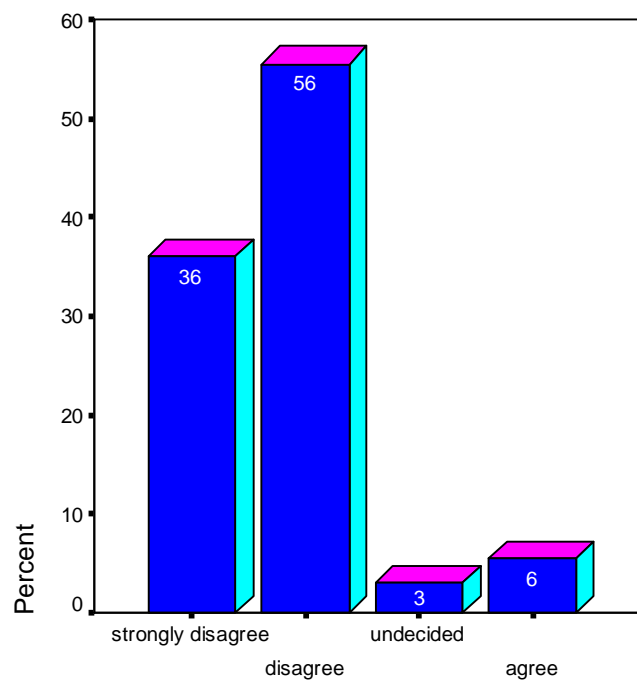
Table 1.5 the presence of the methods of signposting the content



Indexes, vocabulary lists and section headings allow the students to use the material easily both for revision and self study purposes. Thus they are necessary components of a textbook. The textbook is effective in this respect since there is an index of vocabulary items and their location in the text. There are also other appendices like irregular verb forms, list of proper names and numbers.

The last item under the category of practical considerations asked whether the textbook was cost-effective, easy to use and successful in the teaching situation in terms of time, labor and money. 36 % of the teachers strongly disagreed and 56 % of them disagreed with the item.

Table 1.6 success of the textbook in terms of time, labor and money

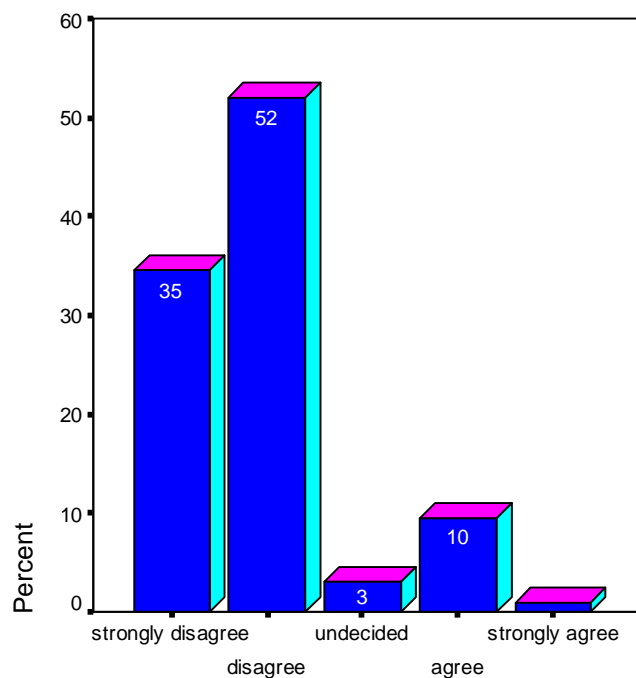


The teachers do not find the book successful in their teaching situations in terms of time and labor. However, for a detailed comment of the teachers on the different components of the textbook, the categories of language content, design and organization, language skills, exercises and activities and cultural considerations will be investigated below.

4.2.2. Language content

The first item under this category asked whether the vocabulary load (i.e., the number of new words introduced in each lesson) was reasonable for the students of that level. 35 % of the teachers strongly disagreed and 52 % of them disagreed with the item.

Table 2.1 vocabulary load

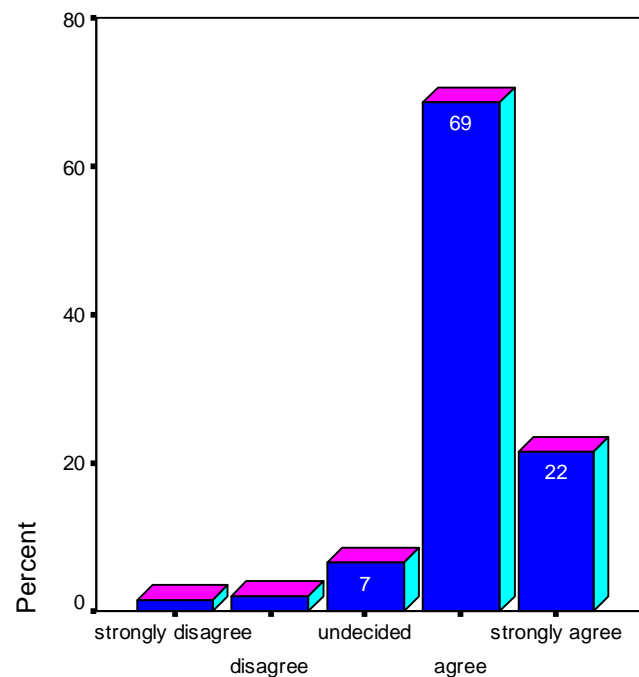


In the open-ended comment section of the questionnaire, the teachers also commented that some texts included a lot of unknown vocabulary items, which made it difficult for the students to understand the text. Actually some units of the textbook introduce nearly twenty vocabulary items. To Tucker (1978), the criteria of entry and re-entry should be applied to both vocabulary and grammatical structures. Texts are suggested to include six words and one or two structures in the first lesson though it may change depending on the age of the learner and the length of the lesson. In the later lessons, on the other hand, the text that consists of six new words in the

beginning lessons may introduce twelve words in the later lessons. Thus the vocabulary introduced in each unit should be carefully controlled.

The second item under this category investigated whether the new vocabulary was repeated in subsequent lessons for reinforcement. 91 % of the teachers responded positively to this item.

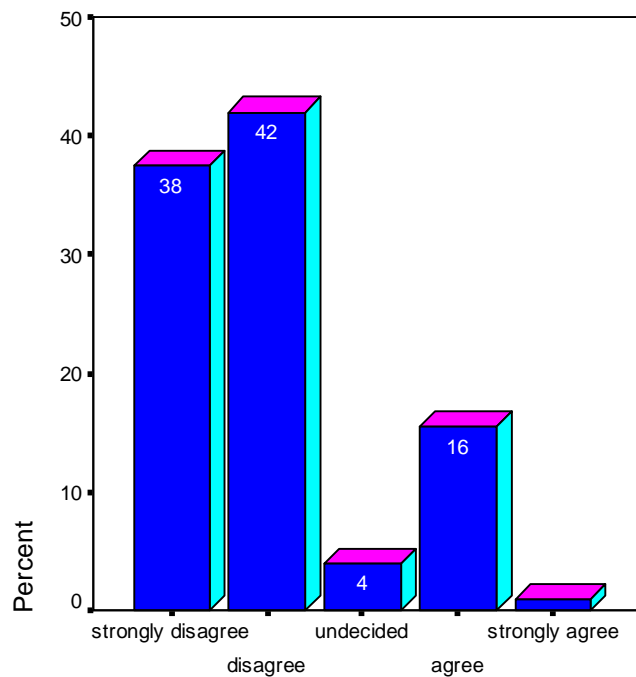
Table 2.2 repetition of the new vocabulary



It indicates that there is an adequate focus on the revision of the vocabulary items in the textbook. Given closer investigation into the textbook, it is seen that this is both in the form of vocabulary practice and the presentation of the previously learned vocabulary in a new text.

Aside from the vocabulary issue, the teachers were asked whether the number of grammar points introduced in each lesson was appropriate.

Table 2.3 appropriateness of the number of grammatical points

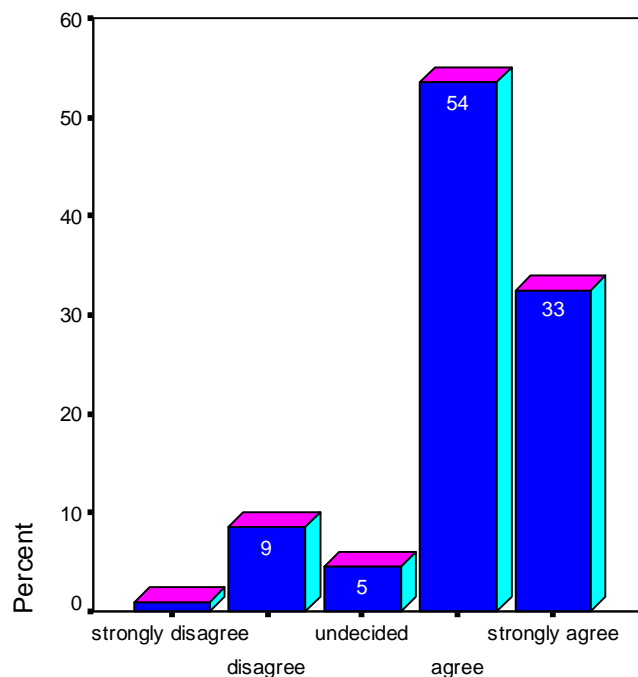


80 % percent of the teachers responded negatively to this item. This may be either because the number of grammar points introduced in each lesson is too much for the students or there are few grammar points presented in each lesson. Given a closer investigation into the textbook, it is seen that there is not a coherence in the number of the grammatical items introduced in each unit. While lesson 3, for example, aims to introduce the past tense of the verb “to be” and the tag questions with be, lesson 7 introduces the structures: will / won’t + you have + N I’ll have + N, would / wouldn’t + you like something to + V, I’d like + N / to have + N, I’d like + to – V, indefinite pronouns: one, nothing, all (pronoun). Lesson 10, on the other hand, introduces possessive pronouns: his, hers, ours, theirs, plural possessives such as the Johnsons’, whose + N...?, one / ones (referential pronouns), which + one / ones...?, the red one / ones, anything + to + V. While the number of grammar items to be introduced in each lesson may change depending on their complexity, Tucker (1978: 227) argues that “for the most beginning learners, a one hour lesson cannot

effectively present more than three structures.”

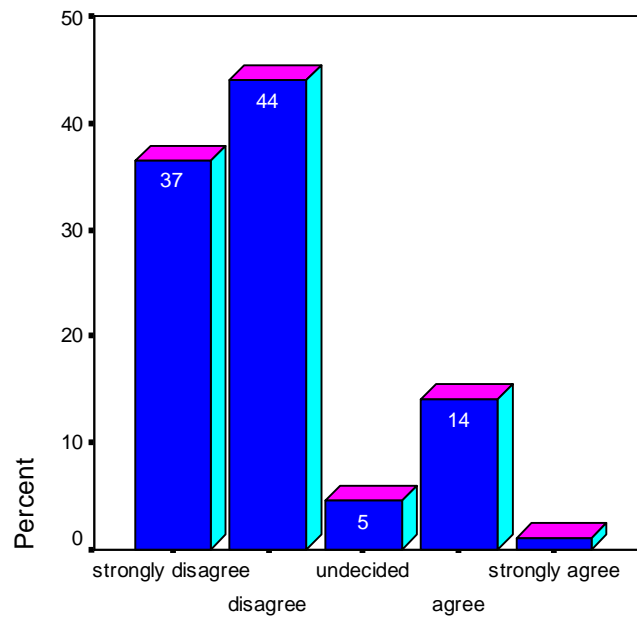
The fourth item under this category investigated whether the sequencing (order) of grammar points was appropriate.

Table 2.4 appropriateness of the order of grammatical points



Most of the teachers responded positively to this item. The textbook presents the grammar items like expressions of indefinite quantity (a few, a little, many, much), present and past form of the verb “to be” early in the course and later follows some pronouns and possessive adjectives, passive structure, models (may, can, could) and comparative and superlative structures. Generally the format follows the rationale of going from easier to more complex structures. The teachers find the sequencing of the grammar points in the textbook appropriate.

As to the revision of the grammar points in the subsequent lessons, 37 % of the teachers strongly disagreed and 44 % of them disagreed with the item that the new structure is repeated in subsequent lessons for reinforcement.

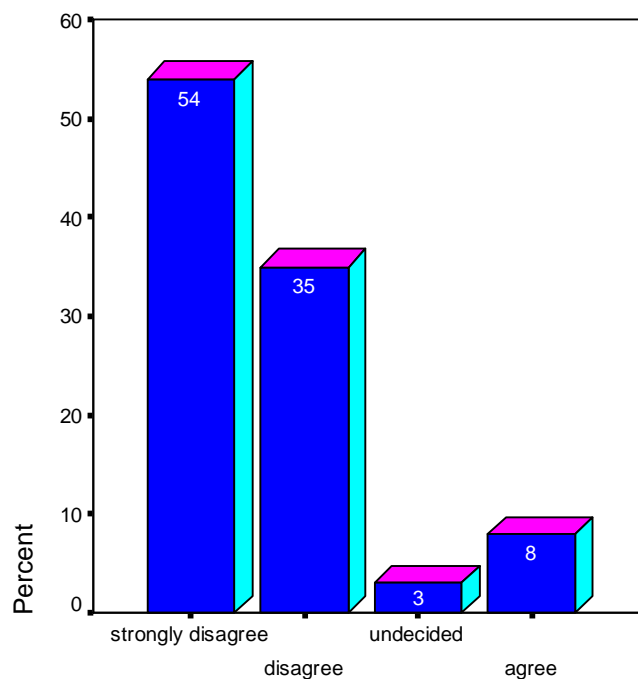
Table 2.5 repetition of the new structure

LC5

The students are presented with a new grammar point in a unit; however, the following units do not offer practice activities for the previously presented language items. After five lessons, there are “check-up” sections which provide a revision of the language items presented in the previous lessons. However, since the following units do not give place to practice activities for the previous grammar points, the items presented in each unit remain unrelated to each other.

When the teachers were asked whether the number of vocabulary and grammar items introduced in each unit are the same, 89 % of the teachers responded negatively.

Table 2.6 the number of vocabulary and grammar items in each unit

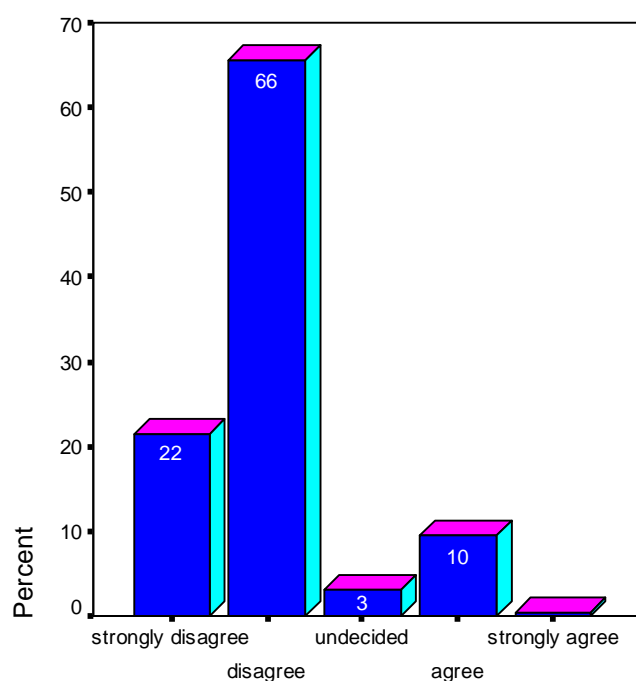


While the textbook presents different number of grammar points in each unit the number of them do not far exceed the number suggested by Tucker (1978), for whom texts should include one or two structures in the first lesson though the number may increase in the later lessons. However, the number of vocabulary items presented in some units in the textbook pose a problem for the students. Some teachers commented that the texts contained too many unknown vocabulary items, which made it difficult for the students to understand the text.

4.2.3. Design and organization

The first item under this category asked whether the textbook contained a sufficient variety of design to interest the learner. 88 % of the teachers responded negatively to this item.

Table 3.1 the presence of variety of design

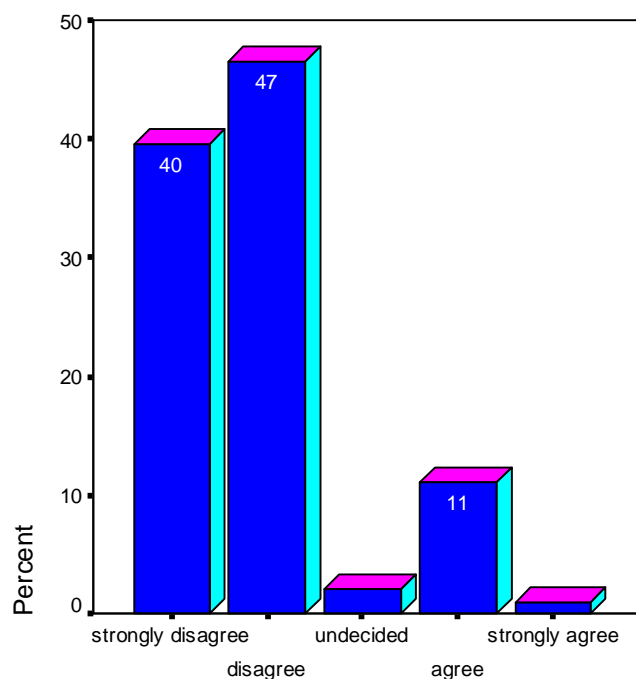


Ellis & Ellis (1987: 90) argue that “a great many people today are educated to be critical about the transmission of information through a display of text, artwork and photograph- to be critical, to react and to select or reject.” Design is argued to set the scene and good design specifies what is going on and there is no need to ask what the things are about. A headline, chapter or unit heading are argued to have a number of purposes such as to attract interest and to summarize what is to be expected. The relevance of artwork and photographs to the theme also plays an important role in textbook design. Pictures serve the purpose of enlightening an obscure text and explaining what is going on and they contextualize and illustrate vocabulary. While

the textbook is rich in terms of photographs, charts and diagrams to illustrate the topics, the teachers do not find the design features in the textbook attractive. It shows that only the richness of the illustrations do not suffice to make the textbook appealing for the teachers and other design related issues concerning the textbook need close examination.

When the teachers were asked whether there was a clear and logical page / unit organization so that the teacher and the students could understand the theme, purpose and intended result, 47 % of the teachers disagreed and 40 % of them strongly disagreed with the item.

Table 3.2 clear and logical page / unit organization



Ellis & Ellis (1987: 91) suggest several design features necessary in a textbook:

- At a glance recognition of what is happening on the page so that the EFL learner and the teacher are both fully aware of theme, purpose and intended result.
- Clear information paths which help the EFL learner and the teacher to understand the relationships between the texts, exercises, artwork and

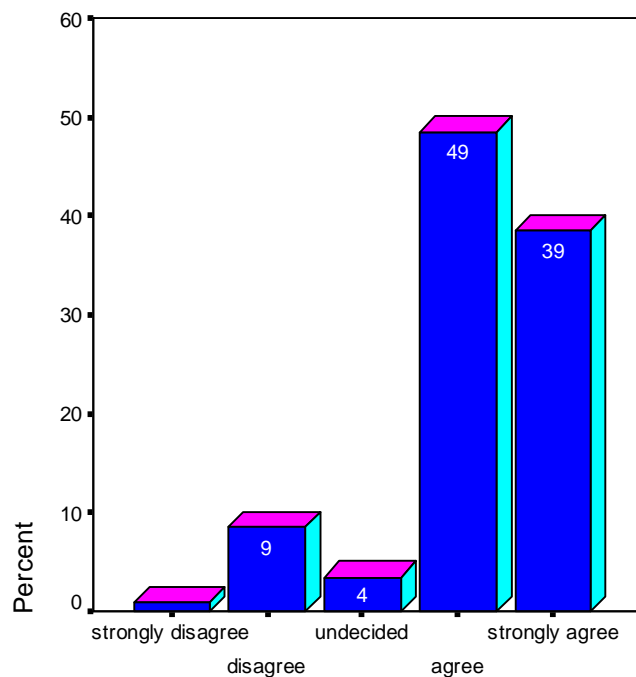
photographs so that they know where to go / what to look at next.

- Accessibility to target group ensuring that both EFL learner and teacher feel that they can relate happily to the material on the page.
- Encouraging both the EFL learner and teacher to feel motivated to use the information which the design is helping to transmit.

When looked at the unit organization in the textbook, the theme, purpose and intended result in a unit are not so clear. Some units contain “practice the dialogue”, “ask and answer”, “complete the paragraph” sections of which purpose and the intended result are not stated. Some units contain reading passages and some sections like “write six sentences like the example” and “listen and repeat”. Some other units contain reading passages and some comprehension questions follow them.

Headlines, chapter or unit headings, however, seem to be a positive design feature in the textbook. When the teachers were asked whether headlines, chapter or unit headings and subheadings helped summarize what was to be expected in a unit, 49 % of them agreed and 39 % of them strongly agreed with the item.

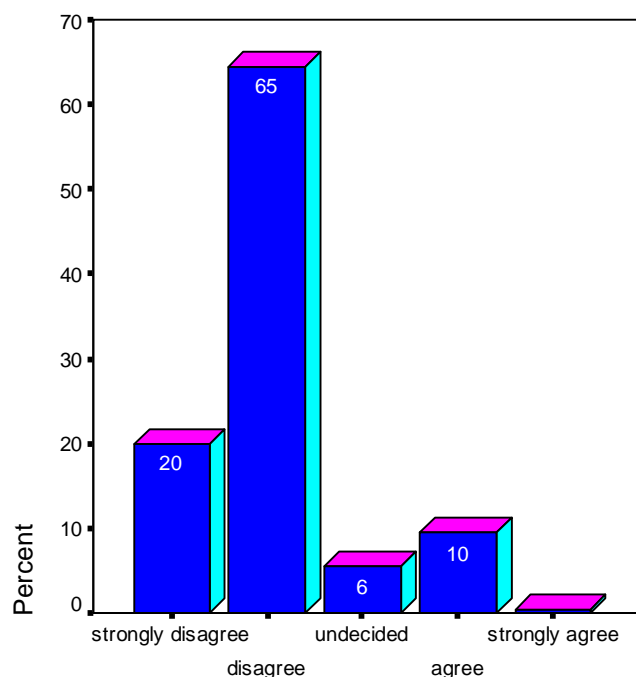
Table 3.3 headlines, chapter or unit headings and subheadings



All the units in the textbook have headings and these help summarize what is to be expected in a unit. However, they remain at the topic level rather than language items to be learned. Lesson three, for example, has the heading “an easier life” and the topic of the reading passage gives information about how today’s housewives’ lives become easier by some inventions like washing machines, vacuum cleaner etc. Lesson four has the heading “going to the zoo” and the reading passage is about the experiences of several people in the zoo.

The other item under the design category asked whether the density and variety of text in the textbook was at the right level for the students. 85 % of the teachers responded negatively to this item.

Table 3.4 the density and variety of text

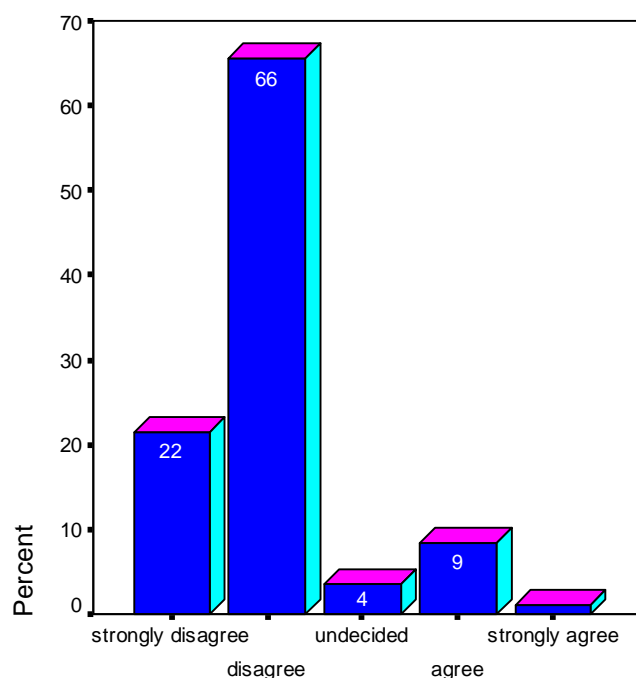


The texts follow a traditional format in the textbook. There are reading passages and some comprehension questions follow them. However, the teachers do not find the density and variety of text in the textbook at the level of the students. Some

teachers commented that the texts were overloaded with too many unknown vocabulary items for the students and that some texts were very long, which made it difficult for the students to concentrate on the whole text. Some teachers commented that the dialogues were simplistic for the students and the students did not want to do the dialogue exercises with great enthusiasm.

When the teachers were asked whether the topics in the textbook were interesting, 88 % of them responded negatively to this item.

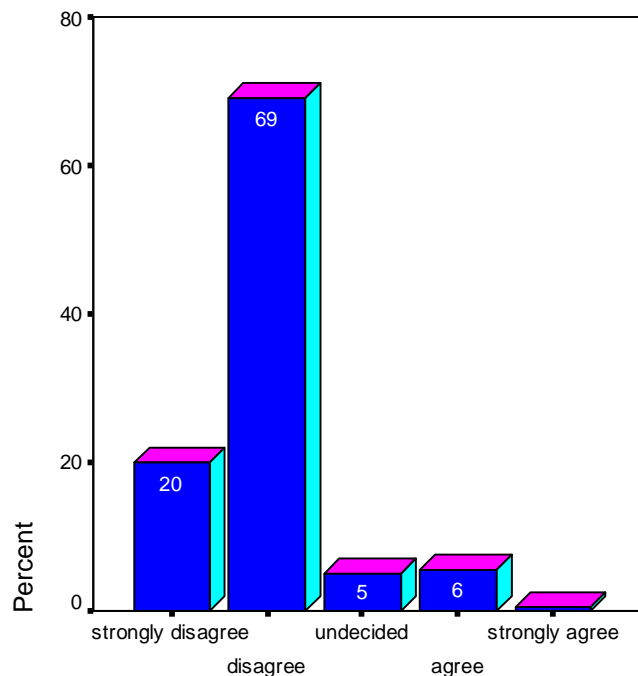
Table 3.5 attractiveness of the topics



Some teachers commented that some texts like zoo story, tales, and the topics of the dialogues were too simplistic for the students and that the students didn't find the topics interesting. Most of the texts in the textbook are prepared for pedagogic purposes. While this may be helpful for the students to practice the language items, the attractiveness of the topics is ignored.

The last item under this category asked whether there was a coherence in unit format. 89 % of the teachers responded negatively to this item.

Table 3.6 coherence in unit format

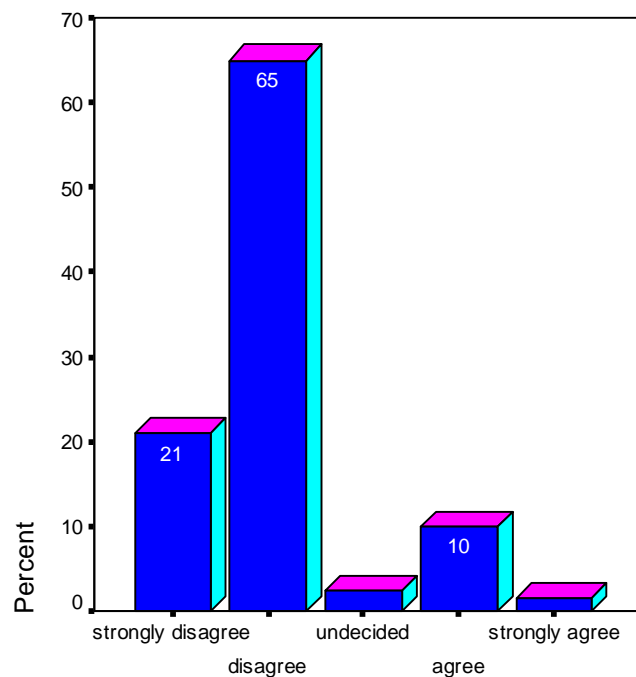


Ellis & Ellis' cohesion criteria examines the design cohesion, in terms of whether the various components of the book hold together, visually, and in terms of accessibility, whether the pages of a unit have a coherence about them which is instantly recognizable, and whether each page is coherent within itself. The textbook offers a variety of content among units. However, some teachers commented that some units were overloaded with dialogues and "practice the dialogue" sections and some were overloaded with difficult texts for the students. While the variety of content in unit design would be expected to be successful the subsections in the units are criticized by the teachers. Some units offer dull repetition of dialogues and some units offer reading texts and comprehension questions to be answered. Moreover, there seems to be a gap in the link among the units and each unit seems to be unrelated to each other. Various other points related to language skills and exercises and activities in the design will be discussed below.

4.2.4. Language skills

The first item under this category investigated whether the reading passages were suitable for the students' level and interest. 86 % of the teachers responded negatively to this item.

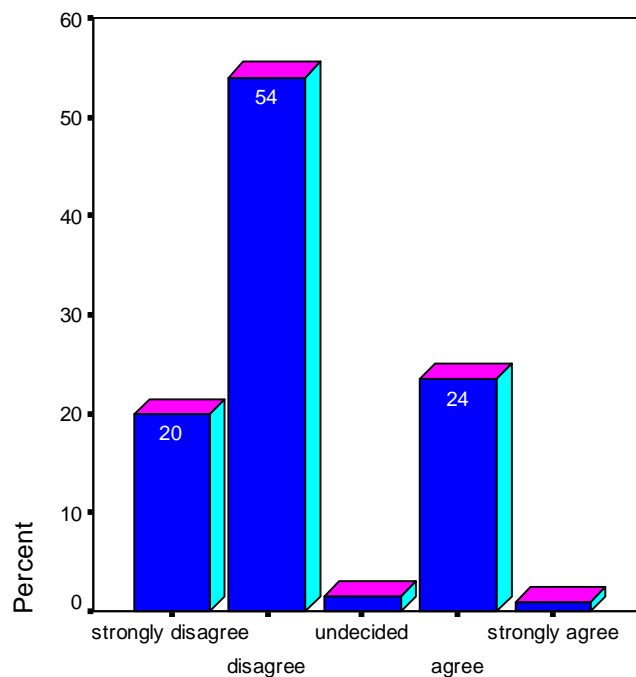
Table 4.1 appropriateness of the reading passages for the students' level and interest



Some of the teachers pointed out that most of the texts did not attract the students' attention. While some texts which introduce the biographies of well known people and songs and poems are reported to be interesting for the students, some other texts like historical events and tale like texts are reported to be boring for the students. Some of the teachers also maintained that the content of the dialogues were simplistic for the students.

The second item under this category investigated whether there was an adequate treatment of pre-reading and post-reading activities in the textbook. 74 % of the teachers responded negatively to this item.

Table 4.2 adequate treatment of pre-reading and post-reading activities



Beatie et al. (1984: 204) argue that “reading skills must be as explicitly addressed in first year texts as pronunciation skills and grammatical mastery”. Pre-reading strategies provide the students with background knowledge before reading a passage. Beatie et. al. (1984: 205) argue that

Guidelines should mention techniques such as looking at questions and photographs before reading a passage in order to discover its topic and organization, making hypotheses about its content, reading first for concept and then for detail, working by paragraphs, re-reading before reinforcement, and isolating verbs, subjects and objects as a strategy for understanding.

Besides exercises preparing the students for using different types of reading strategies for different purposes such as scanning, skimming, distinguishing reading for main ideas from reading for detail are strongly suggested. In terms of passage introductions, on the other hand, these should be designed to provide a context to assist learners in reading. Information which raises the students’ expectations about the content of a passage, introductions helping the reader recall personal experiences

which could be helpful in interpreting a text, questions to elicit the students' prior knowledge raise as important issues in pre-reading phase.

Given closer investigation into the textbook it is seen that there is almost no place to pre-reading activities. Lessons 2, 3, and 4, which begin with a reading passage, for example, do not employ any pre-reading activity. There is also not a satisfactory treatment of post reading activities in the textbook. A dialogue in unit one, for example, is followed by some comprehension questions, a reading passage in lesson 3 is followed by yes / no type post reading questions.

Regarding the issue of post-reading strategies, Beatie et. al. (1984) argue that most reading texts mostly rely on a single type of post reading device: comprehension testing. In the post reading phase, the general format adopted is that some content questions to check the students' comprehension of what they have read follow the reading text. However, Beatie et. al. (1984) argue that there are different types of comprehension testing which would provide not only variety but also effective learning. Direct comprehension testing, for example, should not allow the students to respond by quoting a sentence from the passage since what is tested here is the students' comprehension of the question, not of the reading.

While comprehension testing of specific facts is important, at least some content questions should be phrased in such a way that the students must recall the passage globally, rather than phrase by phrase, in order to respond, the same requirement holds for true / false, multiple choice, fill in, or completion items (Beatie et. al., 1984: 208).

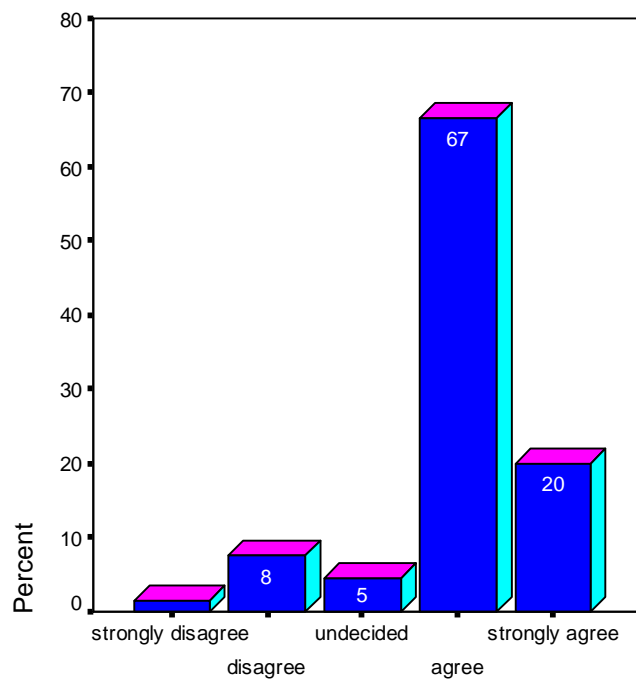
One type of exercises suggested which can accomplish indirect comprehension testing is summary or paraphrase. The other type of post-reading exercise that is suggested is reprocessing: "exercises that take students back into the passage they have already read and comprehended oblige them to work with it in other ways and thus reinforce their learning of vocabulary and structures as well as their reading skills" (Beatie et. al., 1984: 208). One such exercise is called close testing. After students read a passage they are presented another passage related to the previous one in which a word of the text is replaced with a blank. A close test provides the

students with the opportunity to use their knowledge of the grammatical and the semantic context to insert the appropriate word. Beatie et. al. (1984) argue that some reprocessing exercises can be purely mechanical: students can be asked to underline all verbs, personal pronouns and nouns in the passage. Others can be more meaningful.

Students may be asked to identify the key ideas, the organizational principles (e.g., do a post hoc outline of the passage), or rhetorical devices of the passage they have read, to describe the biases or assumptions inherent in the passage, to make cross-cultural comparisons based on its content (Beatie et. al., 1984: 208).

The other item under this category investigated whether there was an enough focus on developing listening skill in the textbook. 87 % percent of the teachers responded positively to this item.

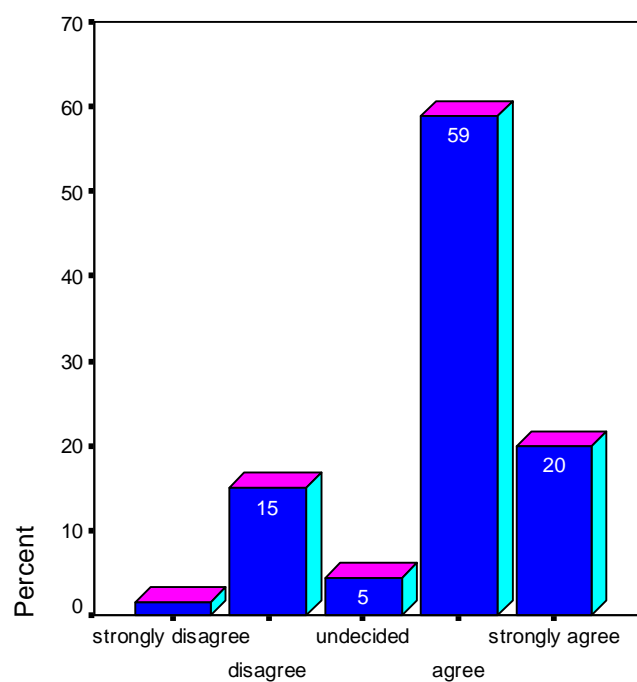
Table 4.3 adequate treatment of listening skill



The textbook is accompanied by two cassettes and there are “listen and repeat”, “practice the dialogue” sections which focus on developing listening skill. Besides, various types of listening exercises are offered in the textbook. In lesson 6, for example, there is a plan of a hotel in which some places are marked with numbers. An English tourist is talking to her Turkish guide at their hotels and the students are asked to write the names of five places of interest on the plan. In lesson 8, there is a chart in which there is a list of a student’s courses and the students are asked to listen to the student’s talk from the cassette and write down her grades. The textbook offers a variety of listening activities in different units.

The next item under this category investigated whether the textbook offered a variety of practice to develop speaking skill. 79 % of the teachers responded positively to this item.

Table 4.4 adequate treatment of speaking skill

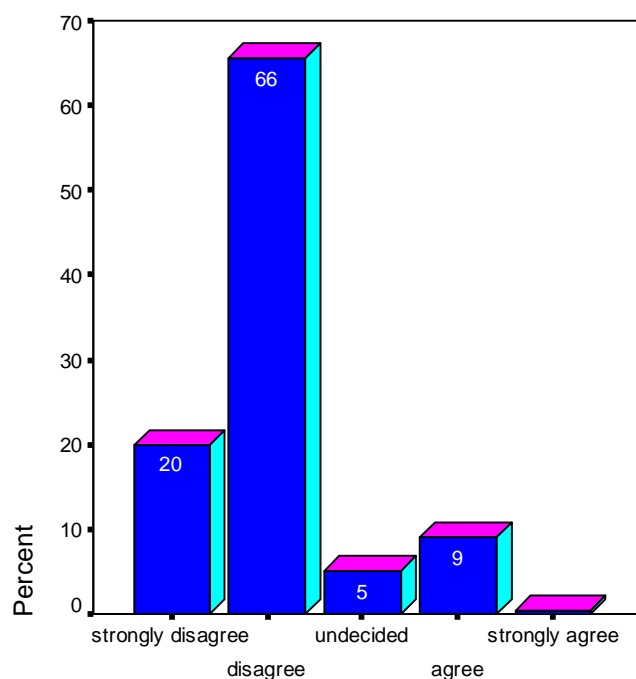


Given a close investigation into the textbook it is seen that “practice the dialogue” sections dominate most of the units. A variety of activities to develop speaking skill is offered. A sample dialogue, for example, is read by the students and then they are asked to write a similar dialogue and practice it in the class. There are substitution

drills in the dialogues where some of the words are substituted by the names of some objects presented as pictures. Pair work activities dominate the speaking activities. The students are asked to work in pairs and do some speaking exercises like information gap activity.

When the teachers were asked whether there was enough focus on developing writing skill in the textbook, 86 % of them responded negatively to this item.

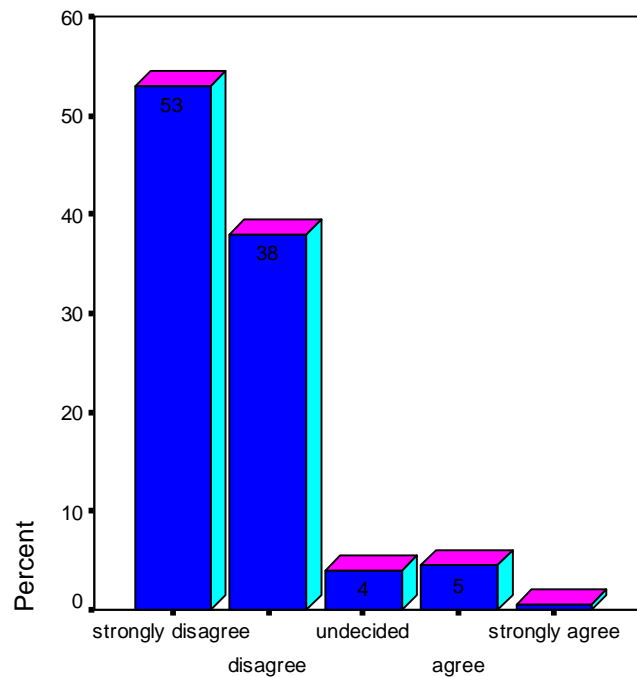
Table 4.5 adequate treatment of writing skill



When the units are examined it is seen that there is little focus on developing writing skill. Writing practices hardly go beyond the sentence level. In some units, the students are asked to write sentences using some of the language items learned. In the others the pictures of a series of events are presented and the students are asked to write sentences under the pictures. In some other units, a sample sentence in which a new language item is presented is given and the students are asked to write similar sentences. In general, however, there is not an adequate treatment of writing skill practice in the textbook.

The last item under this category investigated whether the skills were integrated in the textbook. 91 % of the teachers responded negatively to this item.

Table 4.6 adequate treatment of integrated skills work

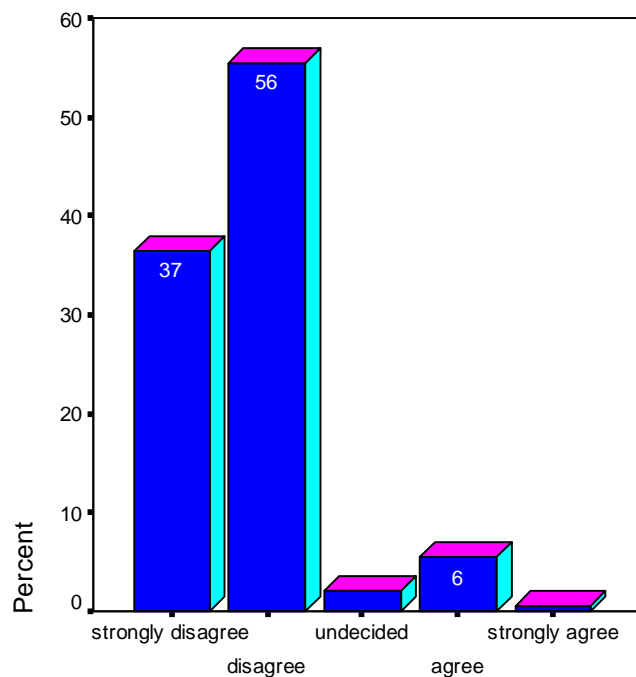


The textbook hardly offers an integrated skills work. Speaking and writing skills, however, are integrated in some units. There are, for example, “practice the dialogue” sections where the students are asked to listen to the dialogue and repeat it. Then the students are asked to write a similar dialogue working in pairs. In some units, on the other hand, listening and writing skills are integrated. Lesson two, for example, presents a listening passage between a doctor and a patient about diet and the students are given a list of advice that they are required to use in forming their own sentences. Thus, while the textbook offers some integrated skills work the focus on such practices is not adequate.

4.2.5. Exercises and activities

The first item under this category investigated whether the activities in the textbook were interesting for the students. 93 % of the teachers responded negatively to this item.

Table 5.1. Attractiveness of the activities

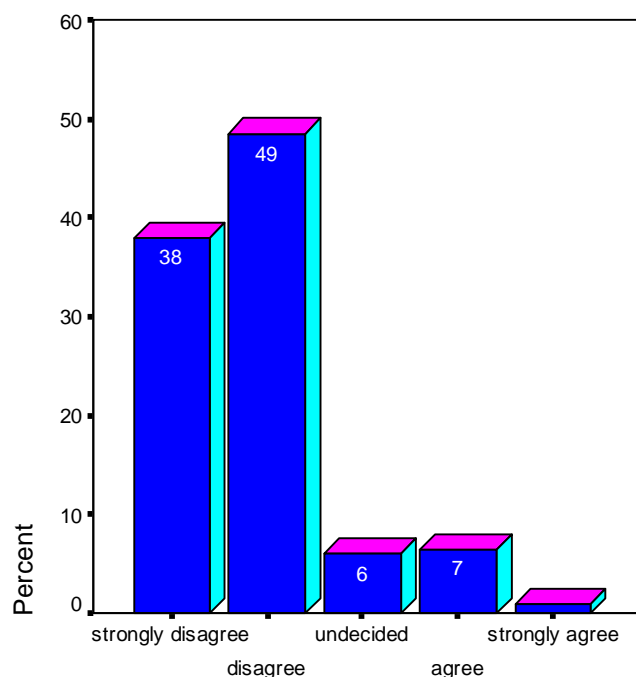


Some teachers maintained that the topics of the dialogues were simplistic for the students. Some teachers argued that the substitution exercises related to dialogues were boring for the students since it was a dull repetition of a series of substituted vocabulary items on the same topic. While such exercises might be useful for learning new vocabulary items and also grammatical points, they have the danger of losing the students' interest in the class. Similarly, some teachers pointed out that there were "ask and answer" sections which presented a mechanical language practice and which were boring for the students. These sections include some charts in which new grammar items are presented in sample sentences. The students are asked to work in pairs and form sentences like the ones in the chart. It is observed that such exercises do not have a link with the students' own experiences. While

they might be useful for practicing the language points they do not offer meaningful language use.

When the teachers were asked whether there was an adequate treatment of activities which promoted meaningful language use (as opposed to mechanical exercises), 87 % of the teachers responded negatively to this item.

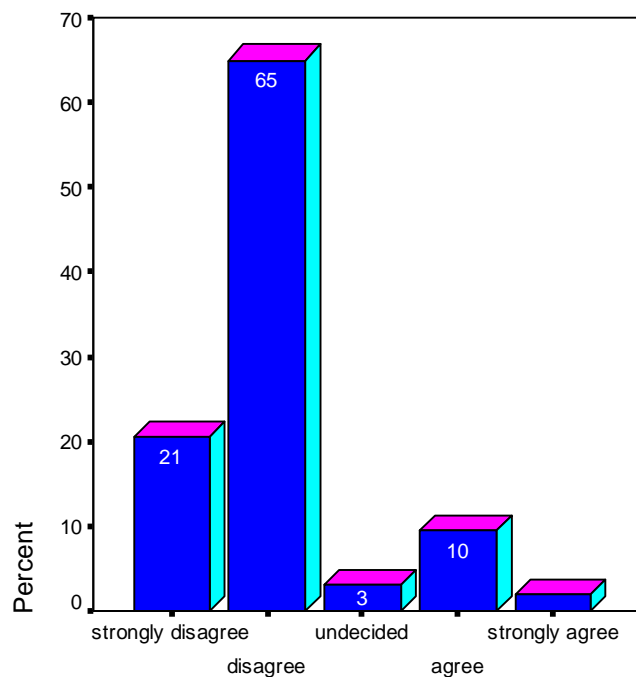
Table 5.2 the presence of meaningful activities



Some units which include texts have comprehension questions and some practice activities which target at practicing the new grammar item. Some of these exercises include matching sentences from two boxes, filling in a chart by looking at the text or answering true / false questions. Some units which include dialogues are followed by exercises in the form of making a similar dialogue or substitution dialogue exercises which require the students to substitute some vocabulary and grammar items given in pictures and charts. While these pedagogic exercises might be useful for the students, the practice activities which promote meaningful language use are mostly ignored in the textbook. Such meaningful language practice would be in the form of tasks which promote meaningful language use.

The next item under this category investigated whether the activities in the textbook provided a variety of interaction opportunities (groupwork, pairwork etc.) for the students. The majority of the teachers responded negatively to this item.

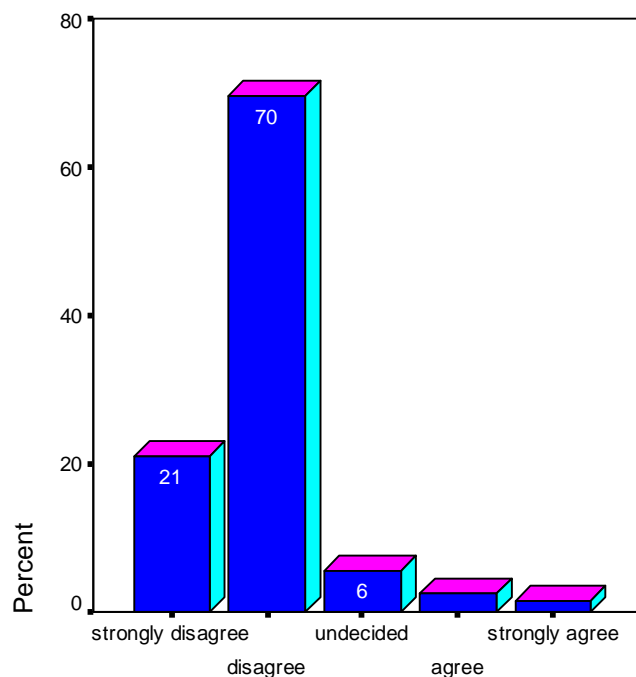
Table 5.3 the presence of activities for interaction



There are some dialogue activities in different units. These are in the form of “listening to a dialogue from the cassette” and “practicing it in pairs”, “forming similar dialogues” and “completing a half-written dialogue”. There are, on the other hand, few role play activities and group work activities. The content of these dialogues, on the other hand, receives criticism by some of the teachers. Some teachers held that the topics of the dialogues were simplistic for the students. Some teachers also maintained that mere repetition of the dialogues by the students and the substitution dialogue exercises were boring for the students.

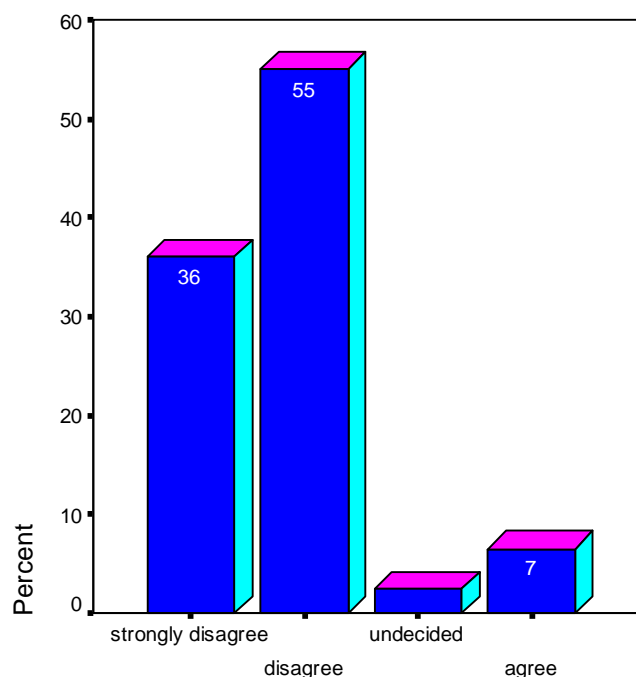
When the teachers were asked whether the activities in the textbook promoted critical thinking (i.e., analysis, synthesis, interpretation), 91 % of the teachers responded negatively to this item.

Table 5.4 the presence of activities promoting critical thinking



Some dialogue exercises in the textbook ask learners to read the dialogues in pairs or to do substitution exercises in the dialogues. The reading texts, on the other hand, are followed with comprehension questions or true / false questions which lead the students to find some information given in the text. While such exercises are useful in some respect, some other type of exercises would also be useful in terms of critical thinking. Paraphrase or summary exercises in which the students paraphrase what they have read, reprocessing exercises which take the students back into a text that they have read and ask them to work with it in different ways or exercises which require the students to find out the key ideas in a text would also offer a variety in exercises.

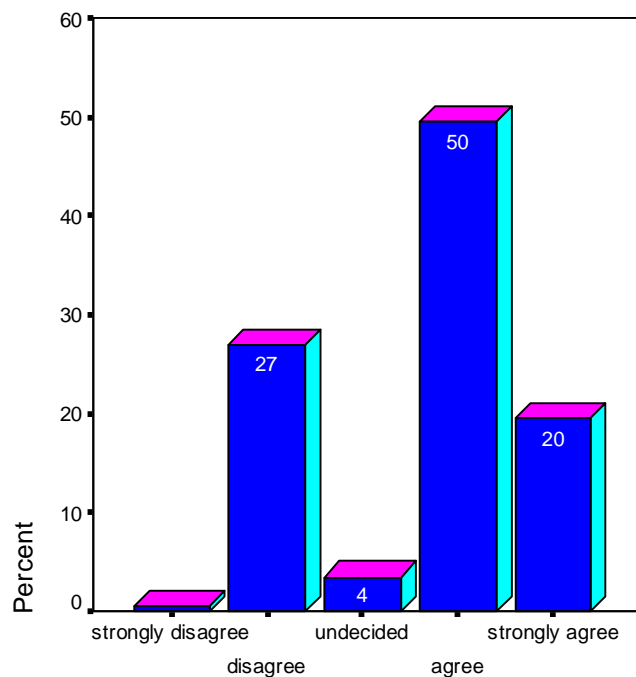
The next item under this category investigated whether there was an adequate amount of activities for practicing language (vocabulary, grammar) in the textbook. 91 % of the teachers responded negatively to this item.

Table 5.5 the presence of activities for practicing language

The textbook introduces the grammar items in sample sentences in charts and the students are asked to form similar sentences in the sections as “ask and answer”, “write your sentences” and “fill in the blanks”. However there is not an adequate amount of such activities for the students to practice the language items. Some teachers maintained that the students had difficulty in mastering the language points and that they mostly needed to provide additional activities for the students to master the language points. Some teachers also held that they used additional materials which focus on grammar items as a whole. In short, the amount of activities focusing on language points in the textbook is not found adequate by the teachers.

The last item under this category investigated whether the activities were appropriate for the level of the students. 70 % of the teachers responded positively and 27 % of the teachers responded negatively to this item.

Table 5.6 the appropriateness of the activities for the students' level

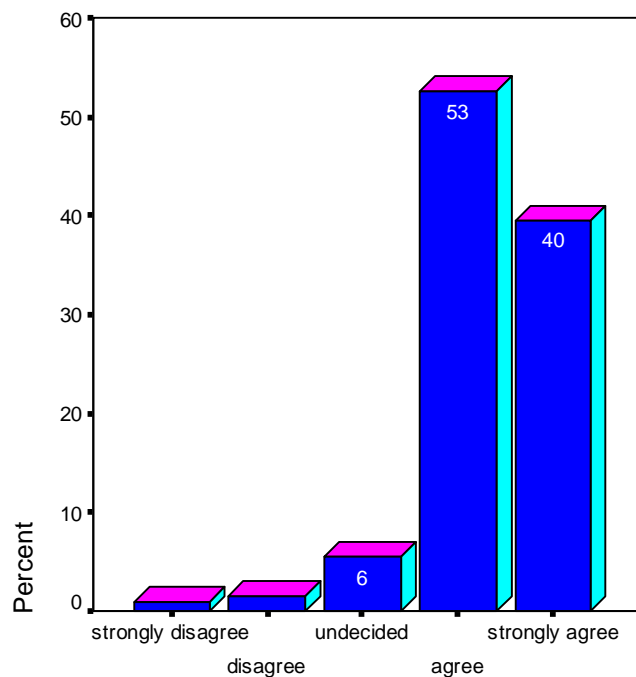


Although most of the teachers criticize the activities in the textbook as they are not interesting for the students, they do not give an adequate amount of emphasis on meaningful language use and they do not promote critical thinking in the previous items, 70 % of the teachers think that the present activities in the textbook are appropriate for the level of the students. It indicates that the students, generally, do not have difficulty in doing the exercises in the textbook but also that some other types of exercises should also be provided for the students to be involved in them with more enthusiasm and to develop meaningful language use, to gain a mastery of grammar items and to develop critical thinking.

4.2.6. Cultural considerations

The first item under this category investigated whether there was an adequate treatment of native culture (Turkish culture) along with target culture (English culture) in the textbook. 93 % of the teachers responded positively to this item.

Table 6.1 adequate treatment of native culture along with target culture

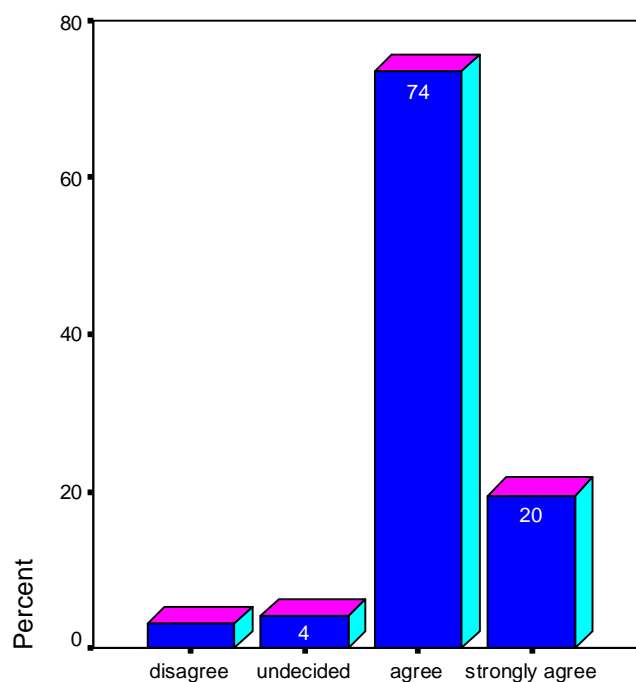


It is observed that there is a plenty of Turkish cultural elements in the units of the textbook. Lesson two introduces the province of Trabzon, its geographical location, economic wealth, interesting places for tourists. The pictures illustrate the cultural features of the city. Lesson three which aims to present the past form of verb “to be” gives a comparison of the present and past of Ankara, which is the capital of Turkey. The exercise sections also include the pictures of touristy places in Turkey. Lesson four presents a page from Tom’s diary which includes target culture features like sports and football matches. The text in lesson five is about two foreign characters’ visit to some touristy places in Turkey, to which the pictures of the places and some pictures which illustrate Turkish folk dances accompany. Lesson eight gives place to

the map of Turkey on which the names of some places are given and the picture of the objects which they are famous for are presented. Lesson nine includes a text about the growth of grapes in Turkey. Thus, the textbook offers a plenty of Turkish cultural elements in the textbook.

The next item under this category investigated whether the characters in the textbook represented people from different socio-economic class, age and occupation. 94 % of the teachers responded positively to this item.

Table 6.2. representation of the characters from different socio-economic class, age and occupation

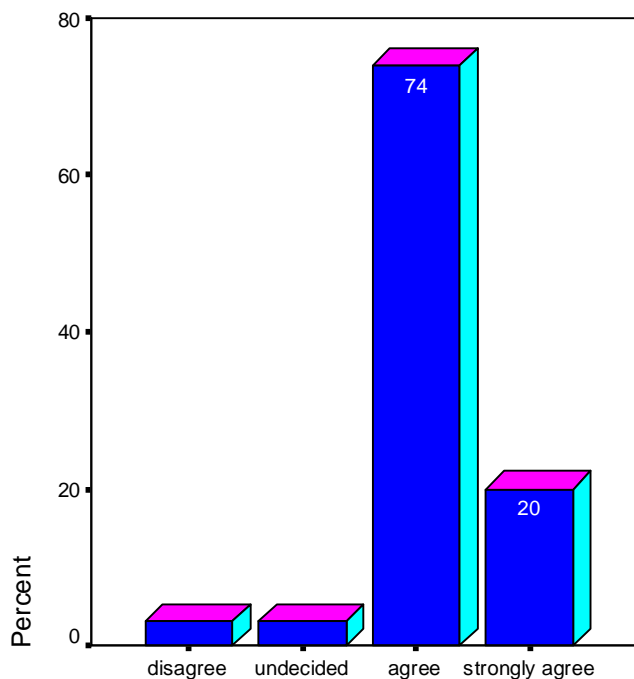


The textbook successfully represents people from different socio-economic class, age and occupation. Lesson four includes a song about a farmer. Lesson five introduces a text about two young characters' visit to Turkey. The pictures in the exercise section illustrate some old people, a young running girl, a young tennis player and a group of young people playing Turkish folk dance. Lesson six is about a group of young people having a picnic. Lesson seven presents a series of dialogues. The first dialogue is between a group of middle aged women having a tea party. The

second dialogue pictures a group of young people chatting with each other. The third dialogue is among middle aged women and the last dialogue is between an air hostess and a passenger. The reading passage in lesson seven is about a day in the life of a waiter. Lesson eight presents dialogues among four middle aged businessmen. Lesson nine presents a reading passage about the growth of grapes in Turkey and the pictures of people working on the grape field are included in the unit.

The next item under this category investigated whether the characters in the textbook existed in a social network. 94 % of the teachers responded positively to this item.

Table 6.3 the characters exist in a social network

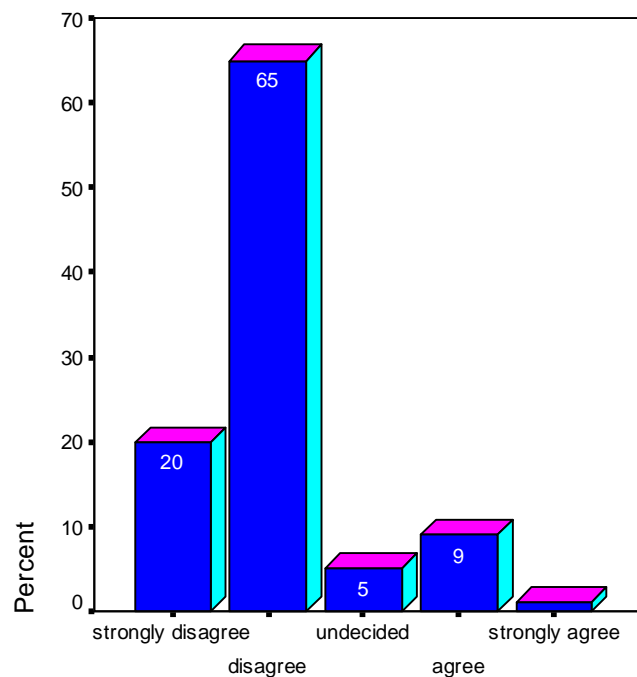


Some units include texts about the experiences of a group of young people going on a holiday or having a picnic. “Check up one” section presents a picture of a group of students in the class. Lesson seven includes dialogues among different groups of people who are close friends and also an air hostess and a passenger. Lesson eight pictures bussiness people who are talking about bussiness travel. Lesson ten presents a dialogue between a teacher and his students and another dialogue between a doctor

and his patient. Lesson fifteen introduces a female character's family. Thus, the characters in the textbook mostly exist in a social network and they are not there in isolation without any social connection.

The next item under this category investigated whether the characters in the textbook were realistic (like real life characters their fears, hopes and hates are reflected in the textbook) 85 % of the teachers responded negatively to this item.

Table 6.4 realistic nature of the characters

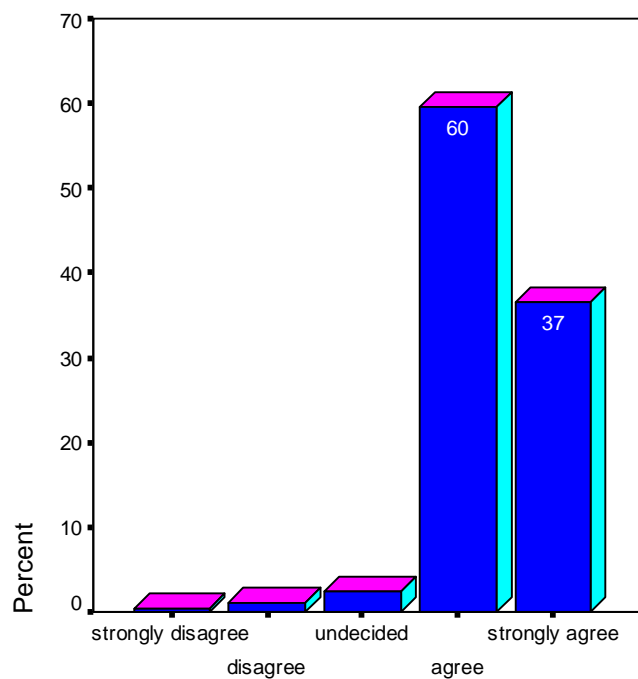


To Cunningsworth (1985) the representation of the realistic nature of the characters depicted in the textbook is also of great importance. The complete picture of characters with all their affective aspects should be represented in the textbooks. Given a closer investigation into the textbook it is seen that the characters are represented as happy people. All affective sides of the characters like their fears, hopes, loves and hates are not depicted in the textbook. Lesson five and “check up one” represent a group of people enjoying their holidays. Lesson six includes a text about a group of people going on a picnic and lesson seven pictures some dialogues among a group of friends who are having a tea party. While the depiction of the

characters as happy people is by no means wrong, their fears, hopes and hates should all be reflected if the characters would have a realistic nature.

The next item under this category investigated whether there was an equal representation of men and women in the textbook. 97 % of the teachers responded positively to this item.

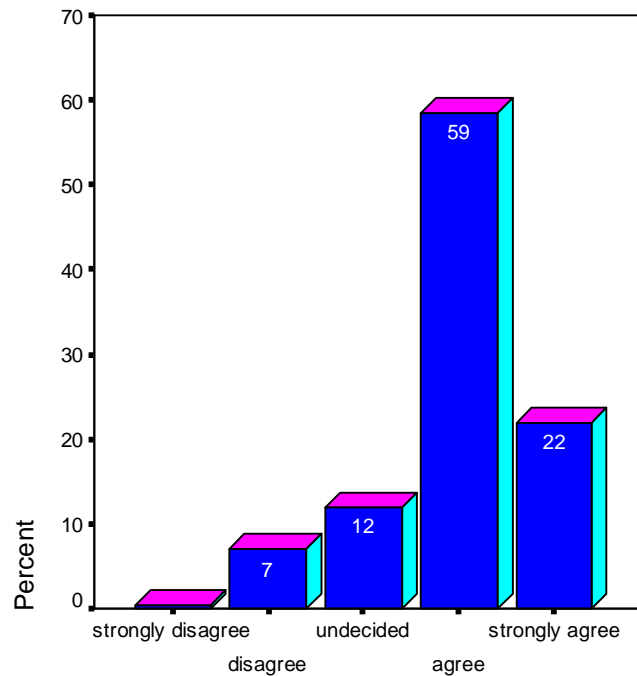
Table 6.5 equal representation of men and women in the textbook



The textbook successfully represents both men and women in its content. In an exercise in lesson two which pictures four people and their belongings, two of the people are male characters and two of them are female characters. Lesson five pictures both male and female characters. “Check up one” section gives an illustration of a group of friends enjoying their holidays on the beach. Two male and four female characters are pictured in the unit. Lesson six presents two dialogues. One is between two male characters and the other is between two female characters. The other units also include dialogue sections in which both men and women are represented equally.

The last item under this category was about whether the women were given the same roles as men (e.g. doctor, teacher) and they were not presented as passive participants. 81 % of the teachers responded positively to this item.

Table 6.6 the representation of women in the same roles as men



While a dialogue in lesson seven pictures an air hostess serving a male passenger, another dialogue pictures a waiter serving two women at a restaurant. Lesson nine is about the growth of grapes in Turkey and the people working on the farm are both male and female characters. While the “practice the dialogue” section in lesson ten presents a picture of a male teacher, “check up three” section presents a woman character as a teacher. In “check up two” section, there is a photograph of a butcher’s and a male character is represented as the butcher. In “check up three” section, on the other hand, a woman character is pictured as a sales person in a store. Throughout the book both male and female characters are assigned the same roles and the women are not pictured as only passive participants. Thus the women do not suffer from traditional stereotypical roles such as doing the dishes, cooking and

taking care of children. The textbook is rather successful in the representation of men and women in the same roles.

4.3. Further remarks on results

The results of the teachers' questionnaire indicate the strengths and weaknesses of the textbook Spotlight on English as follows:

In terms of practical considerations the majority of the teachers think that the textbook is effective in terms of cover and page appearance and that it contains a sufficient amount of visual materials. These visual materials are found to be integrated into the text. The teachers think that the textbook includes indexes, vocabulary lists, section headings and other methods of signposting the content that allow the students to use the material easily. However, the layout of the textbook is the part that receives criticism by the teachers and the majority of the teachers claim that the textbook is not successful in their teaching situation.

In terms of the language content, the treatment of vocabulary load in each lesson is not found appropriate by the teachers. However, the teachers argue that the new vocabulary is repeated in subsequent lessons for reinforcement. The number of grammatical points introduced in each unit, the repetition of the new structure in subsequent lessons for reinforcement and the number of vocabulary and grammar items in each unit are the parts that receive criticism by the teachers. The order of grammatical points, on the other hand, is found to be appropriate.

In terms of design and organization, most of the teachers think that the textbook does not contain a sufficient variety of design to interest the learners and that there is not a logical page / unit organization in the textbook. While there is a general consensus on the part of the teachers that headlines, chapter or unit headings are well designed, the density and variety of text in the textbook are not found at the right level for the students. The topics in the textbook are also criticized as they are not interesting for the students. The teachers also think that there is not a coherence in unit format.

In terms of language skills, the reading passages are not found suitable for the students' level and interest. Besides the results indicate that there is not an adequate treatment of pre-reading and post-reading activities in the textbook. While the teachers think that there is an enough focus on developing listening and speaking skills in the textbook, they argue that there is not an enough focus on developing writing skill and that integrated skills work is inadequate in the textbook.

In terms of exercises and activities most of the teachers think that they are not interesting for the students. Besides the general consensus among teachers is that there is not an adequate treatment of activities which promote meaningful language use. While the majority of the teachers argue that the amount of group work and pair work activities are adequate, the amount of activities that promote critical thinking is found inadequate. The present activities in the textbook, however, are found to be appropriate for the level of the students but there is one additional criticism that there is not an adequate amount of activities for practicing language (vocabulary, grammar).

In terms of cultural considerations, the teachers think that there is an adequate treatment of the native culture along with the target culture in the textbook. Most of the teachers argue that the characters in the textbook represent people from different socio-economic class, age and occupation and that the characters in the textbook exist in a social network. The equal representation of men and women in the textbook is also found to be appropriate by the teachers. While the characters in the textbook are not found to be realistic, most of the teachers think that women are represented in the same roles as men and that they are not presented as passive participants.

Based on the data collected, it is seen that the textbook has major weaknesses especially under the categories of language content, design and organization, language skills and exercises and activities. The sample units from the suggested textbook model presented in the following chapter aims to compensate for these weaknesses and to suggest how a possible textbook model might look like.

CHAPTER 5. DESIGNING AN ELT PRIMARY SCHOOL TEXTBOOK MODEL

5.1. Sample units from the present book

LESSON 3

Ankara Past and Present

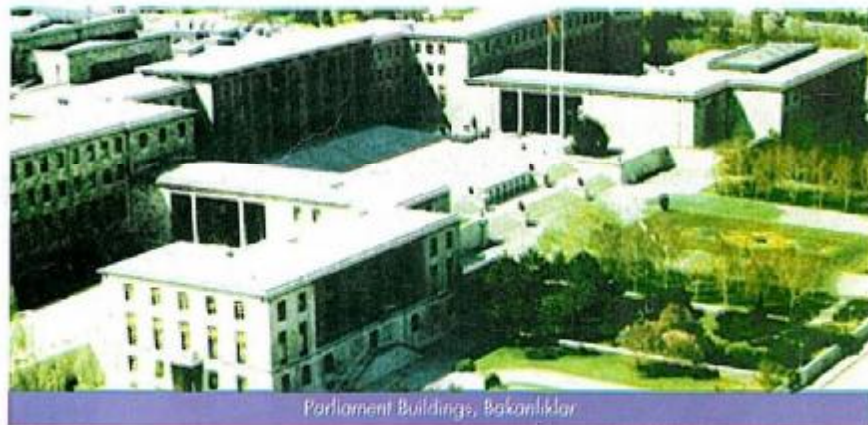
A

Reading



Old Parliament Building, Ulu

Ankara is the capital of Turkey. It is a big city. The population is over three million (3,000,000) now. It is full of big public buildings. There are the Parliament Buildings in Bakanlıklar, the National Library in Bahçelievler, and the Kocatepe Mosque. There are six universities and many schools. There is a railway station and a big bus station in the city. There is an airport, too. Ankara is a modern city with many parks, hospitals, museums, hotels, and theatres; but the most important building is the Atatürk Mausoleum.



Parliament Buildings, Bakanlıklar

Before 1922, Istanbul was the capital and Ankara was only a small town. In 1927 the population of Ankara was only 74,553. Even in the 1940s, there were not many big public buildings. There was a small parliament building in Ulu. The National Library was a small building in Yenisehir. There were only fields and little houses in Kocatepe. There was only one university and that was Ankara University. There was a train station and a small airport, but no big bus station. There were few hospitals, hotels and theatres. There was no mausoleum for Atatürk until 1953.

1 Give short answers to the questions on the reading in SB 3A.

1. Was Ankara the capital in 1915?
2. What was the capital in 1915?
3. Was Ankara a big city or a small town in 1910?
4. Wasn't the population over fifty thousand in 1927?
5. Wasn't the Parliament Building in Yenisehir in the 1940s?
6. Where was it?
7. In the 1940s, how many universities were there in Ankara?
8. Where was the National Library in the 1940s?
9. Were there many hospitals in Ankara in those days?
10. Was there a mausoleum for Atatürk before 1953?

2. Ask and answer.

Examples:

S₁: Paris is the capital of France, isn't it?

S₂: Yes, it is.

S₁: London isn't the capital of Ireland, is it?

S₂: No, it isn't.



3C

1 Listen and practise.

JANUARY • 1998						
s	m	t	w	t	f	s
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

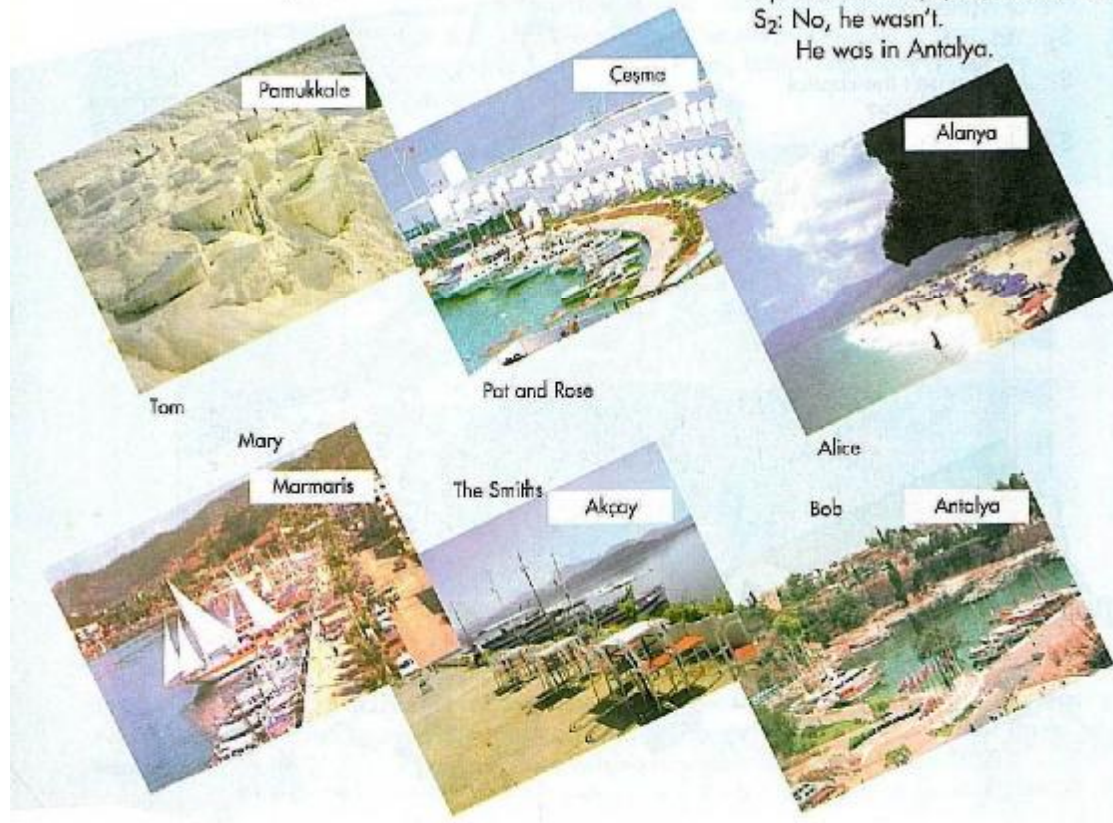
4 Ask and answer about the people's holidays.

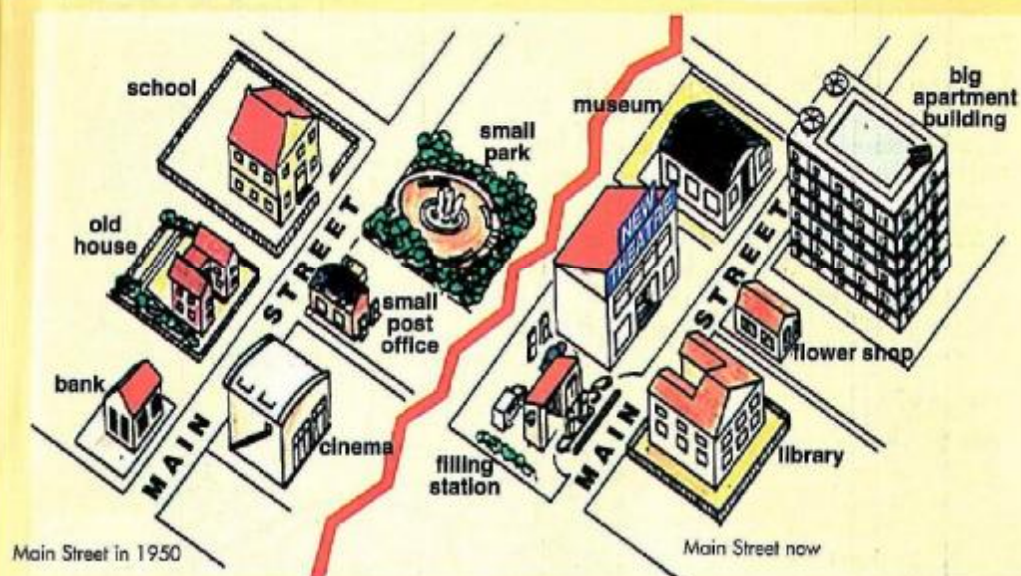
Examples: S₁: Where was Tom last summer?
S₂: He was in Pamukkale.

- 15 Today is Tuesday.
14 Yesterday was Monday.
13 The day before yesterday was Sunday.
8 Last Tuesday was the eighth. It is January now. Last month was December. It is 1998 now. Last year was 1997.

2 PB 3C1

3 PB 3C2

S₁: Tom was in Pamukkale, wasn't he?S₂: Yes, he was.S₁: Bob was in Çeşme, wasn't he?S₂: No, he wasn't. He was in Antalya.



1 Make sentences to show the changes in Main Street.

Examples: There was **a small post office** in Main Street in 1950.
There's **a flower shop** there now.

2 Practise saying numbers in the chart.

Examples: 1940 nineteen - forty
82 eighty - two
25,000 twenty-five thousand

School year	number of high schools	number of students
1940	82	25,000
1950	88	22,000
1960	194	76,000
1970	518	245,000
1980	1,167	535,000
1983	1,190	530,000

3 Now ask and answer about the information in the chart.

Examples: S₁: How many **high schools** were there in Turkey in **1940**?
S₂: There were **82**.

LESSON 11

A Look at the Future

A

1 Practise the dialogues.

(a)

Alice: Here are some fortune sweets.
Would you like one?

Karen: (takes one) Thank you.

Alice: Is it a good fortune?
Please read it.

Karen: "You will become a famous film star."



(b)

Karen: Can you read yours now, Alice?

Alice: "Someone will give you
a lot of money."

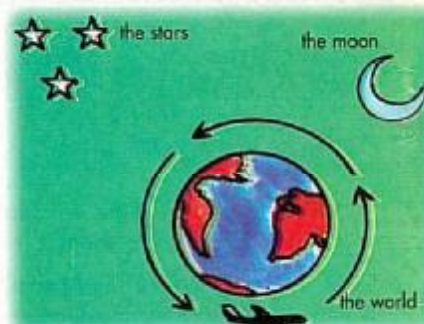
Karen: Good! Then you won't want to
borrow any from me!

(c)

Alice: Now you read yours, Tom.

Tom: "You'll fly round the world."
Oh! I won't enjoy that.
I don't like flying.
I'll give the ticket to you, Alice.

Alice: Thanks very much.



2 Listen and repeat.

I	will 'll	be thirteen next birthday.
We		see Mary at the party tonight.
You		get to Istanbul at six o'clock.
He		have a new English teacher this year.
She		be in high school next year.
It		be Tom's birthday next Thursday.
They		get the letter on Monday.
The train		leave at nine this evening.
There	be a bus at twelve.	

1 Listen and repeat.

I	won't	be fourteen till next year.
We		see Judy at the party.
She		be there.
He		find cheap tickets for the concert.
There		be any.
They		get the letter till Monday.
The train		be late.
It		rain in Antalya tomorrow.

2 PB 11A1, 11A2

3 Game

One student will be the fortune-teller. Another student will spin the pointer. It will stop at a number. The fortune teller will read the fortune for that number. Then another student will spin the pointer and so on.



4 Complete the sentences about yourself.

Examples: In two years' time, perhaps *I'll be in Orta III.*
OR In two years' time, *I'll probably be in Orta III.*

- 1 Next year
- 2 Next summer
- 3 In six months' time,
- 4 In five years' time
- 5 In twenty years' time
- 6 In fifty years' time

Reading

MY DREAM HOUSE

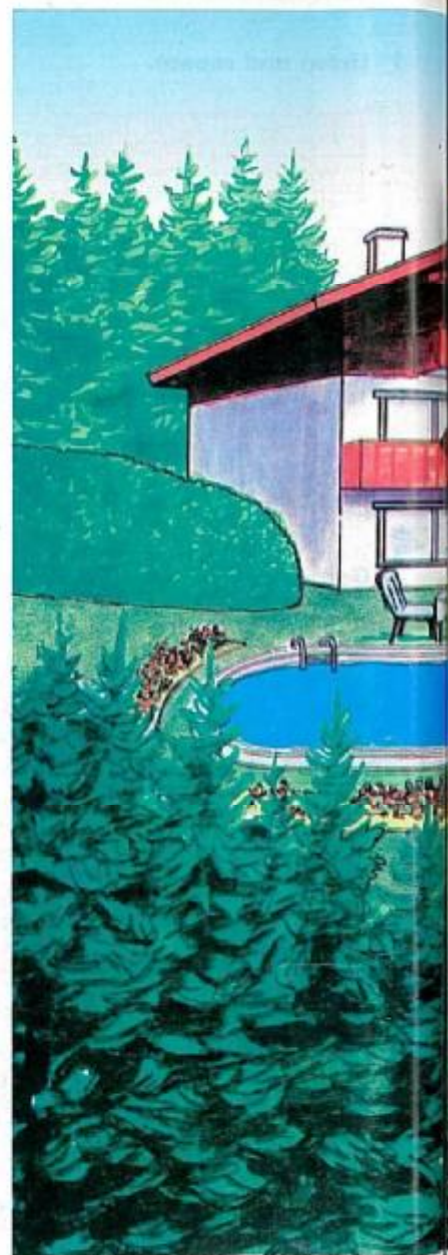
One day I want to have my own house. Where will it be and what will it be like? My house will be in the mountains near a forest.

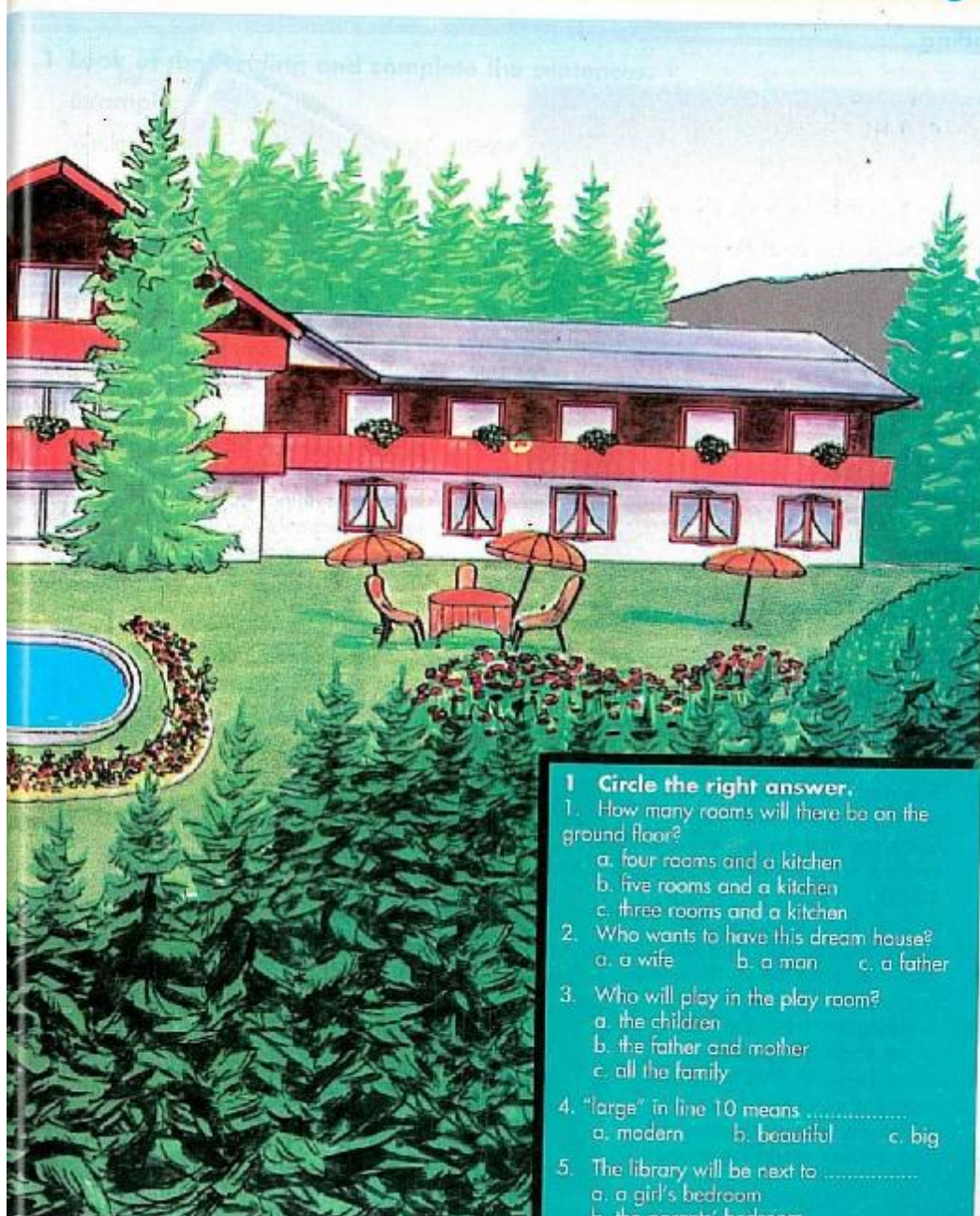
- 5 There will be a big garden round the house with a lot of flowers and trees. I'd like to have a swimming pool in the garden, too.

- My house will be a big one because I want to have four or five children. On the
10 ground floor there will be a large living room with big windows, so we will see the beautiful garden with its flowers and trees. Next to the living room there will be the dining room. It will be big, too. I will have a
15 modern kitchen. From the kitchen windows I will see the mountains. I like music, so I will have a music room with a piano and a music set. I'd like to have a play room for my children. Perhaps they will play table-
20 tennis there.

- The bedrooms will all be upstairs. There will be girls' bedrooms and boys' bedrooms, and a big one for my wife and me. There will be two bathrooms; one for us and one
25 for the children. Next to our bedroom I'd like to have a small library.

You'll see, I will have this house one day.





1 Circle the right answer.

1. How many rooms will there be on the ground floor?
 - a. four rooms and a kitchen
 - b. five rooms and a kitchen
 - c. three rooms and a kitchen
2. Who wants to have this dream house?
 - a. a wife
 - b. a man
 - c. a father
3. Who will play in the play room?
 - a. the children
 - b. the father and mother
 - c. all the family
4. "large" in line 10 means
 - a. modern
 - b. beautiful
 - c. big
5. The library will be next to
 - a. a girl's bedroom
 - b. the parents' bedroom
 - c. a boy's bedroom

5.2. Sample units from the suggested textbook model

Sample unit I

FAMOUS PEOPLE

READING

1. Look at the photos below. Answer the questions.

1. What do you know about these people?

2. Why are they famous?

3. Do you know any other famous people in business, science and sports?

2. Read the text quickly and match the headings below with the paragraphs.

Strength of mind and muscle, intelligence, ambition in business, talent of women

3. Look quickly through the texts and tell one success of each person.

A.



William (Bill) H. Gates is the chairman of Microsoft Corporation. His family was wealthy. His father, William H. Gates II, was a prominent lawyer and his late mother, Mary Gates, was a schoolteacher and chairperson of the United Way charity. Bill Gates attended public elementary school and the private Lakeside School. His interest was in software and he began programming computers at age 13. In 1973, Gates was a freshman at Harvard University and in 1975, he was the cofounder of Micro-soft company, an abbreviation of microcomputer software. In 1999, he was America's first centibillionaire. His wealth was \$100 billion. Bill Gates married Melinda French, a microsoft employee. They have three children: Jennifer Katharine Gates, Rory John Gates and

Phoebe Adele Gates.

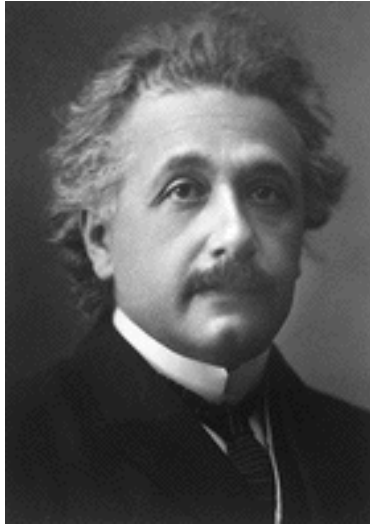
B.



Anna Kournikova is a professional tennis player . Her father, Segei Kournikov, was a former Greco-Roman wrestling champion and was a professor at the university of physical culture and sport in Moscow. Her mother Alla was a 400 meter runner. Russian-born Anna Kournikova left Moscow at the age of 9 and came to Nick Bollettieri's Tennis Academy in Florida, USA. She was the world's topped-

ranked junior at the end of 1995. In 1997, she affirmed her position amongst the world's top players. At 14, Anna Kournikova was the winner of a Federation Cup match. She also won the European Championships and Italian Open Juniors. At the end of 1995, she was ITF Junior World Champion and ranked number 1 in the junior game.

C.



The German-born American physicist Albert Einstein (1879-1955) revolutionized the science of physics. He is probably familiar to most people for his mathematical equation about the nature of energy, $E=mc^2$. During a single year, 1905, he produced three papers about the nature of space, time, and matter. They were among the most important in twentieth-century physics, and perhaps in all of the recorded history of science. These papers dealt with the nature of particle movement, the quantum nature of electromagnetic radiation, and the special theory of relativity. Einstein won the Nobel Prize in physics with his quantum explanation of the photoelectric effect.

D.



Naim Süleymanoğlu is a Turkish World and Olympic Champion in weightlifting. He won three Olympic Championships, seven World Championships and six European Championships and improved world records 46 times. Naim Süleymanoğlu's first world record was in weightlifting at age 16. Due to his small stature, his nickname was "The Pocket Hercules". He won the lightweight title at the 1988 Summer Olympics. He retired after winning the world championship in 1989 at the age of 22. The allure of competition was too strong, and Naim returned in 1991 and he won a second Olympic gold medal at Barcelona in 1992.

Between the Olympiads, Naim continued to win world titles and set records. He announced his retirement again after the Atlanta Olympics.

4. Answer the questions about the texts

1. What is Bill Gate's job?
2. Which schools did Bill Gates attend?
3. Who is Sergei Kournikov?
4. What was Anna Kournikova's success in 1997?
5. What was Einstein's success in physics?
6. What did Einstein write about?
7. What was Naim Süleymaoğlu's nickname?
8. What was Naim's success at the 1988 summer Olympics?

5. Are the following statements related to the texts true or false?

1. Bill Gates' father was an inefficient lawyer. ()
2. Bill gates attended the military school. ()
3. Gates' interest was in software. ()
4. Anna Kournikova's father was a bad wrestler. ()
5. Kournikova's mother was a famous swimmer. ()
6. At 14, Kournikova was the winner of a Federation Cup match. ()
7. Einstein was an Englishman. ()
8. In 1905, he wrote ten papers. ()
9. One of his papers dealt with the theory of relativity. ()
10. Naim Süleymanoğlu won three olympic championships. ()
11. Naim's first world record was in wrestling. ()
12. Naim retired in 1989. ()

6. Underline the present and past forms of the verb "to be" in the texts.

7. What do the following words refer to in the texts?

1. "he"(A. Line 10)
2. "they"(A. Line 12)
3. "she"(B. Line 9)
4. "he"(C. Line 3)
5. "they"(C. Line 7)
6. "he"(D. Line 8)

8. Match the following words and / or prepositions and find them in the texts.

I.	II.
attend	number 1
interest	to
German	with
rank	paper
first time	born
familiar	in
produce	partner
deal	record
set	school

10. Find the words which mean the same as the following words and expressions in the text.

1. the person in charge.....(A)
2. rich (A)
3. important (A)
4. someone who is dead (A)
5. first year student at a university (A)
6. third year student at a university (B)
7. to write (C)
8. to handle (C)
9. high and general size (D)
10. fascination (D)

GRAMMAR

Revision of past tense

Past tense: completed action in the past.

I		I
you		you
he		he
she	saw Mike yesterday	she didn't (did not) see Mike yesterday
it		it
we		we
you		you
they		they

	I	
	you	
	he	
did	she	see Mike yesterday?
	it	
	we	
	you	
	they	

Past form of verb “to be”

positive

I was in Ankara two years ago.

You were in Ankara two years ago.

He was in Ankara two years ago.

She was in Ankara two years ago.

It was in Ankara two years ago.

We were in Ankara two years ago.

You were in Ankara two years ago.

They were in Ankara two years ago.

negative

I wasn't (was not) in Ankara two years ago.

You weren't (were not) in Ankara two years ago.

He wasn't (was not) in Ankara two years ago.

She wasn't (was not) in Ankara two years ago.

It wasn't (was not) in Ankara two years ago.

We weren't (were not) in Ankara two years ago.

You weren't (were not) in Ankara two years ago.

They weren't (were not) in Ankara two years ago.

Question

Was I in Ankara two years ago ?

Were you in Ankara two years ago?

Was he in Ankara two years ago?

Was she in Ankara two years ago?

Was it in Ankara two years ago?

Were we in Ankara two years ago?

Were you in Ankara two years ago?

Were they in Ankara two years ago?

11. Put the verbs in the brackets in past tense: positive, negative or question.



Maradona is a world wide known football player. He(start) playing football at the age of 9. His first club(be) Cebollitas, the youthteam of Argentinos Juniors. Because of his unknown talent his nickname(be) “Golden Boy”. In 1979, he(become) world champion with the youth national team and(gain) the first big popularity. He(be) the “player of the tournament”and(become) sportsman of the year in South-America. In 1981 he(play) for one of the bestknown clubs in Argentina, namely Boca Juniors. In 1982 he(play) for the first time on a WC for seniors in Spain. However, this(be) a successful tournament for Maradona. He only(score) two goals. Argentina(lose) in the 2nd round. Yet he(enforce) a contract with Barcelona in the next year. Barcelona(pay) the record amount of 3,6 million euro for him. In two seasons he only(play) 36 matches, due to injuries and hepatitis. In WC in Mexico 1986 he(shine) like a real star. He(lead) his team to the WC title. He(score) 5 goals,(give) 5 assists and(become) the player of the tournament. In the quarter finals Argentina(meet) England. In that match Maradona(score) a goal with his hand. Protest(help) and the referee probably(see) it. Maradona(call) it “The hand of God”. On the 30th of October 1997, his birthday, Maradona(retire). 20 Years of magic(come) to an end, Maradona(be) no longer a football player

12. What was the weather like in these cities yesterday. You can report the weather forecast of two cities together

e.g. Paris was 23 centigrade degrees. It was warm.

Ankara	32°C / 19°C	
Antalya	32°C / 25°C	
Moskova	15°C / 12°C	
Paris	23°C / 13°C	
Münih	19°C / 10°C	
Belgrad	24°C / 17°C	
Köln	23°C / 14°C	
Kiev	22°C / 12°C	

13. Write sentences in past tense.



Einstein / be / twelve / 1891

.....



Einstein / marry / Mileva / 1903

.....

Mileva / be / mathematician

.....



He / write / first article / 1905

.....

It / be / very important

.....



He / not / win / Nobel prize / 1903

.....

It / be / 1921

.....



He / write / third paper

.....

It / not / be / production and transformation of light

.....

It / be / the electrodynamics of moving bodies

.....



Einstein / divorce / Mileva / 1919

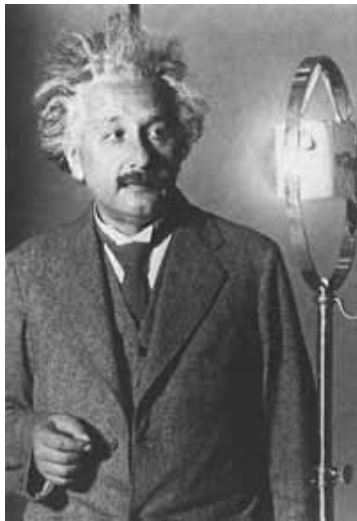
.....

He / marry / cousin Elsa Loewenthal / 1919

.....

Elsa / be / Albert's first cousin

.....



Einstein's relationship with quantum physics /

be / quite remarkable

.....

quantum theory / be / revolutionary

.....

14. Imagine you are a teacher and this is one of your student's homework. Read it and find the mistakes. Write the correct ones on the homework.

In the 1870s, two inventors Elisha Gray and Alexander Graham Bell both independently worked on a device. This device were telephone. Elisha Gray and Alexander Graham Bell entered into a legal battle over the invention of the telephone. Bell were the winner. Bell patented his telephone first. The telegraph and telephone was both wire-based electrical systems, and Alexander Graham Bell's device were actually an improvement of the telegraph. At that time, the telegraph were a famous means of communication. It was a highly successful system, but it were very limited. Bell's device transmitted multiple messages over the same wire at the same time. Greene Hubbard, Bell's future father-in-law, saw the potential and give Bell the financial support. Bell worked hard and developing the device. It were telephone. It transmited speech electrically.

LISTENING & SPEAKING

15. Student A: Choose one of these sentences. Don't utter it.

Students: Guess where your friend and/or his/ her family were yesterday. Ask questions to your friend.

I was at school yesterday.

I was in the park yesterday.

I was at home yesterday.

My parents were at the party yesterday.

My mother was at home yesterday.

My father was at work yesterday.

I was at the library yesterday.

I was at my friend's house yesterday.

I was in the hospital yesterday.

e.g. Ali: Ayşe, were you at school yesterday?

Ayşe: No, I wasn't.

Mehmet: Ayşe, were you in the park yesterday?

Ayşe: No, I wasn't.

Veli: Ayşe, were you at home?

Ayşe: Yes, I was at home.

16. Listen to the song and fill in the blanks. Sing the song together.

To be or not to be,
Get off your seat
C'mon sing it with me

I am, I was,
I'm who I
You are, you were,
that's who you are
I am, I,
you are, you were
I am, I was,
you are, you

I was a boy, now I am a man
You were always my friend, you're my biggest fan

To be or not to be,
Get off your seat
C'mon sing it with me

He is, he was,
that's who he is
She is, she was

He happy

To be or not to be,
Get off your seat
C'mon sing it with me

We are, we were

They are, they

I am
You are
He is
She is
We are
You are
They are

17. a) Listen to the person talking about Pele and answer the questions. Work in pairs.



Pele was a legend in the history of soccer. He first learned the game of soccer from his father, Dondinho. Dondinho was also a soccer player. Pelé began playing soccer for a local minor-league club at an early age. One of the country's premier players discovered him. Then he was at the age of 11. On his first appearance for the team, against Corinthians F.C., he scored a goal right away. He was only 16. The government of Brazil declared Pelé an official national treasure. During his career he scored 1,280 goals in 1,360 games. He retired from the game in 1974. He was the 1978 recipient of the International Peace Award, and in 1980 his title was the athlete of the century.

Partner A.

What was Pele's job?

From whom did he learn the game of soccer? How many goals did he score during his careers?

Who was Dondinho?

Who discovered Pele?

How old was he then?

Partner B.

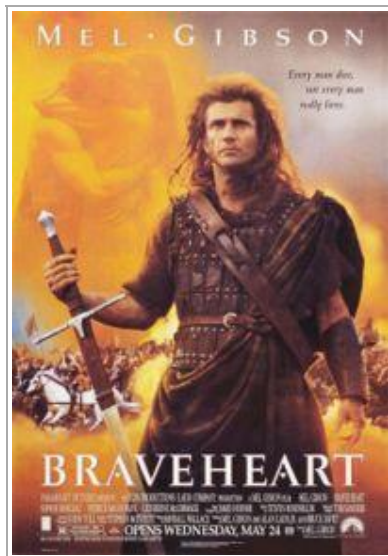
What did the government of Brazil do?

What did he gain in 1978?

What was his title in 1980?

b) Now ask each other to learn more about Pele.

18. This is a questionnaire about the movie Braveheart. You work for a film company and you are doing an interview with the people (your friends in the class). Fill in the blanks in past tense and interview with your friends.



1. What(be) the name of the main character?

- a) William Wallace
- b) Rambo
- c) Raki

2.) Who(play) the main character?

- a) Mel Gibson
- b) Sylvester Stallone
- c) Arnold Schwarzenegger

3) What(be) the movie about?

- a) past life in England
- b) love
- c) the life of a national hero in Scotland.

4) What(happen) to the main character at the end of the movie?

- a) he got married
- b) nothing
- c) he was killed

WRITING

19. Write a diary for yesterday

20. Look at the pictures and write a short passage about Atatürk in past tense. Use the information below.



1881 M. Kemal is born in the Ottoman city of Salonika.

1893 He enrolls in the Military Cadet School in Salonika.



1905 He graduates from the War Academy as Staff Captain.

1910 He is the Chief of Staff of the military operation in Albania.



1911 He is the Commander of the offensive against Italy in Tobruk, Tripoli

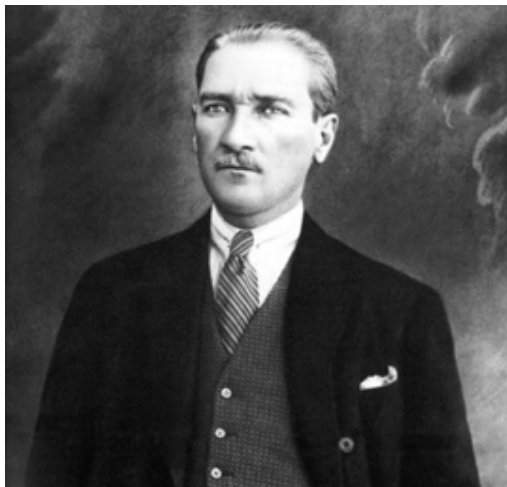
1912 He is the Commander of Operations for the Defense of the Straits.



1913 He is the Military Attache in Sofia.



May 16, 1919 He leaves Istanbul for Samsun



October 29, 1923 The Turkish Grand National Assembly declares Turkish state as a republic and M. Kemal is President.

20. Work in pairs. Ask your partner about his past and write a biography of your partner.

21. Below is an email from your friend. It is about his summer holiday. Write an email to your friend about your holiday.

Hi Ali,

I was on holiday with my family. We were at a hotel near the beach in Antalya. I swam a lot but my parents mostly enjoyed the animation show at the hotel. I read a book during my holiday. It was about Antalya. It was a fascinating place. The beach was very clean and the sea water was hot. At nights the streets were full of tourists. We went to the bazaar and bought a carpet. I liked the city very much. I enjoyed my holiday in Antalya. It was great.

How was your holiday?

Looking forward to hearing from you

Mehmet

22. Write a beginning and an end for the story.

.....

They got lost. They were hungry and thirsty. It was dark. They walked in the moonlight. They didn't see any house around. The road was so narrow and full of stones because it was a mountain road. John called Marry and Mike: "hurry up". Marry cried "it was just a mountain trip but I didn't think of this". Mike was courageous and he thought positively. He suggested to follow the road. They looked for a house. It was 10 at night and they got more tired. The road went down the hill. Suddenly they saw a light. They moved towards it. It was a house.

.....

Sample unit II

THE FUTURE OF TECHNOLOGY

1. What were the early cars like? Look at the pictures and discuss with your friends.
2. Look at the pictures and choose one of the titles for the text below.
a) old cars b) beautiful cars c) a look at the past d) the past and future of the cars
3. Look quickly through the text and tell one feature of the early cars.



Nicolas Cugnot, a French military engineer, invented the first car in 1769. It was very primitive. It run on steam. The car was too slow. It stoped every ten to fifteen minutes to build up steam power. Later Robert Anderson invented an electric car. Electric cars used rechargeable batteries. They powered a small electric motor. However, the vehicles were heavy, slow, expensive, and needed to stop for recharging frequently. Later people abondoned both steam and electric road vehicles because inventors invented a gasoline car. It worked well and it was very fast. Today most people use these cars because they are reliable, practical, and fairly efficient . It is easy to control them and they don't burn or explode. But gasoline engines release chemicals into the air and they polute the whether. Perhaps the future cars will be different. They will use different energies and they will not pollute the weather. For example, they will run on solar energy, wind energy and even water. They will also offer comfort and ease for the people. For example. It will pilot itself. It will use lasers, a video camera and a sophisticated computer brain to recognize signs and detect obstacles on the road. Perhaps they wont use wheels because they will fly in the air.



4. Answer the questions about the text.

1. Who invented the first car?
2. What were the features of it?
3. What did Robert Anderson do?
4. What did electronic cars use?
5. Which car do most people use today?
6. Which energy sources will the future car use?
7. Which technology will they have?
8. What will be the other features of the future car?

5. Are the following statements related to the text “true” or “false”?

1. Nicolas Cugnot was a pilot ()
2. The first car was very fast ()
3. Robert Anderson invented the steam car ()
4. Electric cars used batteries ()
5. Today most people used electric cars ()
6. Gasoline engines cause weather pollution ()
7. Future cars will run on steam ()
8. Future cars won't have lasers ()
9. They will have sophisticated computer brain ()
10. They will fly in the air ()

7. Underline the present, past and future uses of the verbs in the text.

8. What do the following words refer to in the text?

1. “it”(Line 1)
2. “they”.....(Line 4)
3. “it”.....(Line 7)
4. these cars.....(Line 8)

5. “they”.....(Line 9)

6. “they”.....(Line 11)

9. Match the following words and / or prepositions and find them in the text.

I.	II.
run	car
primitive	obstacles
release	up
pollute	computer brain
sophisticated	on
detect	chargable
build	chemicals
re	car
steam	weather

10. Find the words which mean the same as the following words and expressions in the text.

1. unsophisticated.....
2. to originate.....
3. a machine to carry people/things.....
4. to quit.....
5. useful.....
6. to burst loudly.....
7. to let out.....
8. relating to the sun.....
9. to sense.....
10. hurdle.....

GRAMMAR

Will: making predictions

I		
you		
he		
she	will	run
it		
we		
you		
they		

I		
you		
he		
she	won't (will not)	run
it		
we		
you		
they		

	I		
	you		
	he		
will	she	run?	
	it		
	we		
	you		
	they		

11. fill in the blanks with the verbs in brackets in present, past or future.



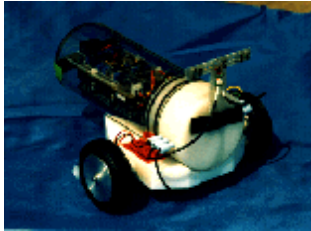
In the past, people always(dream) of leaving the Earth and traveling through space to visit the moon and explore other planets and stars. Some of these dreams(become) realities. Men(travel) to the moon. In 1969 American Neil Armstrong(walk) on the moon and he(say) "That's one small step for man but one giant leap for mankind." Armstrong(spend) his first few minutes on the moon taking photographs and soil samples. It(contribute) much to our knowledge of the moon and the solar system However space exploration(be) still in its infancy. The scope of the universe..... (be) large and we(have) many unanswered questions about it. There are about 10 billion stars like our sun in the Milky Way galaxy and perhaps a million of them(have) planets. Do these planets really(exist)? and(be) any of them like those in our solar system, or other intelligent beings or other forms of life exist there? Perhaps men(travel) to these planets in the future. They(search) for life in different galaxies. Perhaps, sometime in the future, we(establish) colonies on the moon or perhaps Mars. These bases (be) excellent sites for astronomical research. We (find) enough light, heat, and solar energy for human beings to survive. Later we(explore) the nearby stars.

11. Form sentences in future time using the verbs below.

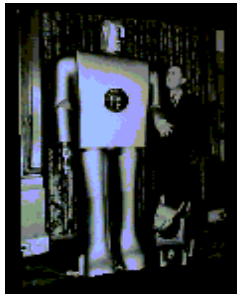
use / do / say / load and unload / assist /move



Police forces / this robot to disarm bombs



Robolobster / for underwater exploration



Elektro / 77 words and / backwards and forwards.



The robotic vehicle / packages from the Vertical Storage



This vehicle / housewives

12. Write questions in the blanks in the dialogue and practice it in pairs.

Ali:.....?

Selin: I will do shopping.

Ali:.....?

Selin: I will buy some fruits.

Ali:.....?

Selin: My friends called me so I will probably go the party.

Ali:.....?

Selin: I dont know I hope I will be at home at 10.

Ali:.....?

Selin: Ok. I will call you tomorror.

13. Find the mistakes in the passage and correct them.



In 1878, flight were only a dream. Later, Orville Wright and his brother Wilbur worked on the design of the first plane. In 1903 Orville will pilote the first flight. It lasted only 12 seconds. However the first plane were very primitive. Today the planes was very modern. They carry passangers to long distances in a short time. They offer ease and comfort. They have a sophisticated technology. In the future we saw different planes. Perhaps they are pilotless planes. They will serve many functions. They protected a country's borders, catch criminals and carry passangers. They will have a very different design. The wings looked aesthetic and its shape will be attractive. The designers will develop many new models too but we didn't know much about it.

LISTENING & SPEAKING

14. Think of arguments for and against the statements below. Discuss in groups.

1. In the future people will use pills instead of foods.
2. In the future students won't go to school. They will learn from the computers.

15. Listen to the person talking about the trains of the future. Write either yes or no beside each statement to show what the speaker says.

- 1) The future trains will fly in the air. ()
- 2) The future trains will carry more passengers. ()
- 3) The future trains won't run on railways. ()
- 4) The future trains will work with hydrogen energy. ()
- 5) The future trains won't pollute the weather. ()

16. Listen to the song and fill in the blanks. Sing the song together.

Yesterday the day before today,
 Day before today,
 It happened already.

Yesterday is the day before today,
 Day before today,
 It already.

Today today.
 It's what.... going on.
 It's what..... going on.
 It's just what's happening.

Today today.
 It's what's going on.

It's what.....going on.
It's just what.....happening.

Tomorrow is the day after today.
After today,
I wonder what happen.

Tomorrow is the day after today.
After today,
I wonder what happen.

Yesterday, Today, Tomorrow!

17. Listen to the person talking about the wars in the future. Complete the sentences.

- 1.The future wars(be catastrophic)
- 2.The countries.....(use hydrogen bombs)
- 3.People(live underground)
4. Both sides in the war(give lots of deaths)
5. Some nations.....(fight in the space)
- 7.They(use spaceships in the war)
- 8.Laser bombs.....(destroy the cities)
- 9.Submarines.....(launch atom bombs)
- 10.People(run out of food)

WRITING

18. One of your friends wants to visit you tomorrow. You are busy tomorrow. Invite him for a stay at the weekend. Write an email to your friend about it.

Hi Metin,

.....
.....
.....
.....
.....
.....

Looking forward to hearing from you.

Ali

19. Write a beginning and an end for the passage.

.....
.....
.....
.....

But going to school isn't only about lessons and studying. Students also learn to live together and establish social relations with their peers. They spend hours at school and many things occur outside of the usual day-to-day learning. In some cases students travel to foreign countries and experience the foreign culture. It contributes to their knowledge of the world. They learn new ways of viewing the world. Today the popularity of distance education is growing. Students are taking courses over the internet. Perhaps computers will replace the schools in the future. This will cause many consequences.

.....

.....

.....

.....

20. look at the pictures about the trains of the future. Write a paragraph about how they will be in the future. Use the information below the pictures.



Virgin Trains / tilt left or right on bends / fast / not uncomfortable for the passengers



Free-gauge Trains / run on different types of tracks / four different track guages / run on four types of tracks.



No wheels / float above the track / magnets make the train rise up / fast / speed of 552 kph



not run on rails, air, or a magnetic cushion / no wheels / no engine / the rails are on the train / run by electric motor /cheap



Environmentally friendly, safe and relaxing / comfortable / new design

CHAPTER 6. CONCLUSION

The main aim of this study was to investigate the effectiveness of the textbook Spotlight on English used in state primary schools in Turkey based on the post-use textbook evaluation practice and ultimately to develop a new model which would compensate for the weaker parts of the textbook. In order to evaluate the textbook, a textbook evaluation model was developed by reviewing the related literature. Thus the following components of the textbook were evaluated:

- practical considerations
- language content
- design and organization
- language skills
- exercises and activities
- cultural consideration

According to the data collected, the weaknesses of the textbook were specified and two sample units from the suggested textbook model which would compensate these weaknesses were presented.

The suggested model follows a coherent unit format. It is organized as “reading”, “grammar”, “listening & speaking”, and “writing”. Reading section presents reading texts. There are pre-reading and post-reading, skimming and scanning activities. The pre-reading activities aim to prepare the students for reading the text by focusing their attention on the topic. The post-reading activities include comprehension questions, true/ false questions, underlying the grammar items in the text, other language practice activities like finding what the given words refer to in the text, matching words and phrases, and vocabulary study.

Grammar section introduces the new grammar item and offers some activities like fill in the blanks, meaningful language practice like reporting a weather forecast, forming a biography of a famous person and finding mistakes in a text.

Listening & speaking section offers a variety of activities: pairwork and group work activities and meaningful language practice like guessing play and making a questionnaire or for and against discussion on a topic , listening to a song and fill in the blanks, and jigsaw activity.

Writing section includes activities like writing a biography with the given information, writing an email or a letter to a friend about a given topic and writing a beginning and an end for a half cut story.

The suggested model aims to give an equal focus on each of these areas. The topics are chosen carefully to attract the students' attention. The language activities are not presented in isolation but given in a context. Though some mechanical activities are offered for language practice, meaningful activities are given special importance.

Because time is limited and the whole primary schools in Turkey is a large population, only the primary schools in Izmir city are chosen as the context of the study. A similar study can be carried out in other contexts using the teachers' questionnaire to test the different components of the textbook. Again a similar study can be carried out to find the strengths and weakness of the other textbooks used in different contexts and based on the data new textbook models can be suggested. Since textbook development is a demanding task which requires team work and is the task of textbook writers, the development of a new model, in this study, was restricted to two units. However, the unit design and the activities suggest a format for the other units though additional activities can also be added by the textbook writers. The researcher hopes that the suggested design would contribute to the preparation of a new textbook for the state primary schools in Turkey.

NOTES

The pictures and texts in chapter 5 are adopted and adapted from the following internet sources.

<http://www.microsoft.com/billgates/bio.asp>

<http://www.woopidoo.com/biography/bill-gates.htm>

http://www.netglimse.com/celebs/bio/anna_kournikova.shtml

http://sports.quickfound.net/anna_kournikova_biography.html

<http://www.biogs.com/famous/kournikova.html>

<http://www.bookrags.com/biography-albert-einstein/>

<http://inventors.about.com/library/inventors/bleinstein.htm>

<http://www.aip.org/history/einstein/inbrief.htm>

http://en.wikipedia.org/wiki/Naim_Suleymanoglu

http://www.maradona10.nl/html/biografie_eng.php

<http://www.expertfootball.com/players/maradona/biography.php>

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<http://www.songsforteaching.com/etienne/tobe.htm>

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<http://www.google.com.tr/search?hl=tr&q=brave+heart&meta=>

<http://www.imdb.com/title/tt0112573/maindetails>

<http://www.ataturksociety.org/asa/ataturk/bio.html>

<http://www.cybersteering.com/trimain/history/ecars.html>

<http://inventors.about.com/library/weekly/aacarssteama.htm>

<http://www.si.edu/RESOURCE/FAQ/nmah/earlycars.htm>

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m

<http://teacher.scholastic.com/scholasticnews/indepth/space/spacestories/index.asp?article=exploration>

<http://images.google.com.tr/imgres?>

<http://www.occdsb.on.ca/~proj4632/learnmore.htm>

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<http://www.trakkies.co.uk/facts/future.htm>

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APPENDICES

Appendix I

EVALUATION OF SPOTLIGHT ON ENGLISH

Questionnaire for teachers

Dear colleague,

This questionnaire aims to investigate the effectiveness of the textbook “Spotlight on English” through your opinions. Please read each item and indicate your opinion by putting an X in one of the boxes: a) Strongly agree b) Agree c) Undecided d) Disagree e) Strongly disagree.

Your cooperation would be appreciated.

I. PRACTICAL CONSIDERATIONS	strongly agree	agree	undecided	disagree	strongly disagree
1. The textbook is effective in terms of cover and page appearance.					
2. The textbook contains a sufficient amount of visual materials (photographs, charts, diagrams) helping the students understand the text.					
3. The visual materials are actually integrated into the text and not there for cosmetic value only					
4. The layout (the parts of a page of the book) and presentation is clear.					
5. There are indexes, vocabulary lists, section headings and other methods of signposting the content that allow the student to use the material easily, especially for revision and self-study purposes.					
6. The textbook is cost-effective, easy to use and successful in your teaching situation in terms of time, labor and money.					
II. LANGUAGE CONTENT	strongly agree	agree	undecided	disagree	strongly disagree
1. The vocabulary load (i.e., the number of new words introduced in each lesson) is reasonable for the students of that level.					
2. The new vocabulary is repeated in subsequent lessons for reinforcement.					
3. The number of grammatical points introduced in each lesson is appropriate.					
4. The sequencing (order) of grammatical points grammatical points is appropriate.					
5. The new structure is repeated in subsequent lessons for reinforcement.					
6. The number of vocabulary and grammar items introduced in each unit is the same.					

III. DESIGN AND ORGANIZATION	strongly agree	agree	undecided	disagree	strongly disagree
1. The book contains a sufficient variety of design to interest the learner.					
2. There is a clear and logical page / unit organization so that the teacher and the students can understand the theme, purpose and intended result.					
3. Headlines, chapter or unit headings and subheadings help summarize what is to be expected in a unit.					
4. The density and variety of text is at the right level for the students.					
5. The topics in the textbook are interesting.					
6. There is a coherence in unit format (all the units are organized in a logical format).					

IV. LANGUAGE SKILLS	strongly agree	agree	undecided	disagree	strongly disagree
1. The reading passages (texts) are suitable for the students' level and interests.					
2. There is an adequate treatment of pre-reading and post-reading activities in the textbook.					
3. There is an enough focus on developing listening skill in the textbook.					
4. The textbook offers a variety of practice to develop speaking skill.					
5. There is an enough focus on developing writing skill in the textbook.					
6. There is integrated skills work in the textbook.					
V. EXERCISES AND ACTIVITIES	strongly agree	agree	undecided	disagree	strongly disagree
1. The activities in the textbook are interesting for the students.					
2. There is an adequate treatment of activities which promote meaningful language use (as opposed to mechanical exercises).					
3. The activities provide a variety of interaction opportunities (group work, pair work etc.).					
4. The activities in the textbook promote critical thinking (i.e., analysis, synthesis, interpretation).					

5. There is an adequate amount of activities for practicing language (vocabulary, grammar) in the textbook.					
6. The activities are appropriate for the level of the students.					
VI. CULTURAL CONSIDERATIONS	strongly agree	agree	undecided	disagree	strongly disagree
1. There is an adequate treatment of native culture (Turkish culture) along with target culture (English culture) in the textbook.					
2. The characters in the textbook represent people from different social class, age and occupation.					
3. The characters in the textbooks exist in a social network (e.g. family, peer group, workplace) and they are not there in isolation without any social connection.					
4. The characters in the textbook are realistic (like real life characters their fears, hopes and hates are reflected in the textbook).					
5. There is an equal representation of men and women in the textbook.					
6. The women are represented in the same roles as men(e.g. doctor, teacher) and they are not presented as passive participants.					

Appendix II

T.C.
İZMİR VALİLİĞİ
İl Millî Eğitim Müdürlüğü

25 MAYIS 2006

SAYI : B.08.4.MEM.35.06.03.1/130467-
KONU : Tez Çalışması.

VALİLİK MAKAMINA
İZMİR

İLGİ: Dokuz Eylül Üniversitesi Eğitim Bilimleri Enstitüsü Müdürlüğü'nün 23.05.2006 tarih ve 1250 sayılı yazısı.

Dokuz Eylül Üniversitesi Eğitim Bilimleri Enstitüsü Müdürlüğü'nün ilâj yazısında, Yabancı Diller Eğitimi Anabilim Dalı İngilizce Öğretmenliği Doktora Programı öğrencisi Ahmet ACAR'ın, "Designing an Effective EFL Primary School Textbook Model by Means of Evaluating the Primary School EFL Textbooks: A Sample in the Designed Group and Context" konulu, İngilizce ders kitabının etkinliğini araştırmaya yönelik tez çalışmasıyla ilgili olarak Buca, Gazienür, Konak, Karşıyaka ve Bornova ilçelerine bağlı ilköğretim sınıflarında uygulamak istediği belirtilmektedir.

Söz konusu çalışmanın 2005-2006 öğretim yılında, eğitim öğretimi aksatmadan okul müdürünün gözetiminde yapılması, araştırma sonuçlarının Birim Eğitim Müdürlüğüne verilmesi kaydıyla uygun görülmektedir.

Makamunuzca da uygun görülmesi halinde olurlarınıza arz ederim.

M. Fahri AYKIRI
Vali a.
Vali Yardımcısı

OLUR

25/05/2006

M. Fahri AYKIRI
Vali a.
Vali Yardımcısı

Bk:
1-Yazı
2-Anket